

Annual Report

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2016

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Ministry of Education  
and Culture



Part A'

# Education

# 1.

## ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

### 1.1 DEPARTMENT OF PRIMARY EDUCATION

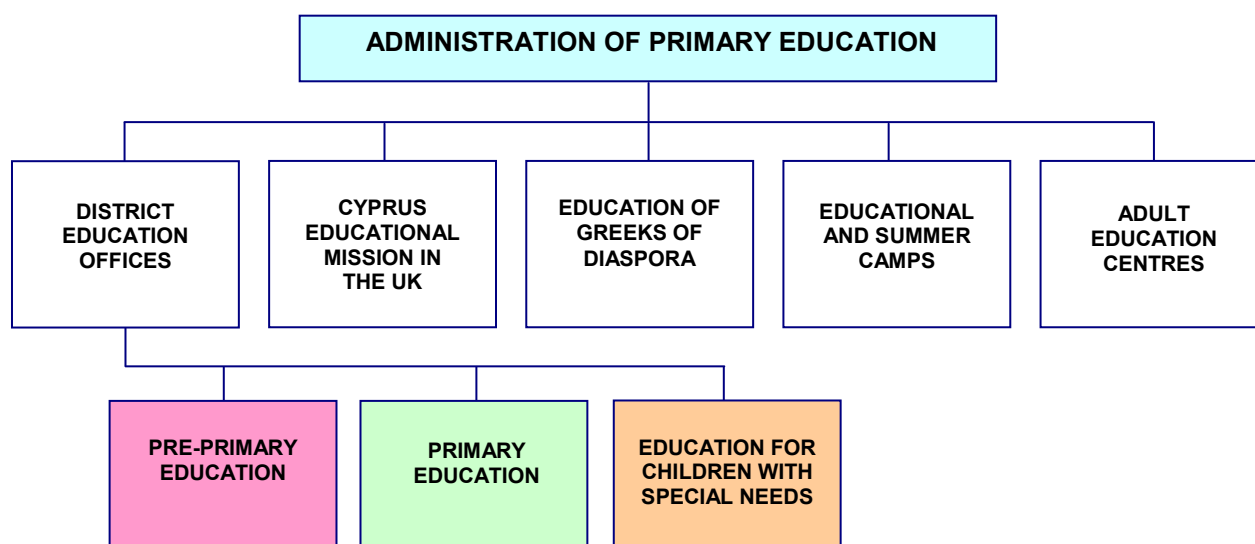
Primary Education is the first stage of education laying the foundations for children's cognitive, emotional and psychomotor development. For this reason, the Administration of the Department of Primary Education persists in the continuous improvement and upgrading of Primary Education. Furthermore, 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 2015 - 2016, 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 128 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 5<sup>8</sup>/<sub>12</sub> to 11<sup>8</sup>/<sub>12</sub> years old, who attend 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 one 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,
- foster 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 2016, 326 Greek-Cypriots and 86 Maronites were living in the 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 11<sup>th</sup> 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 2015 - 2016, three children attended the Rizokarpaso Pre-primary School and 14 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 2015 - 2016, 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 (3561) are educated within mainstream classrooms. Special Education is also provided in 92 Special Units within mainstream schools. Children attending Special Units (519) are also assigned to a mainstream class, where they can attend integrated lessons and participate in celebratory or festive events.

Children with severe difficulties (385) 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. Six hundred and forty (640) 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, 31 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 5<sup>th</sup> and 6<sup>th</sup> classes of Primary Schools in Cyprus and other countries, the opportunity to get to know and love the natural environment of the countryside, 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 to improve children's health and offers children organised entertainment activities, thus, supporting current trends in education through experiential environmental education and the organisation of social life in educational camps.

The educational programmes and overall organisation of the camps largely serves the curriculum, since aspects of Life Skills Education (Environmental Education, Education for Sustainable Development, Emotional Education), Geography, History and Religious Education are fully implemented in the Camping Programme.



During the school year 2015 - 2016, Educational Camps operated in two different periods, with four five-day sessions in October - November 2015, nine five-day sessions in April - June 2016 and a session for children of the Maronite Community. A total of 1094 children from 36 Primary Schools in Cyprus as well as 22 children and three teachers from the Greek Orthodox School of London, St. Kyprianos, attended the programme.

Three programmes took place in the camps during summer time:

- The Summer Camps in Prodromos, accommodating approximately 586 children from 140 Primary Schools in Cyprus in nine seven-day sessions and five children from the Cyprus Children's Fund.
- The Hospitality Programme for children from abroad which involved 96 children and escorts from Russia, Ukraine and Jerusalem.
- The Children's Summer Camps Abroad, in which 167 children and escorts from Cyprus participated. Groups were hosted by the Ministry of Education, Research and Religions of Greece, the municipality of Polygyros and 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 25.000 citizens have attended the Adult Education Centres during the school year 2015 - 2016, 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 17% of the participants were over 65 years of age.

### 1.1.9 SCHOOLS - TEACHERS - PUPILS

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

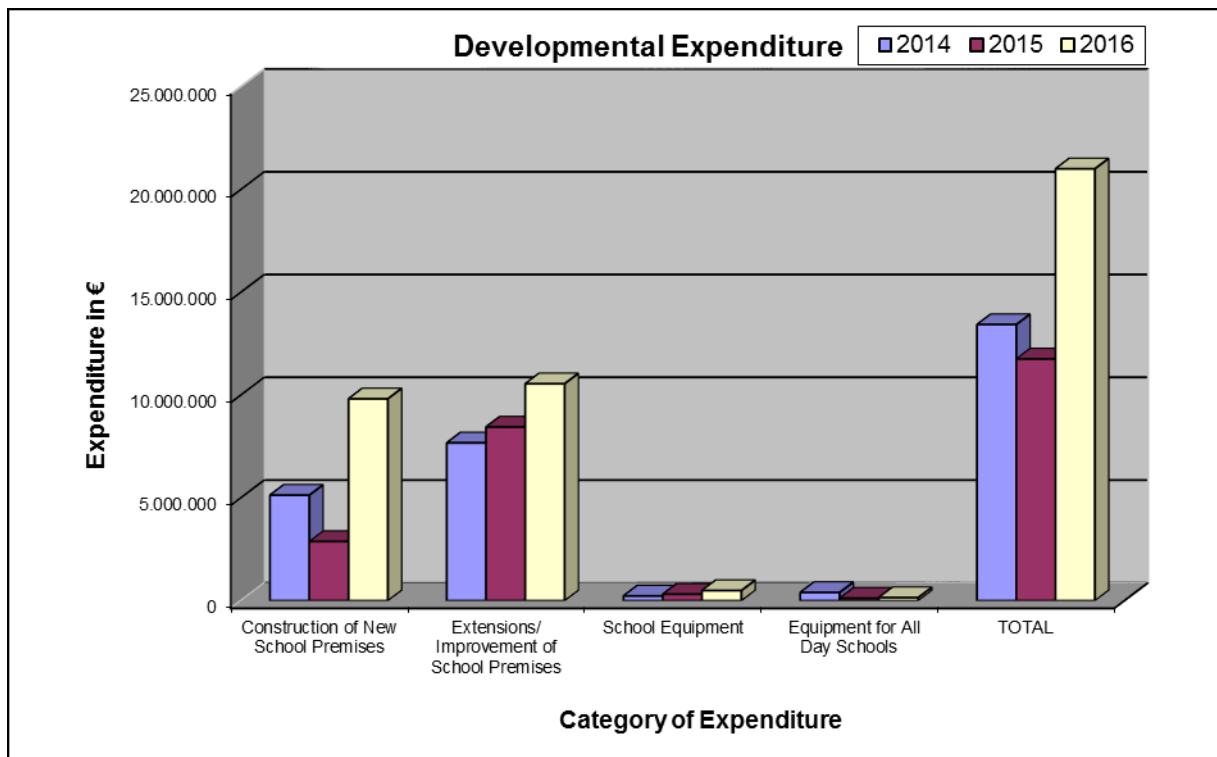
<b>SCHOOLS</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>2015 - 2016</b>
<b>PRE-PRIMARY SCHOOLS</b>			
<i>Public Pre-primary Schools:</i>			
a) Number of Schools (*)	268	268	271
b) Number of Pupils (*)	11920	12064	12233
c) Number of Teachers (*)	734	741	761
<i>Community Pre-primary Schools:</i>			
a) Number of Schools	81	83	83
b) Number of Pupils	2170	2190	2056
c) Number of Teachers	115	115	111
<b>PRIMARY SCHOOLS</b>			
a) Number of Schools (*)	338	334	334
b) Number of Pupils (*)	48645	48796	49567
c) Number of Teachers (*)	4084	4078	4086
<b>SPECIAL SCHOOLS</b>			
a) Number of Schools	9	9	9
b) Number of Pupils (3 -21 years old)	365	373	385
c) Number of Teachers (Special Teachers)	154	163	175
<b>GREEK COMMUNITY SCHOOLS ABROAD</b>			
a) Number of Schools	62	60	62
b) Number of Pupils	5384	5400	5591
c) Number of Teachers: permanent	28	28	25
part time	169	126	117
<b>ADULT EDUCATION CENTRES</b>			
a) Number of Centres	420	405	395
b) Number of Members	26000	24203	25060
c) Number of Instructors	691	654	689

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

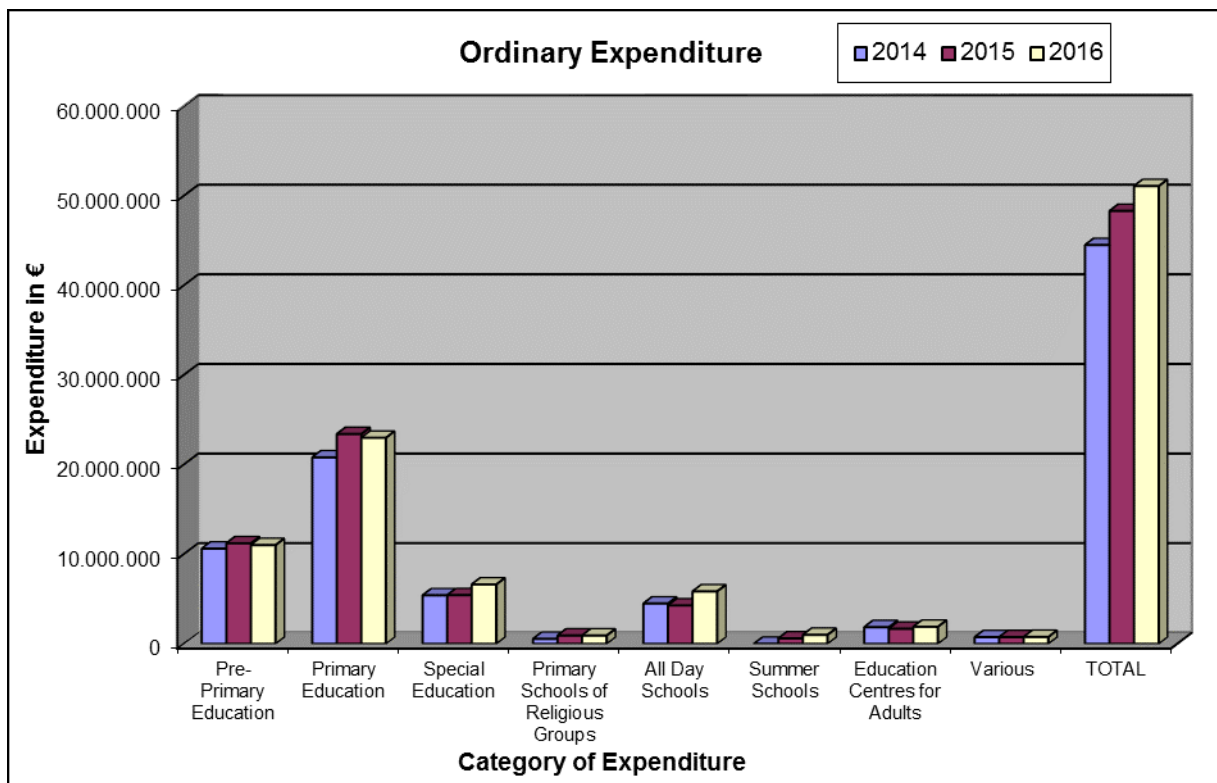
<b>SCHOOLS IN OCCUPIED AREAS</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>2015 - 2016</b>
<b>PRE-PRIMARY SCHOOLS</b>			
a) Number of Schools	1	1	1
b) Number of Pupils	6	6	3
c) Number of Teachers	1	1	1
<b>PRIMARY SCHOOLS</b>			
a) Number of Schools	1	1	1
b) Number of Pupils	13	12	14
c) Number of Teachers	4	3	3

### 1.1.10 FINANCIAL STATUS

The developmental expenditure for the financial years 2014, 2015 and 2016 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2014, 2015 and 2016 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 Educational 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 gradual specialization. Thus, it prepares pupils for their academic and professional pursuits. It also aims at the promotion and development of healthy, spiritual and moral personalities, as well as the creation of competent, democratic and law abiding citizens. Furthermore, it pursues the strengthening of national identity, cultural values and universal ideals for freedom, justice, peace and the fostering of love and respect among people with a view at promoting mutual understanding and cooperation among people. All of these, within the framework of the new multicultural conditions existing both in Cyprus and worldwide during the 21st century.

Public Secondary General Education is offered to pupils between the ages of 12 - 18, through two three-year cycles of study - 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, such as clubs, excursions and field trips, in order to attain a more comprehensive and balanced development of the pupils' personality. Education is compulsory up to the age of 15 and free of charge for both cycles.

The Directory of Secondary General Education has a wide range of responsibilities in areas such as supervising and evaluating the activities within public schools, supervising the activities of private schools and institutes, the State Institutes for Further Education, Counseling and Career Guidance Services, monitoring the implementation of school regulations, inspection of teaching staff, educational planning and school staffing, offering further education to pupils and adults and providing information about education to the general public.

### **1.2.1 THE GYMNASIUM**

The Gymnasium is a complete cycle of general education focused on humanistic education. It is compulsory for all pupils and it complements the general education offered in Primary Education. Furthermore, it prepares pupils to enter the Lyceum or the Technical / Vocational Education path. Under the policy of the Ministry of Education and Culture for upgrading the quality of education provided, new activities and procedures have been introduced and promoted. These include the teaching of Information Technology to all classes, more systematic use of school libraries, the introduction of the specialized classrooms such as Foreign Language and History classrooms, as well as, the upgrading of the Class Teacher role.

Aiming at preventing school failure and functional illiteracy, the institution of Educational Priority Zones (EPZ) was initially introduced in secondary schools. The main principles of the EPZ are to ensure continuity between Pre-Primary - Primary - Secondary Education (Gymnasium), the cooperation with local authorities, the decrease of the number of students per class, as well as the acquisition of communication skills. This year EPZ has been replaced with the programme named "The Activities of School and Social Inclusion" (DRA.S.E.) which aims to expand and improve the functioning of the EPZ. Additionally, it aims at reducing early school leaving, creating positive attitudes towards school and improving learning outcomes.

Since the school 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, and arithmetic – based on the curriculum 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 areas, and especially in the psychological, social and educational domain.

### **1.2.2 THE ENIAIO LYKEIO**

In the school year 2000 - 2001, the institution of the Eniaio Lykeio was introduced in all schools in Cyprus. In the Eniaio Lykeio, common core subjects as well as optional subjects were offered. Common core subjects which were obligatory for all pupils aim at offering general education, multi-faceted development and acquisition of general skills required by today's realities. All subjects in Class A' were common core subjects. In Classes B' and C' pupils attended common core subjects and in addition chose optional subjects that interest them for systematic and in depth study.

#### **1.2.2.1 THE NEW CURRICULUM**

In the school year 2015 - 2016 a new curriculum has been introduced in Secondary General Education which differs in the distribution of periods taught per subject in the Gymnasium and Lyceum.

The application of the New Curriculum aims at strengthening the validity of the School Leaving Certificate (Apolysterion) of the public school and ensuring a more reliable system of access to Public Higher Education Institutions in both Cyprus and Greece. At the Gymnasium the New Curriculum includes an increase in the teaching periods from 37 to 38 per week, minor differentiations in the distribution of teaching periods per subject and the selection of a Subject Orientation Group (for Class A' in the Lyceum) or the Field of study and specialization area of the Technical and Vocational Education. This choice is made in the third class of the Gymnasium.

Class A' Lyceum mainly comprises of core subjects, taught for 31 periods per week. It aims at providing pupils with a general and well-rounded education. In addition, the New Curriculum introduces an in depth study in two of the subjects that belong to one of the four Subject Orientation Groups (two additional periods per subject, over and above the hours of the core subjects). Thus, these choices help pupils to follow one of the six respective Directions of study in Class B' and C' of the Lyceum.

### **1.2.3 THE EUROPEAN DIMENSION IN EDUCATION**

The European Dimension in Education is one of the implicit aims of the Cyprus educational system. It is promoted interdisciplinary through the syllabi of various subjects and other school activities which aim at informing and assisting pupils to develop a sense of European identity. Therefore, schools participate in various activities, programmes and competitions such as Europe Day, The European Day of Languages, The European Language Label, and the Life Long Learning Programmes. Additionally, pupils participate in European Clubs organized by the schools, undertake projects, establish links and exchange programmes with other European schools mainly through the Internet.

### **1.2.4 PRIVATE SECONDARY EDUCATION**

A. There are forty-one (41) 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 labor 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.

- Same Type Schools: They follow without exception, the existing curricula and timetables of the public schools.

- Similar Type Schools: Among other subjects, they are required to teach for at least two-thirds in terms of time and material, the main curricula of the public schools.
- Different Type Schools: They are classified as schools that do not fall into any of the two previous categories.

## **B. DEPARTMENT OF SECONDARY PRIVATE EDUCATION**

It supervises all issues related to the establishment and operation of private schools and private institutes. Specifically, the Department of Secondary Private Education deals with issues relating to the following:

- The establishment and operation of Private Secondary Schools pertaining to the following:
  - The smooth and orderly operation of private schools and private institutes in order to ensure the:
    - suitability and safety of buildings,
    - compliance in record keeping,
    - appropriateness of the teaching faculty and staff,
    - quality of the education provided (Curricula, methodology, student assessment).
  - The increases in Tuition fees for Private Schools.
  - The new applications for the establishment and operation of private schools and private institutes.
  - The presenting of applications to the Advisory Committee on Private Education for approval.
- The review of legislation governing the establishment and operation of Private Schools and Private Institutes and the drafting of two separate pieces of Legislation.
- Granting attendance certificates to interested persons, who previously attended secondary private schools which were approved by the Ministry of Education and have suspended their operation or are shut down.
- The complaints about private employment of public school teachers or the delivery of illegal tutorials.
- The certification of the signature authenticity of attendance certificates and School leaving certificates of Private Schools.

### **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 Career Counseling and Educational Services (CCES) operate under the umbrella of the Secondary Education Administration of the Cyprus Ministry of Education and Culture. The CCES maintain Counselling and Career Guidance offices in all public Secondary and Technical schools as well as Central Career Guidance offices at the Ministry of Education and Culture.

### **1.2.7 NUMBER OF PUPILS**

During the school year 2014 - 2015, 22.032 pupils attended the Gymnasium, 18.502 pupils attended the Lyceum and 459 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
2010-11	24566	23049	47615	659
2011-12	24265	22199	46464	697
2012-13	23833	21171	45004	651
2013-14	23.444	19.896	43.340	573
2014-15	22.742	19.217	41.959	413
2015-16	21.913	18.617	40.530	459

The school year 2015-16 pupils of lower secondary education were distributed across 990 classrooms with an average of 22.13 pupils per classroom and in upper secondary education, pupils were distributed across 899 classes with an average of 20.71 pupils per class. In upper secondary schools the average number of pupils has been calculated on the basis of the lessons of common core.

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

School year	Lower Secondary Education		Upper Secondary Education	
	Number of classes	Average number of pupils	Number of classes	Average number of pupils
2011-12	1095	22,16	1026	21,64
2012-13	1081	22,05	991	21,36
2013-14	1058	22,16	939	21,19
2014-15	1034	21,99	911	21,09
2015-16	990	22.13	899	20.71

### 1.2.9 NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2015 - 2016 was 5.814.

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	4	29	183	15	198	236	2
PHILOLOGISTS	40	49	240	1175	79	1254	1583	12
MATHEMATICIANS	10	17	99	492	48	540	666	4
PHYSICISTS	8	10	48	251	36	287	353	1
BIOLOGISTS	4	3	27	148	18	166	200	2
CHEMISTS	5	4	21	136	30	166	196	
GEOGRAPHERS			3	18	3	21	24	
ENGLISH	4	14	51	280	43	323	392	1
FRENCH	6	5	30	124	16	140	181	2
ITALIANS				23	2	25	25	
SPANISH				10	10	20	20	
GERMANS		1		4	10	14	15	
RUSSIANS				5	20	25	25	
TURKISH				7		7	7	
ECONOMICS		4	19	123	24	147	170	
PHYSICAL EDUCATION	5	5	44	297	38	335	389	2
MUSIC	2	3	25	132	16	148	178	1
ART	3	8	23	126	16	142	176	1



PHOTOGRAPHERS				5	5	10	10	
HOME ECONOMICS		5	16	131	17	148	169	1
INFORMATION TECHNOLOGY	6	7	35	348	14	362	410	2
TECHNOLOGY	4	3	20	168	23	191	218	3
COUNCELORS	1	2	12	106	25	131	146	1
THEATRE				8	17	25	25	
TOTAL	103	144	742	4300	525	4825	5814	35

### 1.2.10

#### SCHOOLS IN OPERATION

During the school year 2015 - 2016 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 2016 aimed at the:

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

During the year 2016, regular expenditure, in Secondary Education, apart from educators' salaries, aimed at covering functional expenses as follows:

- Operating Expenses
- School athletics
- State Institutes for Further Education
- Maintenance and Repairs
- Personnel Training
- 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 2016, 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 trends 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 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.

During the school year 2015 - 2016 formal upper secondary technical and vocational education offered twelve fields of study, each divided into various specializations, as shown in the table below:

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

<b>2 ELECTRICAL ENGINEERING</b>		
Electrical Installations	Theoretical	Practical
Electronics	Theoretical	
Computer Engineering	Theoretical	
Electrical Appliances, Automation and Control Systems	Theoretical	Practical
Domestic Appliances, Refrigeration and Air Conditioning		Practical
Electronic Communications	Theoretical	Practical
<b>3 CIVIL ENGINEERING – ARCHITECTURE</b>		
Civil Engineering	Theoretical	
Architecture	Theoretical	
Land Surveying	Theoretical	
Building		Practical
Laboratory Assistants		Practical
<b>4 DRAFTSMEN</b>		
Draftsmen		Practical
<b>5 WOODCRAFT AND FURNITURE MAKING</b>		
Furniture Design and Production	Theoretical	
Woodcraft and Furniture Making		Practical
<b>6 APPLIED ARTS</b>		
Graphic Design	Theoretical	Practical
Interior Design	Theoretical	Practical
Goldsmithing – Silversmithing		Practical
<b>7 CLOTHING</b>		
Fashion Design	Theoretical	
Dressmaking		Practical
<b>8 HAIRDRESSING</b>		
Hairdressing		Practical
<b>9 AGRICULTURE</b>		
Horticulture		Practical
<b>10 SERVICES</b>		
Tourist Agency and Hotel Clerks	Theoretical	Practical
Sales Personnel		Practical
Bank and Accounting Clerks	Theoretical	
Secretarial Studies		Practical
<b>11 INDUSTRIAL DESIGN</b>		
Industrial Design	Theoretical	
<b>12 HOTEL AND CATERING</b>		
Cooks and Waiters		Practical

### 1.3.2 EVENING TECHNICAL SCHOOLS

The Department of Secondary Technical and Vocational Education also offers formal education programmes through the two evening technical schools operating in Lefkosia and Lemesos, in order to further promote participation in STVE and support the integration of school dropouts in the workplace and isociety, 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 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 – Gymnasium - 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 (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 to 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-year duration and involves both training at school and practical training in enterprises. Apprentices follow practical training in enterprises for three days per week where they are remunerated for their work, and receive theoretical training for two days a week at Technical Schools.

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, bakers 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.

The Council of Ministers, with Decision No 78.658, dated 15<sup>th</sup> 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 1<sup>st</sup> 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 target 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 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 the 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 Chrysochou.

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

About 4699 pupils attended mainstream and evening technical schools during the school year 2015-2016, distributed as shown in the Table below:

School	No. of Pupils
A' Technical School Lefkosia	489
B' Technical School Lefkosia	186
Technical School «Makarios C'» Lefkosia	554
Evening Technical School Lefkosia	126
A' Technical School Lemesos	545
B' Technical School Lemesos	290
C' Technical School Lemesos	391
Evening Technical School Lemesos	107
Apeitio Gymnasium Agros	36
Larnaka Technical School	507
St. Lazaros Technical School Larnaka	314
Paralimni Technical School	230
Avgorou Technical and Agricultural School	257
Pafos Technical School	571
Polis Technical School	96
<b>TOTAL NUMBER OF PUPILS</b>	<b>4699</b>

### 1.3.6 TEACHING PERSONNEL

The number of secondary technical and vocational education teachers (including head teachers and deputy head teachers) employed at technical schools for the school year 2015 - 2016 was 558. The number of part time teachers and instructors for the Afternoon and Evening Classes was 94.

### 1.3.7 NUMBER OF PUPILS

During the school year 2015 - 2016, 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	4466
Evening Technical Schools	233
New Modern Apprenticeship (core apprenticeship)	155

Special Units	85
Afternoon and Evening Classes	1060
Post Secondary Institutes of VET	296
<b>TOTAL</b>	<b>6295</b>

### 1.3.8 EXPENDITURE

During the fiscal year of 2016 the development expenditure for Secondary Technical and Vocational Education reached the amount of €2.650.000, while the current expenditure for the same year was €1.216.581.

### 1.3.9 INFRASTRUCTURE EXPENDITURE

The total cost of Technical Schools' maintenance and improvements for the year 2016 was €2.350.000.

## 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 students 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 Licence 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 a final Licence of Operation. 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 a final Licence of Operation.

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.

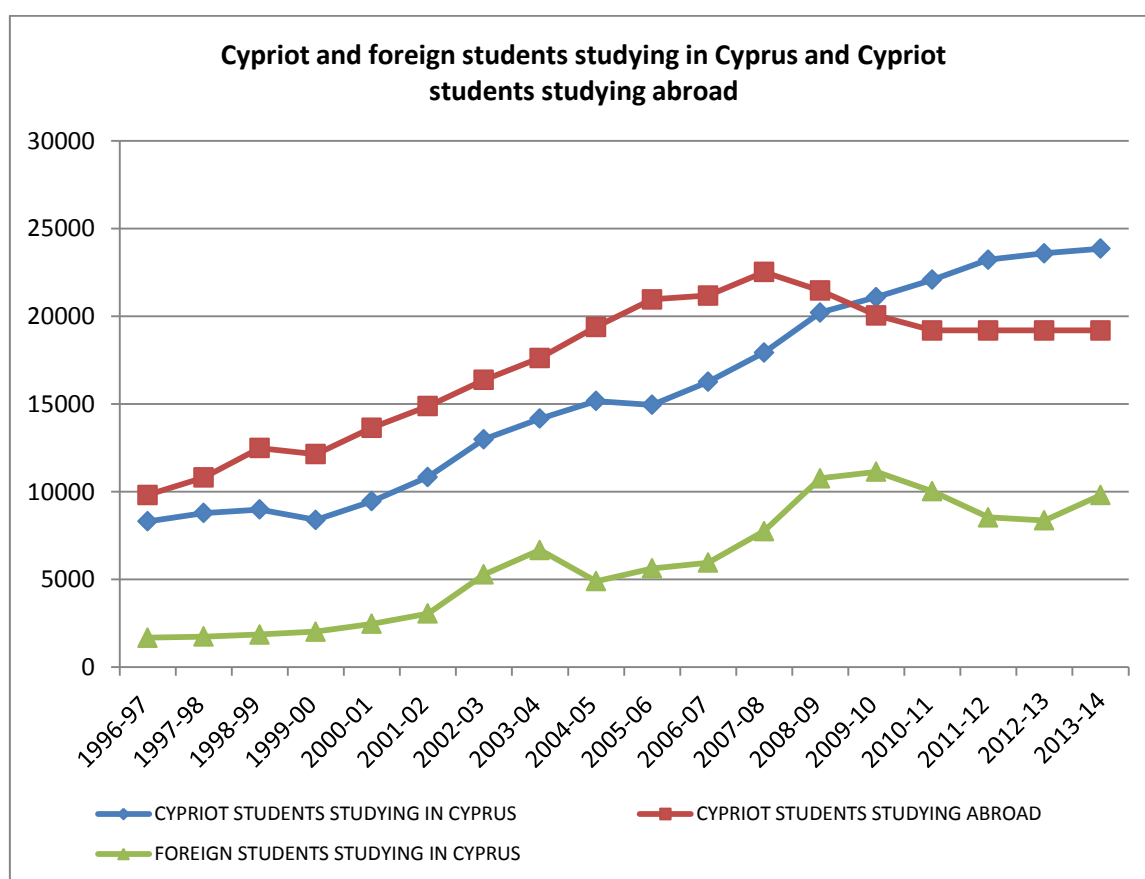
As mentioned above, in the early 60's, a number of Private Institutions of Higher Education (HE) were established. These institutions were operating without a legal framework until 1996. During that year, an independent body, the Council of Educational Evaluation - Accreditation, was established and 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 2<sup>nd</sup> 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](http://www.ucy.ac.cy))**

The University of Cyprus (UCY) was established in 1989 as the first public university of Cyprus and accepted its first students in 1992. Although newly established, UCY has managed to become the leading educational institution in Cyprus and one of the most respected institutions in the Mediterranean, hosting today more than 7.000 students, 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 practise 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](http://www.ouc.ac.cy))**

### **Mission and Objectives**

The Open University of Cyprus was established in 2002 as the second public university and the only institution of Higher Education in Cyprus devoted entirely to open and distance learning. 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](http://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](http://www.frederick.ac.cy))

Frederick University was established after the decision of the Council of Ministers of the Republic of Cyprus on the 12<sup>th</sup> of September, 2007 and received its Probationary Licence of Operation on October 1<sup>st</sup>, 2007. In 2011, the University was granted a final Licence of Operation. 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](http://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 12<sup>th</sup> of September, 2007 and received its Probationary Licence of Operation on October 1<sup>st</sup>, 2007. In 2011, the University was granted a final Licence of Operation. 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](http://www.unic.ac.cy))

The University of Nicosia received its Probationary License of Operation on October 3<sup>rd</sup>, 2007. In 2011, the University was granted a final Licence of Operation. 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](http://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 a final Licence of Operation. 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](http://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 a final Licence of Operation. 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 and Tertiary Education. They operate under the supervision of various Ministries. Each Ministry is responsible for the organisation and administration of the institution. The main objective of these institutions is to provide education and training in professional disciplines to satisfy the local demands. Each Institution has a different structure and offers programmes of studies in specific technical – professional fields which lead to a Higher Diploma.

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

1. The Higher Hotel Institute of Cyprus ([www.hhic.ac.cy](http://www.hhic.ac.cy))
2. The Cyprus Forestry College ([www.moa.gov.cy/fc](http://www.moa.gov.cy/fc))
3. The Mediterranean Institute of Management ([www.mlsi.gov.cy/kepa](http://www.mlsi.gov.cy/kepa))
4. The School for Tourist Guides ([www.visitcyprus.com](http://www.visitcyprus.com))

It should be noted that, according to the Council of Ministers' decision number 79.090, dated 1<sup>st</sup> 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 2<sup>nd</sup> 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](http://www.aigaia.com.cy))
2. A.C. AMERICAN COLLEGE (Lefkosia) ([www.ac.ac.cy](http://www.ac.ac.cy))
3. ALEXANDER COLLEGE (Larnaka) ([www.alexander.ac.cy](http://www.alexander.ac.cy))
4. ATLANTIS COLLEGE (Ammochostos) ([www.atlanticcollege.com](http://www.atlanticcollege.com))
5. C.D.A COLLEGE (Lefkosia) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
6. C.D.A COLLEGE (Larnaka) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
7. C.D.A COLLEGE (Lemesos) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
8. C.D.A COLLEGE (Pafos) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
9. CASA COLLEGE (Lefkosia) ([www.casacollege.com](http://www.casacollege.com))
10. CITY UNITY COLLEGE (Lefkosia) ([www.cityu.ac.cy](http://www.cityu.ac.cy))
11. COLLEGE OF TOURISM AND HOTEL MANAGEMENT (Lefkosia) ([www.cothm.ac.cy](http://www.cothm.ac.cy))
12. CYPRUS COLLEGE (Lefkosia) ([www.cycollege.ac.cy](http://www.cycollege.ac.cy))
13. CYPRUS COLLEGE (Lemesos) ([www.cycollege.ac.cy](http://www.cycollege.ac.cy))
14. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lefkosia) ([www.ciim.ac.cy](http://www.ciim.ac.cy))
15. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lemesos) ([www.ciim.ac.cy](http://www.ciim.ac.cy))
16. CYPRUS SCHOOL OF MOLECULAR MEDICINE (Lefkosia) ([www.cing.ac.cy/csmm](http://www.cing.ac.cy/csmm))
17. VLADIMIROK KAFKARIDES SCHOOL OF DRAMA (Lefkosia) ([www.satiriko.com](http://www.satiriko.com))
18. FREDERICK INSTITUTE OF TECHNOLOGY (Lefkosia) ([www.fit.ac.cy](http://www.fit.ac.cy))
19. FREDERICK INSTITUTE OF TECHNOLOGY (Lemesos) ([www.fit.ac.cy](http://www.fit.ac.cy))
20. GLOBAL COLLEGE (Lefkosia) ([www.globalcollege.com.cy](http://www.globalcollege.com.cy))

21. INSTITUTE OF PROFESSIONAL STUDIES (IPS), UCLAN CYPRUS (Larnaka)  
([www.uclancyprus.ac.cy](http://www.uclancyprus.ac.cy))
22. INTERCOLLEGE (Lefkosia) ([www.intercollege.ac.cy](http://www.intercollege.ac.cy))
23. INTERCOLLEGE (Larnaka) ([www.intercollege.ac.cy](http://www.intercollege.ac.cy))
24. INTERCOLLEGE (Lemesos) ([www.lim.intercollege.ac.cy](http://www.lim.intercollege.ac.cy))
25. INTERNAPA COLLEGE (Ammochostos) ([www.internapa.ac.cy](http://www.internapa.ac.cy))
26. KES COLLEGE (Lefkosia) ([www.kes.ac.cy](http://www.kes.ac.cy))
27. LARNACA COLLEGE (Larnaka) ([www.larnacacollege.com](http://www.larnacacollege.com))
28. LEDRA COLLEGE (Lefkosia) ([www.ledra.ac.cy](http://www.ledra.ac.cy))
29. MESOYIOS COLLEGE (Lemesos) ([www.mesoyios.ac.cy](http://www.mesoyios.ac.cy))
30. M.K.C. CITY COLLEGE (Larnaka) ([www.citycollege.ac.cy](http://www.citycollege.ac.cy))
31. MUSIC ACADEMY "ARTE" (Lefkosia) ([www.artemusic.org](http://www.artemusic.org))
32. P.A COLLEGE ([www.pacollege.ac.cy](http://www.pacollege.ac.cy))
33. SUSINI COLLEGE (Lemesos) ([www.susini.ac.cy](http://www.susini.ac.cy))
34. SUSINI COLLEGE (Lefkosia) ([www.susini.ac.cy](http://www.susini.ac.cy))
35. THE C.T.L. EUROCOLLEGE (Lemesos) ([www.ctleuro.ac.cy](http://www.ctleuro.ac.cy))
36. THE CYPRUS INSTITUTE (Lefkosia) ([www.cyi.ac.cy](http://www.cyi.ac.cy))
37. THE CYPRUS INSTITUTE OF MARKETING (Lefkosia) ([www.cima.com.cy](http://www.cima.com.cy))
38. THE CYPRUS INSTITUTE OF MARKETING (Lemesos) ([www.cima.com.cy](http://www.cima.com.cy))
39. THE LIMASSOL COLLEGE-T.L.C (Lemesos) ([www.reacollege.ac.cy](http://www.reacollege.ac.cy))
40. THE PHILIPS COLLEGE (Lefkosia) ([www.philips.ac.cy](http://www.philips.ac.cy))
41. CHURCH OF CYPRUS SCHOOL OF THEOLOGY (Lefkosia) ([www.theo.ac.cy](http://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
<b>Total of foreign students studying in Cyprus</b>	<b>4.516</b>	<b>5.291</b>	<b>9.807</b>
<b>Member States of the European Union</b>			
<b>Total</b>	<b>2.555</b>	<b>4.538</b>	<b>7.093</b>
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
<b>Third World Countries</b>			
<b>Total</b>	<b>1.961</b>	<b>753</b>	<b>2.714</b>
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 final "Licence of Operation." 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 9<sup>th</sup> 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 21<sup>st</sup> July, 2015. The law came into force on the 2<sup>nd</sup> November, 2015, after a decision of the Council of Ministers on the 29<sup>th</sup> October, 2015, which was published in the Government Gazette on the 30<sup>th</sup> 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 towards 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.

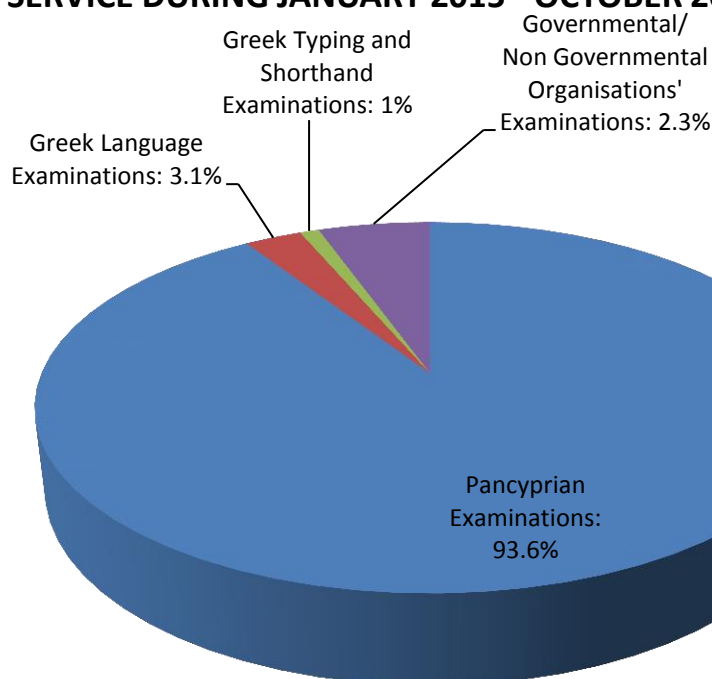
Lastly, the legislation of the Cyprus Agency is consistent with the procedures, evaluation and accreditation criteria of the European Standards and Guidelines (ESGs), which are the most basic requirements for membership in the European Network of Quality Assurance (ENQA). The Council of the Cyprus Agency 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:

## NUMBER OF PAPERS PROCESSED BY THE EXAMINATIONS SERVICE DURING JANUARY 2015 - OCTOBER 2015



### 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

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 are:

- 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 economic 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

During the school year 2015 - 2016 a revised school timetable was implemented in all primary schools. At the same time, emphasis was placed on revising and restructuring the Curriculum based on Attainment Targets and Adequacy Targets. Attainment Targets refer to the learning outcomes which pupils are expected to achieve by the end of each class or each level, whereas Adequacy Targets describe what needs to be taught in order for the outcomes to be achieved. Teachers can choose which Adequacy Targets to focus on so that they can help pupils achieve the Attainment Targets.

The revising / restructuring of the Curriculum was based on the results of an external evaluation as well as on feedback which was collected from teachers during the pilot implementation stage of the curriculum which took place throughout 2015 - 2016. The working groups responsible for revising / restructuring the Curriculum and the revision of the Attainment and Adequacy Targets worked under the supervision of a university partner responsible for the Curriculum. The teams comprised of school practitioners, curriculum officers, inspectors and academics.

During the year, the Curriculum for Pre-Primary Education (3 - 6 year old) was also revised and restructured. The implementation of both the Curriculum for Pre-primary Education and the Curriculum for Primary Education, along with the implementation of the Success and Adequacy indicators, will be the main objectives of the 2016 - 2017 school year.

In order to support teachers in their implementation of the Curriculum relevant print and digital educational materials were produced and a number of training activities took place.

##### 2.1.1.1 Modern Greek Language Teaching

In accordance with our plan for the modernization of language instruction, the teaching of Modern Greek is approached through a broad and research-based perspective. More specifically, the integration of various literacy approaches aiming to balance and synthesize aspects from various linguistic and instructional theories and practices.

Considering the various aspects of language, “old” and “new” approaches (e.g. structural, communicative, genre-based, and critical) are employed in an integrated and balanced way. Thus, language is viewed as a system of codes and symbols organized around a set of rules (language as structure), while at the same time language is viewed as a powerful medium of communication and action, set within particular communicative contexts, for the achievement of specific goals (language as function). Given this multifaceted approach, language is also acknowledged to reflect and construct social realities (language as a system of ideas and values).

Taking into consideration the needs of the educational context in Cyprus, of the educators and pupils in particular, the aim is to promote effective language teaching and learning within a broader effort towards literacy development.

Attainment and Adequacy Targets have been completed, and are expected to support this multidimensional view of language. These language indicators may support planning, teaching and assessment of Modern Greek language learning.

### **2.1.1.2 Mathematics**

The main focus of the Mathematics Curriculum is to prepare pupils to acquire 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 skills, 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 2015 - 2016, following the policy of the MOEC for the redraft of the Curriculum on scientific standards of all Disciplines, the Mathematics Curriculum Working Group proceeded to the completion of the Curriculum from pre-primary education to the 6<sup>th</sup> 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, ensures the coherence and connection among the different mathematical concepts within each class and between the classes. Moreover, the balance between conceptual understanding, procedural knowledge and applications is considered. At the same time, teachers are provided with a useful tool to develop the essential mathematical knowledge at each stage of the pupils' development.

At the same time, the Working Group continued the development of educational materials that had begun in the school year 2011 - 2012. Specifically, during the school year 2015 - 2016 educational materials for the 5<sup>th</sup> Class were developed and fully implemented in schools. Teachers' Guides were also developed to support the 5<sup>th</sup> Class educational materials. These include information and details for each lesson, as well as description of applets that can be used for the teaching of mathematical concepts in each unit.

In addition, the Working Group proceeded to the revision of the educational materials for the 3<sup>rd</sup> Class. 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. The Group also offered in-service training course to more than 500 teachers teaching in the 5<sup>th</sup> Class, twice during the school year. Furthermore, almost 600 teachers received training regarding Mathematics Curriculum and educational materials during a two-day training course that was organized by the MOEC at the beginning of the school year. Teachers also received support in their schools from Mathematics Consultants.

Last, the Group organized and applied the programme “Parents and pupils working together in mathematics” in an attempt to inform parents about the new mathematical content and methodology.

### **2.1.1.3 English**

As of 2011 - 2012, English is taught in Primary School from the 1<sup>st</sup> Class (first year of primary school). In 2015 - 2016, after the recommendations of a Special Scientific Committee, a revised school timetable was implemented in Primary Education, which increased the teaching time for English in the early years of primary education.

The newly revised school timetable provides for English to be taught twice a week (two 40-minute teaching periods) in all primary school classes. This move to increase the teaching periods for English was extended to the All-day Schools, which implement an intensive English programme. They, therefore, teach English three periods a week in Classes 1<sup>st</sup> – 3<sup>rd</sup> and four periods of English in Classes 4<sup>th</sup> – 6<sup>th</sup>.

2015 - 2016 is the first time the new programme for English language teaching was implemented in its entirety in all primary school classes. It was the first time that the new educational material for the 6<sup>th</sup> Class was implemented and the first time for the implementation of a revised educational programme for the 1<sup>st</sup> and 2<sup>nd</sup> Class, which was prepared in order to respond to the increase in teaching time.

During the year, the Curriculum for English was revised and a Special Committee which included academics and representatives of Primary and Secondary Education studied the language competence levels targeted for each stage of Primary and Secondary Education based on the Attainment and Adequacy Targets for English which were developed by the Ministry of Education and Culture and in relation to the levels specified by the Common European Framework for Languages (CEFR). The Committee’s focus on the competence levels targeted at each level was part of a wider effort to ensure a smooth transition from Primary to Secondary Education and that pupils’ learning and development in the foreign language progresses smoothly, taking full advantage of the teaching time allocated to English. The Committee’s work confirmed that the Primary School Curriculum for English adequately covers CEFR level A1, whereas it moves on to CEFR level A2 in the last years of Primary without, however, completely covering A2. This means that the transition from Primary to Secondary takes place within the A2 CEFR level.

Actions to support and train the teachers so as to ensure effective implementation of the new English language programme continued in 2015 - 2016 as well as actions to inform parents. Open days and actions to inform parents were initiated with the beginning of the new English language programme in 2011 - 2012 and have continued annually. During 2015 - 2016, 54 parent events took place in schools around Cyprus.

Teaching English in Pre-primary Education continues to expand. The introduction of English in Pre-primary Education takes place through CLIL and this has been strengthened with the new Curriculum



for Preschool Education which has been ratified in 2016 and adopts CLIL as the way to introduce the foreign language in Pre-primary Education. The training of pre-primary school teachers has continued through in-service seminars offered by the Cyprus Pedagogical Institute.

The implementation of CLIL (Content and Language Integrated Learning) which involves dual-focused teaching, where a school subject is taught through a foreign language (in this case, English) was implemented in 40 primary schools where teachers had received CLIL-related training.

In 2015 the Ministry established a CLIL Coordinating Centre in order to better coordinate the efforts to expand CLIL implementation and ensure high quality CLIL practices. The Cyprus CLIL Coordinating Centre is supported by an Advisory Board with independent members who have been appointed to the Board by the Minister of Education and Culture. The Advisory Board includes academics, representatives of parent associations as well as representatives from the wider society.

To further support the implementation of CLIL in general and to support the training of primary and pre-primary teachers in particular, the MOEC has secured European Commission grants. A conference which presented developments as regards CLIL implementation in Cyprus took place in May 2016.

#### **2.1.1.4 Health Education**

The school year of 2015 - 2016 was the pilot year of the Attainment and Adequacy Targets, which aimed at familiarizing the teachers with the concept, but also improving the Targets themselves through continuous formative assessment. Therefore, during the school year 2015 - 2016, teacher training occurred, at a school-based and at a cluster school level, about the Attainment and Adequacy Targets on the subject of Health Education.

Specifically, volunteer teachers from all cities, applied the Attainment and Adequacy Targets. There were meetings and teacher training sessions within the school units, and there, they decided which Targets and in which class the teachers would study, apply and use them. Teachers, having designed and implemented materials based on the Targets, sent their observations, suggestions and comments regarding the Targets and also submitted suggestions about adding new ones and removing others. Then, there were meetings with individuals and groups for better feedback and discussion on any important issues arising from the application of the Targets.

Also during the school year 2015 - 2016, while bearing in mind the goal set by the MOEC, "Sensitization of pupils against racism and intolerance, and promotion of equality and respect" all the schools emphasized *Module 3: Developing and Improving the Social Self*, more specifically they focused on the *Subsection 3.3 on interculturalism, acceptance and diversity management*. Teachers together with their pupils took action at a classroom, school and also community level, where they informed persons and raised awareness around issues of racism, diversity, equality and human rights.

#### **2.1.1.5 Geography**

During the school year 2015 - 2016, the Ministry completed the writing of Attainment and Adequacy Targets and updated the New Geography Curriculum for all classes of Primary Education.

In Geography, the Attainment Targets include targets related to information, concepts, geographic theories, spatial thinking skills, geographic tool-use skills, attitudes and values that pupils should

achieve and for which evaluation can take place. Adequacy Targets prescribe everything that must be taught by teachers to lead to the pupils' accomplishment of the Attainment Targets.

Teachers had available teaching material that was based on modern learning approaches and Attainment and Adequacy Targets for the 1<sup>st</sup> – 3<sup>rd</sup> Class and for part of the 4<sup>th</sup> Class of the primary school and these were implemented in all public primary schools. In a selected number of schools, the teachers' lesson planning included Attainment and Adequacy Targets.

Geographic Education in primary schools, aims to improve people's quality of life in their living environment (natural and man-made). Therefore, it seeks to:

- a) equip pupils with a sufficient body of knowledge that:
  - includes useful knowledge necessary for critical evaluation of the real world in order to form the basis for pupils, as future citizens, to live in quality and happiness and to successfully participate in the new globalized political-social and economic environment,
  - is a prerequisite for creative and efficient design of their living space in order, as future citizens, to live in harmony with it.
- b) help pupils develop the appropriate spatial analysis skills so that in combination with geographic tools and sufficient knowledge, as future citizens, to be able to think and make well informed and rational decisions at a personal level and through active community participation.
- c) form citizens that exhibit attitudes and behaviours which show acceptance and respect for human and environmental diversity and rational management of resources and space in a local, regional and global scale.

The actions of the MOEC seek to effectively develop and support Geographic Education. Within this context, modern school geography teaching is organized around geographic inquiry, a methodology that includes the development of spatial thinking skills, the attainment of concepts and their linking with spatial representations, through a variety of geographic representation tools, along with thinking processes. Therefore, learning activities during the teaching process are based on Geographic Analytical Skills. Geographic Analytical Skills are a set of spatial thinking skills specially adjusted for use in Geography Teaching.

The need to develop pupil's spatial thinking skills is crucial in modern days, as contemporary life increasingly requires spatial knowledge, judgment and decision making. The democratization of access to multiple sources of Geographic Information (internet, spatial globes) on one hand, and the challenges of modern life on the other, highlight the necessity to develop spatial thinking skills for organizing, analysing and evaluating spatial decisions as means to human, social and environmental harmony.

The need to further develop Geographic Education continues with the development and production of educational material, the training and support of teachers at a school level and with the pilot integration of Geographic Information Systems in teaching practice.

#### **2.1.1.6 Music Education**

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

During the school year 2015 - 2016, many important activities took place concerning Music Education:

- New teaching materials for the 3<sup>rd</sup> Class were developed. A teacher's book, a pupil's book, audio materials were produced in a professional recording studio and other teaching aids were included in the materials. The comments and feedback received by teachers and pupils were very positive.
- The teaching materials (related to the new music curriculum) for the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Class were enriched and uploaded on the MOEC website.
- Seminars for teachers were held in Pre-primary and Primary schools.
- Educational programmes in collaboration with the Cyprus Symphony Orchestra were implemented.
- Restructuring of the Music curriculum was made by a working group including the Inspector and the Advisors of primary education.

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

During the school year 2015 - 2016, 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. 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:

- a) The pedagogical (teaching and learning process)
- b) The social / organisational (culture, social context, education policy) and
- c) The 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.

During this school year, special emphasis was given on the preparation of the Attainment Targets of the EE/ESD Curriculum, which constitute the core for the EE/ESD Curriculum implementation. The Attainment Targets connect the aims of the EE/ESD Curriculum with the learning outcomes of the twelve thematic units which are the context of the EE/ESD Curriculum.

It is noted that all current Environmental Education Programmes have been incorporated into the EE/ESD Curriculum. At the same time, the schools participate in experiential environmental education programmes in the field, through the Network of Environmental Education Centres of the Cyprus Pedagogical Institute, which as a non-formal education structure, provides pupils with real life experiences and interaction with the place.

#### **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 fosters 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 are developed.

During the school year 2015 - 2016, 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, 2015).
- 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 and Lemesos, so that they conform to the New Curriculum.
- Organisation of children's art exhibitions with works inspired by the Art Education Programmes and by the Archive of the 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.

#### **2.1.1.9 Science**

During the school year 2015 - 2016, the application of Attainment and Adequacy Targets in the subjects "Science and Technology" (1<sup>st</sup> – 4<sup>th</sup> Class) and "Science" (5<sup>th</sup> – 6<sup>th</sup> Class) began on a pilot basis. Within this context, a group of core-teachers from different districts cooperated with the Science Curriculum Team in an attempt to use the Attainment and Adequacy Targets in science teaching in order to provide feedback. This feedback was exploited for revising the Attainment and Adequacy Targets in a new version. Meanwhile, school and district-based teachers training meetings were organized, aiming to familiarize them with the application of the Targets.

In addition, the enrichment of curriculum materials continued, by revising existing and producing new teaching units, in a printed and digital form, according to the restructured science curriculum and the Attainment and Adequacy Targets, expecting to facilitate teachers during their application in science teaching and learning.

#### **2.1.1.10 Physical Education**

Attainment and Adequacy Targets were implemented on a pilot basis. Feedback from the implementation was collected during the year. Groups of teachers were interviewed at the end of the school year in order to give their positive and negative reflection on the Targets' application. Based on feedback, Attainment and Adequacy Targets were reformed and organized in content areas in order to be more comprehensible and easier to apply. The reshaped Targets will be the guidelines for the successful implementation of the Physical Education curriculum.

In-service training focused on the understanding and implementation of Attainment and Adequacy Targets aiming to promote human rights and democracy in Physical Education lessons, highlighting good practices. Its content was a corollary of the five-day Pestalozzi seminar that took place in Strasbourg with the participation of MOEC. 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 the previously mentioned areas or other content areas of their interest. At the same time, they collected feedback on the implementation of the Attainment and Adequacy Targets.

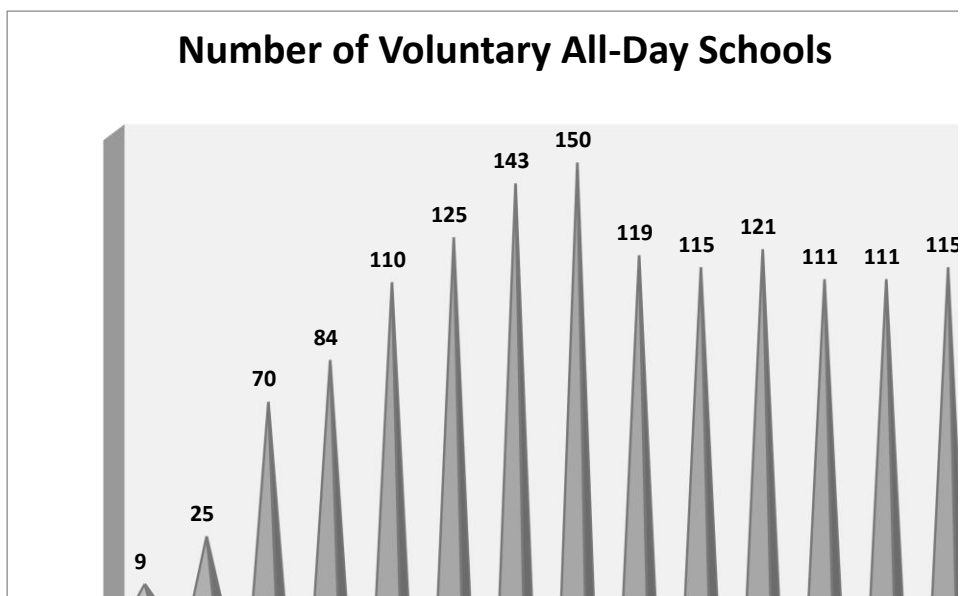
The innovative approach of CLIL was implemented in Physical Education in cooperation with the inspectors and advisors of CLIL. Supportive material was prepared and given to teachers who attended the optional courses on the subject. Good practices were presented at a conference of CLIL, disseminating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

## 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. On November 17 2015, the Council of Ministers approved the MOEC proposal regarding the expansion of time that All-Day Voluntary Schools to run from Monday to Friday. The five-day school week will be adopted from the school year 2016 - 2017 onwards.

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 to carry out the 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.

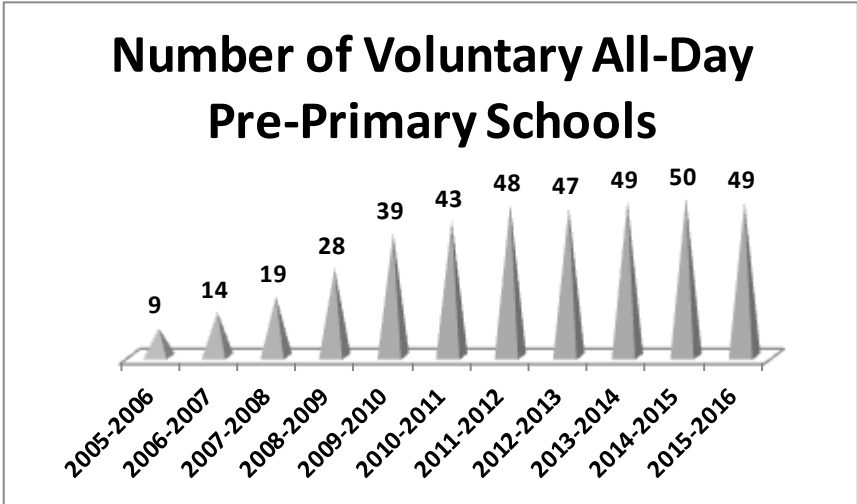
Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision and preparation of meals are undertaken by the parents. The type of food and the specific menu is agreed and arranged by parents in collaboration with the MOEC. The MOEC finances part of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

On November 17 2015, the Council of Ministers approved the evaluation of the programme "Voluntary All-Day Schools".

**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. On November 17<sup>th</sup>, 2015, the Council of Ministers approved the MOEC proposal regarding the expansion of time that All-Day Voluntary Schools will run from Monday to Friday. The five-day school week will be adopted from the school year 2016 - 2017 onwards.

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 provides 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 and 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.

On November 17<sup>th</sup>, 2015, the Council of Ministers approved the evaluation of the programme "Voluntary All-Day Schools".

### **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

16<sup>th</sup> 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, and so on).

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.

On November 17<sup>th</sup>, 2015, the Council of Ministers approved the evaluation of the programme "Voluntary All-Day Schools".

### **2.1.3 IMPLEMENTATION OF SUMMER SCHOOL**

The functioning of Public Summer Schools (P.S.S.) by the MOEC has been a social need and demand in the last few years. The programme of P.S.S. was first introduced in the summer of 2015 to 22 primary schools and in the summer of 2016 two kindergartens were also included. P.S.S. offer creative activities during the summer, especially for children of disadvantaged socioeconomic origin.

The P.S.S. programme has been widely accepted and embraced, since, among things, it:

- helps in reducing the gap between opportunities provided to children of affluent families and those of poor families in terms of creative experiences during summer holidays.
- promotes round cultivation and full development of children through various creative activities.
- reduces working parents' problems regarding children supervision during the summer period when schools are closed.



- prevents and reduces juvenile delinquency.
- reduces excessive time devoted to watching television.
- provides a healthy breakfast.
- uses in the best way school buildings and equipment, beyond normal classes.
- contributes towards the improvement of the schools' infrastructure.
- offers unemployed educationists the chance to work.

All 24 P.S.S. (22 primary schools and 2 pre-primary) worked for six weeks, from the first day of summer holidays until the end of July. Both experienced and unemployed teachers were employed.

Each P.S.S. follows a well-designed and flexible programme of creative activities, suitable for children's needs, abilities and interests, which include Artistic Expression, Design and Technology, Music, Theatre, Dancing, Computers, Home Economics, Indoor and Outdoor Group Games, Fairy Tales, Puppet Theatre and so on.

It must be noted that breakfast and fruit are daily provided to all children in P.S.S. for free.

#### **2.1.4 EDITION OF SCHOOL GUIDE FOR PARENTS AND PUPILS OF PRIMARY EDUCATION**

During the school year 2015 - 2016 the MOEC edited, for the first time, the "School Guide 2015 - 2016 for parents and pupils of Primary Education." This edition aimed at strengthening the cooperation of MOEC, and in particular the Department of Primary Education, with all parents/guardians. At the same time, it aimed to gather useful information and highlight important dates of the school year, thus enabling parents / guardians to inform themselves and effectively manage the school needs and requirements of their children.

The School Guide includes rich content, through which parents / guardians can have immediate information about operating procedures and regulations concerning our schools. The daily schedule of the school activities, as well as major educational policies of the MOEC are included in it. Parents / guardians can refer to telephone numbers and email addresses of MOEC's Departments in order to address their demands or to receive additional information on issues that concern them. In addition, reference is made to current and contemporary social issues of concern to parents / guardians and are associated with the proper education and guidance of young children, such as, for example, tackling bullying, safe internet use etc.

The publishing of the School Guide is a novelty in our education, which highlights the importance of the role of parents / guardians in relation to the objectives of education and also enriches and strengthens the overall effort made by the MOEC to improve and upgrade public school.

#### **2.1.5 EDUCATIONAL PROGRAMMES AND ACTIONS IN PRIMARY EDUCATION**

##### **2.1.5.1 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.

### **2.1.5.1.1 “Code of Conduct against Racism & Guide for Managing and Recording Racist Incidents”**

As mentioned in the Follow-up Report of Cyprus for Recommendation No 20, MOEC, following a recommendation by the Anti-Discrimination Body at the Ombudswoman’s Office, has drafted a Code of Conduct against Racism & Guide for Managing and Reporting Racist Incidents. The development and implementation of the antiracist policy responds to the European Commission against Racism and Intolerance guideline No.10 and is also in line with various international and European conventions that Cyprus has validated, such as the Convention on the Rights of the Child, the Council of Europe Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states, the Convention on the Elimination of All Forms of Violence Against Women, and, the European Social Charter.

The Code discusses research and policy which identifies the need for a whole-school antiracist policy, with a broad conceptualization of racism in all forms, in order to include all sorts of discrimination. It also provides schools and teachers with a detailed plan on how to deal with and prevent racist incidents, which they may adjust to their specific needs before they adopt it and begin its implementation. It includes definitions of basic concepts (e.g. racism, racist incident, homophobia, transphobia, bullying, discrimination, stereotypes, diversity etc.), outlines the responsibilities and commitments expected by each member of the school community and provides the steps to be followed by schools for dealing with racist incidents in a practical rubric. As the Code views diversity as a multiple phenomenon, involving various aspects of people’s identities, it is expected to contribute towards the decrease of bullying and discrimination based on any form of diversity in schools (religion, ethnicity, language, appearance, disability, gender, etc.).

The Code of Conduct was reviewed and implemented on a pilot basis in five primary and two secondary schools during the school year 2014 - 2015. The pilot implementation, as well as the relevant teacher training seminars, were enhanced with the support by the Anti-Discrimination Body at the Ombudswoman’s Office and the Cyprus Office of UNHCR.

The evaluation of the pilot implementation indicated positive results in terms of the level of awareness and sensitization on racism and discrimination matters by all members of the school community. The pilot schools have also reported that the pedagogical measures predicted by the Code and Guide for dealing with racist incident perpetrators have been successful, as most perpetrators have stopped exhibiting racist behaviours. Finally, the pilot implementation evaluation suggests that victims and spectators of racist incidents have felt empowered enough to report the incidents to teachers and their parents, as they are now able to identify the various forms of racism and are aware of the school policy.

Following the successful pilot implementation and the request by the Ombudswoman, the Ministry has set as one of the goals for all schools for the school year 2015 - 2016 the sensitization of pupils against racism and intolerance and the promotion of equality and respect, in the context of the no hate speech campaign of the Council of Europe. The Ministry strongly suggested that schools in Cyprus work towards this goal by implementing the antiracist policy described above.

The monitoring and evaluation of the pilot implementation of the antiracist policy was conducted throughout all stages of implementation as well as in the end in the following ways: all schools were visited repeatedly and were in close communication with evaluators by phone or email throughout the school year 2014 - 2015. In addition, focus groups were conducted both on school level as well as involving representatives of all seven schools at the end of the school year. The suggestions and

feedback gathered through these meetings allowed for the update of the “Code and Guide” in order to better accommodate school needs regardless of their individual characteristics.

In terms of assessing the implementation of the antiracist policy in the context of the Ministry’s goal for all schools during the current school year, the Pedagogical Institute has just completed the collection of data from schools implementing the policy through an online questionnaire. In total, 73 primary and secondary schools responded. In addition to contact details and the responsible teachers for the policy, they also provided examples of racist incidents they have encountered at their school so far and the relevant numbers. The data will be used accordingly in order to evaluate the implementation of the policy within the context of this year’s goal more effectively.

#### **2.1.5.1.2 EU/CoE Pilot Project Scheme “Human Rights and Democracy in Action” – “Managing Controversy: A Whole-School Training Tool”**

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. In 2015, Cyprus participated with the proposal “Managing Controversy: A Whole-School Training Tool”, which was coordinated by the United Kingdom and included Cyprus, Austria, Montenegro and Ireland as partners. The Pedagogical Institute, in cooperation with the Coordinating Committee for Health Education and Citizenship secured sponsorship €12.785 for this purpose. In 2015 the project aim was to develop a training tool for managing controversial issues in schools throughout Europe. The tool, which is available online, is intended to offer practical support to school leaders to actively promote and manage controversial issues within and beyond the school site. It is expected that the tool will also be useful to teachers, inspectors, teacher trainers and educational officers.

#### **2.1.5.1.3 Funding school actions and interventions**

Many health promotion programmes, actions and interventions, carried out in 2015 – 2016, 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, fostering 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 2015 - 2016, 450 projects were approved.

It is noted that this practice was presented in the recent publication of the World Health Organization (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.

#### **2.1.5.1.4 *iDecide***

The MOEC coordinates the Erasmus+ project "*iDecide*" (2016 - 2018), which aims to develop an innovative toolkit and induction course to support evidence-based policy making, which can lead to the reduction of disparities in learning outcomes and marginalization, by supporting school leaders, school staff, and policymakers to engage in shared and inclusive decision making. By implementing the toolkit and collecting rich data, the project aims to understand the complexities of how decisions at school level influence marginalized groups and develop concrete recommendations for policy and practice on how to engage in shared decision making, giving voice to all stakeholders. One of the most crucial deliverables of the project will be the "*iDecide Toolkit*", which will, among others, invite school leaders and staff to consider the following factors when making decisions:

- *Cultural differences*: Visits to religious sites need to take into consideration the various religions represented in the school population / community of the area / country in order to ensure that religious sites belonging to religious minorities will not be neglected systematically (regardless of intention).
- *Disability-Health issues*: All disabilities / health issues / dietary requirements of the school population and the potential difficulties they may encounter in the initial plan of the excursion / school visit need to be considered.
- *Economic obstacles*: Depending on the socioeconomic status of each pupil school leaders and staff need to be sensitive about the cost.
- *Geographical obstacles*: The location of the community and the distance that children may need to travel everyday between the school and their homes needs to be considered.
- *Social obstacles*: Before decisions are taken social characteristics of the pupil population such as the type of their family, the citizenship status of the parents, etc. need to be considered.

#### **2.1.5.1.5 *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 2015 - 2016, the Task Force responded to 236 school requests: 125 from Primary Schools and 111 from Secondary Schools.

Additionally, the Task Force promotes prevention programmes with the objective of minimising juvenile delinquency in schools. During the school year 2015 - 2016, the School Mediation Programme was implemented in secondary schools.

#### **2.1.5.1.6 *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 climate, school violence and juvenile delinquency.

The Observatory undertook the promotion of the official circular of the Ministry with the aim to strengthen the efforts for prevention and management of bullying in schools. An electronic registration system was created by the Observatory for the reporting of school bullying incidences, in order to collect data related to this issue.

In November 2015, the Observatory in cooperation with the Ministry of Justice and Public Order awarded seven schools, from Primary, Secondary General and Secondary Technical Education, for the implementation of Good Practices for the prevention of violence and juvenile delinquency in the schools.

In September 2014, the Observatory on Violence in Schools established a Steering Committee for 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 is represented 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. During the school year 2015 - 2016 the Observatory on Violence participated in the Steering Committee, and developed the policy that the schools should apply concerning the management of sexual abuse cases in schools.

#### **2.1.5.1.7 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 2015 - 2016, the programme aiming to educate against smoking and alcohol consumption was offered to primary schools. In addition, the Life Education Centre, responsible for the implementation of the programme continues to be supported by the MOEC.

#### **2.1.5.2 Multicultural Education**

The composition of the school population in Public Pre-Primary and Primary Schools, for the school year 2015 - 2016, is shown in the following table:

	<b>Primary schools (%)</b>	<b>Kindergartens (%)</b>
Greek-Cypriots	<b>83,71</b>	<b>84,61</b>
Turkish-Cypriots	<b>0,18</b>	<b>0,12</b>
Maronites	<b>0,24</b>	<b>0,24</b>
Armenians	<b>0,09</b>	<b>0,03</b>
Latins	<b>0,02</b>	<b>0,00</b>
Foreigners	<b>15,76</b>	<b>15,00</b>
TOTAL	100,00	100,00

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

The following table shows the percentage of pupils who speak Greek as a second language in primary schools during the past five years:

School year	Number of pupils	Percentage (%)
2011 - 2012	6 670	13,3
2012 - 2013	6 672	13,4
2013 - 2014	6 608	13,9
2014 - 2015	7 225	14,7
2015 - 2016	6 728	13,5

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 Cyprus Pedagogical Institute.
- Preparation of an induction guide for new, non-native speaking pupils and their families. The guide has been translated into 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 the 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.

### **2.1.5.3 Feeding pupils in need**

The MOEC continued to supply breakfast to needy public school pupils from all levels of education, during the school year 2015 - 2016. 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 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.

During the school year 2015 – 2016, the programme was implemented from 2<sup>nd</sup> October 2015, by offering free breakfast to the beneficiary pupils, who amounted to an average of about 13.000 pupils (approximately 12% of the pupils' population).

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, consisting of the head teacher or an Assistant Head Teacher, a representative of the teaching staff, a representative of the Parents Association and a representative of the local School Board. 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.

### **2.1.5.4 Art Education Programmes**

The Department of Primary Education, in collaboration with the Cultural Services, the Byzantine Museum of the Archbishop Makarios III Foundation and the Municipality of Lemesos continued the implementation of Art Educational Programmes in art galleries and museums in Lefkosia and Lemesos addressed to primary education pupils. During the school year 2015-2016, 3272 pupils and 172 teachers participated in four 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 at the web portal of the MOEC:

[http://www.schools.ac.cy/klimakio/Themata/Eikastiki-agogi/ekp\\_programmata\\_pinakothikes\\_mouseia.html](http://www.schools.ac.cy/klimakio/Themata/Eikastiki-agogi/ekp_programmata_pinakothikes_mouseia.html)

During the school year 2015 - 2016 the MOEC has implemented the following activities:

- In celebration of the World Storytelling Day - March 20, a workshop for children and parents was organized in the Cyprus Museum on March 20<sup>th</sup>, 2016, which presented myths dedicated to Apollo.
- On the occasion of the World Museum Day (May 18<sup>th</sup>) and the International Arts Education Week (23 - 29 May, 2016), children's art exhibitions were organized on the 14<sup>th</sup> of May 2016, in Lefkosia, at Archbishop Makarios the 3rd Foundation and at the State Gallery of Contemporary Cypriot Art. The exhibition included artworks produced by children influenced by their experience of participation in the Art Educational Programmes: "*The childish world of art gallery*", "*Journey to Byzantine Art*" and "*Hymn to Liberty*". On the same day and at the same museum the project: "*The Family goes to the Museum*" was also organized including packages of educational activities especially designed for families (having children aged 6 - 12) aiming to facilitate their autonomous learning in the museum exhibits in a playful and pleasant way. On the 19<sup>th</sup> and 26<sup>th</sup> of May, 2016 the educational programme "Our place with the palette of painters" was implemented at the Municipal Gallery of Lemesos, with the participation of pupils with their parents. The above activities of the MOEC were also announced by the Cyprus Department of the International Council of Museums (ICOM).

#### **2.1.5.5 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 2015 - 2016, 8129 pupils and 514 teachers participated in twelve 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 at the web portal of the MOEC: [http://www.moec.gov.cy/dde/programs/mouseiaki\\_agogi/index.html](http://www.moec.gov.cy/dde/programs/mouseiaki_agogi/index.html) .

During the school year 2015 - 2016 the MOEC has implemented the following activities:

- In celebration of the World Storytelling Day - March 20, three workshops for children and parents were organized in the Cyprus Museum on March 20<sup>th</sup>, 2016, which presented myths dedicated to Apollo.
- The MOEC also declared the week 16 - 20 May, 2016 as a Week of Museum Education on the occasion of the World Museum Day (May 18<sup>th</sup>). 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.

#### **2.1.5.6 Music Education Programmes**

During the school year 2015 - 2016, musical groups, vocal and instrumental, participated in different events such as concerts organised by schools, communities or other organizations. The educational programmes organised in collaboration with the Cyprus Symphony Orchestra (CSO) continued with great success.

During the school year 2015 - 2016, pupils from all Cyprus districts had the opportunity to participate, not only as audience but as full participants as well, in various music education programmes. In particular, the following programmes were implemented:

- "Open rehearsal": pupils from primary schools in Lefkosia had the opportunity to watch the final rehearsal of the concert "I believe in God, Mozart and Beethoven" (February, 2016).



- six schools in Lefkosia, Ammochostos and Larnaka districts welcomed two musicians from the orchestra and an actor on their premises, where they performed two music stories (October, 2015) - “CSO at the School”.
- 80 pupils from schools of the Lefkosia district formed the choir which participated in the concert “A fairy tale by Manos Hadjidakis and ten songs from the Lazy Dragon”, along with two soloists and the musicians of the CSO. The concert was given in Lefkosia, Lemesos and Larnaka, and all three nights were an enormous success (February 2016).

#### **2.1.5.7 Environmental Programmes**

The Environmental Education Programmes which are referred below consist an intrinsic part of the National curriculum for EE-ESD. Such programmes are the:

- “Eco Schools Programme”
- “Gold-Leaf” (a Cyprus - Greece cooperation programme)
- “Grain, Source of Life”
- “Learning about Forests”
- “Tiganokinisi” (management of oil waste)

#### **2.1.5.8 Physical Education Programmes**

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

- *Olympic Programme - Sports Days / Events of summer and winter sports:* 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” that includes a variety of sports such as gymnastics, ping-pong, Taekwondo, archery, ski, water sports, and athletics. 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. It promotes the Olympic values and ideas. Schools had the opportunity to use the manual “How well do you know the Olympic games”, involving children in creative projects with a variety of products (drawings, essays, posters, table games, etc.). This useful manual was a kind offer of the Olympic Committee.
- *Physical Education in All-Day Compulsory Schools:* In this type of school, great emphasis is given on the Olympic values and ideas with additional teaching time on the school timetable allocated to Physical Education (one period for the 1<sup>st</sup> to 4<sup>th</sup> Class, two periods for the 5<sup>th</sup> and 6<sup>th</sup> Class), compared to the two periods on the timetable of the 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 ECONOMICS AT GYMNASIUM LEVEL AND AT LYCEUM LEVEL**

The concept of a health promoting school approach has been introduced for the teaching of the subject of Home Economics, at Gymnasium level. This specific subject is thus taught in such a way as to put emphasis on changing pupils' 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 pupils contribute, live and develop.

To help the educators apply the philosophy of the subject, the teaching books as well as the pupil activity books were renewed and supported with new material. In addition, a number of new educational tools have been developed both for the Gymnasium and the Lyceum level, such as the posters "Are you taking enough Calcium?" and "Are you taking enough Calcium?" Additionally, a lot of training sessions for the educators have been carried out both at school level and at the Cyprus Pedagogical Institute. Also, This academic year, Attainment and Adequacy Targets have been developed both for the Gymnasium and Lyceum level.

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 healthy 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 - no more than two hours screen watching per day, 1 - one hour of physical activity per day, and 0 - 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, offer and 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.
- Cooperation with organisations such as that of "Cardet" and the "Cyprus food and Nutrition Museum" regarding the implementation of various school activities / courses in the Home Economics lesson.

### **2.2.2 ROAD SAFETY EDUCATION**

Road Safety Education is a component of the education curriculum of Home Economics. 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.

In addition, the Ministry of Education and Culture in collaboration with the Police and the non-profitable and non-governmental agency "Reaction", organises every year a number of educational activities regarding road safety in schools that request cooperation. Also, 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 protecting, improving and promoting the physical, mental and social well-being of students through the development of their social skills and critical thinking and, by upgrading their social and natural environment. It is offered through a variety of topics and subjects in an interdisciplinary approach depending on the pupils' age and interests.

A main objective of the Ministry is to support and encourage schools in developing and implementing an action plan on health education and prevention of delinquency, which is accepted by both the pupils and the staff and also meets the needs of the school and 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 the Guide for Managing and Recording Racist Incidents. The Code and Guide were completed and posted on the Health Education website on 13<sup>th</sup> 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 addressed the development of an antiracist policy. During the school year 2014 – 2015, it was 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 were 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 aimed to the reinforcement of factors which served 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, fostering 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 might 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 pupils (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 into 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. "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 2015 - 2016 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 2015 – 2016, Attainment and Adequacy targets were written and adopted for the B' Lyceum class.

#### **Actions for the School Year 2015 - 2016**

The following actions were held during the 2015 - 2016 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 Russia. Cyprus won one brass metal. At the Balkan Olympiad in Informatics, which took place in Cyprus, Cyprus won one silver and one brass metal. Cyprus has also participated in the Junior Balkan Olympic in Informatics which took place in Fyrom. In this competition Cyprus won one brass metal.
- 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.

#### **2.2.5.1 ECDL Certification Programme in Public Education**

Aiming to the active participation of Cyprus in the European effort to address the lack of qualified personnel in Information and Communication Technology (ICT) skills, the Council of Ministers adopted on the 8<sup>th</sup> of January 2016 a decision for setting up the National Alliance of Digital Jobs and called on

all parties to commit for implementing the related actions. The MOEC is actively involved in this Alliance, undertaking the implementation of actions related to the field of Education and Certification. At the same time, it cooperates with other stakeholders on issues related to the fields of Standardization and Awareness.

Within this framework, the MOEC, in cooperation with other involved Ministries, decided to introduce, on a voluntary basis, the European Computer Driving License (ECDL) Certification Programme from the academic year 2016 - 2017, for pupils of public and private schools of secondary education, as well as the ECDL certification for soldiers and unemployed people.

The certification will be provided free to all gymnasium school pupils in four units. In the first grade they will be certified in Text Processing, in the second grade they will be certified in Spreadsheets and Presentations and in the third grade they will be certified in Databases. Moreover, pupils and IT school labs will be provided with books and other approved ECDL training material. The certification for soldiers and unemployed people will be provided through the State Institutes of Further Education.

Meanwhile, IT teachers will have, if they wish, the opportunity for free training for the ECDL - CTP Certification (Certified Training Professional) and for free training/certification in information safety issues.

The certification programme will contribute positively to the acquisition of digital skills for students, soldiers and unemployed people and to their future employment. Digitally trained professionals are those who are expected to be able to respond effectively to the needs of modern times and the labor market.

## **2.2.6 MUSIC EDUCATION**

### **MUSIC SCHOOLS**

In the school year 2015 - 2016, the expansion of the Music School institution in the Gymnasia has been completed, covering all five districts: Lefkosia, Lemesos, Larnaka, Ammochostos and Pafos. Following the expansion, the revised Music School curriculum is considered to offer a more balanced programme, creating, thus, more favorable conditions for learning.

#### **Programme Design**

The Music Schools have been designed within the framework of the existing educational system in the form of all-day schools. In addition to the usual school curriculum, music school pupils are offered additional music classes in all grades. During the afternoon, they study a series of additional music subjects including individual instrumental lessons, Chamber Music, Choir, Orchestra, Byzantine Music, Traditional Music, Music Technology, Music Theory and History of Music. All Music Schools are hosted in Gymnasia and Lycea and are provided with music specific facilities and equipment.

#### **Application**

All sixth class Primary School and class C' Gymnasium pupils have the right to apply for the Music Gymnasium and Music Lyceum respectively. 25 students are accepted every year in each Music School, following a successful entrance examination. The programme of the Music School is offered to successful applicants on the basis of a full scholarship.

#### **Music School Evaluation**

The institution of the Music School was evaluated in 2015 by the KEEA and Professor Jonathan Stephens on behalf of the Ministry of Education and Culture. The resulting evaluation was in general very positive and suggestions are already being considered for the programme's further development.

## **REGIONAL ORCHESTRAS**

The Regional School orchestras aim to offer talented children the opportunity, to perform in an orchestral ensemble, regardless of level of achievement. The orchestra programme aims to promote musical progress, as well as to improve social skills, the opportunity for self-expression, leadership skills and team-building. Moreover, the activities of the regional orchestras aim to create strong community connections and to promote volunteering through charitable actions. Two Regional orchestras are currently active, the Lefkosia Regional Pupil Orchestra (EOSL) and the Pafos Regional Pupil Orchestra, which have been inaugurated in 2003 and 2014 respectively. In 2015-2016 the two orchestras collaborated in a two day workshop in Pafos, in December 2015, and presented many outreaching concerts all over the island.

## **ARTISTS IN SCHOOLS**

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 2015 - 2016, four educational visits were organised in Lefkosia, Lemesos and Pafos.

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

Every year, pupils have the opportunity to attend educational projects with their teachers offered by the CySO during school time. These programmes aim to connect school music education with community music, thus enriching the Music Curriculum and formal music learning. Moreover, they aim to foster a diverse and comprehensive education for future artists, as well as to increase public participation in the arts, through appropriately designed musical experiences that promote musicality and creativity.

### **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 make music together with the pupils and encourage them to improvise their own music in small groups. During 2015 - 2016, three educational visits took place in Lefkosia, Ammochostos and Pafos, respectively.

#### *II. Open rehearsals*

Open rehearsals are offered by the CySO for pupils, aiming for them to experience the orchestra rehearsal procedure, and encourage active listening and appreciation of orchestral works. Five open rehearsals were offered during 2015 - 2016.

## **COLLABORATION WITH THE PHAROS ARTS FOUNDATION**

The Pharos Arts Foundation, in the context of its Music Education Programme, presents educational programmes 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. Eight educational concerts were organised in 2015 - 2016, in addition to four master classes and workshops.

## **PARTNERSHIPS WITH OTHER INSTITUTIONS AND AGENCIES**

### **I. The annual Pupil Composition Contest “Marios Tokas” – “Kostas Montis”**

The Contest was held in February 2016, 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. It featured three categories: Gymnasium, Lyceum and Music School and was open to song and instrumental compositions. The contest, which is dedicated to two renowned Cypriot artists, the songwriter Marios Tokas and the poet Kostas Montis, aims at promoting awareness of cultural heritage as well as student creativity and new cultural production.

## **II. The annual concert “Musical vibes III”**

The annual event under the title "Musical Vibes", which is supported by the Strovolos Municipality and the European University of Cyprus, includes music workshops and an evening concert. The workshops and concert were organised in March 2016, at the European University and the Strovolos Theater, with the participation of pupils from public and private secondary schools, the Lefkosia Regional Orchestra and the European University of Cyprus - Strovolos Municipality Band.

## **III. Wind Ensemble Workshop**

In 2015 - 2016 a new instrumental programme was implemented on a trial basis, in order to offer the opportunity to pupils with particular music potential to develop performance skills on wind instruments. The programme was co-organized by the Ministry of Education and Culture and the European University of Cyprus and was implemented with the contribution of the Engomi School Board and the Agios Dometios Municipality. This community music programme aims at offering young people the opportunity to learn how to play a musical instrument encouraging, therefore, life-long music ensemble participation. The wind ensemble presented its first concert at the European University of Cyprus, in June 2016.

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

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

The annual Inspectors Seminars for all secondary school music teachers took place in September 2015 and February 2016. The Seminars included a presentation of the School Year objectives, information about planned activities and educational programmes, music teachers’ innovative actions and good teaching practices.

### **II. Centralised professional development programmes**

#### **One-day choir conference**

The 2016 one-day choir conference under the title “With song and dream” was organized by the Department of Secondary General Education and the Cyprus Pedagogical Institute with the support of the Strovolos Municipality. The conference included a workshop aiming at Music School pupils and secondary school Music teachers and concluded with an evening concert, open to a wider audience, promoting, thus, the interaction of education and community. At the evening concert, a short presentation by each Music School was followed by two joint performances, one by all Music School Gymnasium pupils and one by all Music School Lyceum pupils in Cyprus.

#### **Music Conference**

A one-day conference under the title “Teaching contemporary music through Cypriot composers’ works” was organized by the Ministry of Education and Culture in collaboration with the Cyprus Pedagogical Institute and the European University in November 2015. The conference aimed at presenting 20<sup>th</sup> and 21<sup>st</sup> century music composition techniques, promoting Cypriot composers’ work and exploring teaching strategies as regards contemporary music. The conference, which was attended by primary and secondary school teachers, academics and university students with a special interest in music, included music educators, musicologists and composers from Cyprus and Greece as invited speakers.

### **III. Decentralised professional development programs**

#### **School networks**

A number of professional development seminars took place in the context of the school networking programme, aiming at promoting the implementation of Attainment and Adequacy Targets in the music classroom.

#### **School Visits**

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

#### **Seminars**

In cooperation with the Pedagogical Institute of Cyprus, under the Optional In-Service Training Seminars programme, a seminar was offered for secondary school music teachers under the title: “Best Practices: practical applications and school music resources”. The seminar was held in October 2015 in Lemesos and in January 2016 in Lefkosia.



#### **IV. Attainment and Adequacy Targets**

As regard the implementation of Attainment and Adequacy Targets (ATT), the following actions took place:

- ATT implementation on a trial basis from the first class Gymnasium to the first class Lyceum.
- ATT review from the first class Gymnasium to the first class Lyceum.
- Development of ATT for the second class Lyceum.
- Teaching resources development for the second class Lyceum.

#### **V. Pre-service Programme in collaboration with the University of Cyprus**

A number of music modules were offered in the context of the pre-service programme, which included subjects such as Introduction in Music, Music Teaching I and II, and School Practicum.

#### **VI. European Union Working Groups**

A representation of the Ministry of Education and Culture participated in the Working Group under the title "OMC Cultural Awareness and Expression".

### **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 of 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.

## **2.2.8 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 attend 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 had been 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 CHILDREN WITH A MIGRANT BACKGROUND 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. Recently, as a result of the

turbulent situation in the Middle East and some African countries, an unprecedented influx of refugees in Cyprus is taking place and the numbers are constantly rising. It should be emphasised that the Ministry of Education and Culture gives great emphasis on ensuring equal access to education for all children living on the island, taking into account that the right to education is safeguarded in the Republic's Constitution. Towards this end, free and accessible education is offered to all pupils without prejudice based on gender, abilities, language, color, religion, political beliefs or ethnic background. All necessary measures are taken so that effective access to basic education for all is guaranteed. 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 public schools.

During the school year 2015 – 2016, the programme for the teaching of Greek as a second language was running at 29 schools throughout Cyprus and 376 children with a migrant background attended Greek Language courses. In eight of these schools, an intensive programme in transitional classes operated for the first time. In this programme, the Greek language was taught 18 periods per week. Moreover, in the other schools the Greek Language was taught five or eight periods per week and four periods per week in the lycea and technical schools.

According to the applied timetable, the schools adjusted their schedule, so that children with a migrant background could attend Greek Language courses, in parallel with the attendance of other lessons in the general classes. A series of publications of the University of Crete was used as teaching books. These books are intended solely for the teaching of Greek as a second language.

Furthermore, it should be noted that the teachers who taught in the above programmes belonged to the permanent staff of the school units and were selected by the Headmasters on the basis of predetermined criteria that were set out in a circular by the Ministry of Education and Culture.

In addition, the "Educational Programme for Unaccompanied Minors / Applicants of International Protection" operated in four schools, two lycea and two technical schools. These children stayed in guesthouses under the protection of the Social Welfare Services of the Ministry of Labour. They attended Greek Language courses 16 periods per week, as well as core courses and workshops in the technical schools.

Since September 2016, the various programmes for the teaching of Greek as a second language are operating in 33 schools. Most of the children with a migrant background are integrated in transitional classes (14 schools) for one or two years, depending on their level of knowledge of the Greek Language in accordance with the Common European Framework of Reference for Languages. The timetable of the children with migrant background in the transitional classes is operating as follows:

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

At the same time, the programme for the teaching of Greek as a second language for 4, 5 or 8 periods per week is still running in 17 schools. The same applies for the "Educational Programme for Unaccompanied Minors / Applicants of International Protection", that is running in 4 schools.

### **2.2.11 ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2015 - 2016**

#### **A research paper competition for the Science of Meteorology.**

On Thursday, April 7, 2016 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 tenth consecutive year. The competition was held in memory of Maria Poyiadji, the daughter of Mr. Andreas Poyiadjis, a 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 2015 - 2016 was: "Temperature measurement: Analysis, explanation and justification of its variation in relation to the phenomena which affect its variation."

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 with the aim to promote the establishment of environmental consciousness and the development of an 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 gained a thorough understanding of 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 both, 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.

Nine schools from the public and private sector took part in the competition during the school year 2015 - 2016. The following prizes were awarded:

First Prize to Saint Ioannis Lyceum, Limassol

Second Prize to Paliometochi Lyceum, Nicosia

Third Prize to Pankypriou Gymnasium, Nicosia

The competition was under the auspices of the Minister of Education and Culture Mr. Costas Kadis.

## 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 2015-2020

The “Strategic Plan for the System of Technical and Vocational Education and Training 2015 - 2020”, prepared 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:

- Upper Secondary Technical and Vocational Education (morning classes),
- Evening Technical Schools (second chance schools),
- Apprenticeship Scheme (New Modern Apprenticeship)
- 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 give emphasis on the acquisition of basic skills, key competences and the way knowledge, is acquired, rather than on narrow specialization. This will help pupils to become more competitive within the contemporary labour market. The reformed curricula will be oriented towards Attainment and Adequacy Targets and will be based on Learning Modules and ECVET units. They will be introduced as of the school year 2016-2017.
- 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 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 1<sup>st</sup> 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 to the effort for a return of the Cyprus economy to competitiveness, growth and job creation.

## **PROPOSAL FOR THE UPGRADING OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION**

With its Decision no. 79.985, dated 14<sup>th</sup> December, 2015, the Council of Ministers approved the Proposal of the Committee for the Upgrading of Secondary Technical and Vocational Education, which includes the following measures:

- Review of the fields of study and specializations offered by Secondary Technical and Vocational Education in order to become more attractive and relevant to labour market needs.
- Review of the existing curricula or development of new curricula based on learning modules and ECVET Units.
- Increase of the percentage of practical training at the workplace/industry.
- Review of the existing timetable.

The measures mentioned above will be introduced as of the school year 2016 - 2017.

## **ESTABLISHMENT OF AN EVENING TECHNICAL SCHOOL IN LEMESOS**

Taking into account the successful operation of 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 2015 - 2016, 107 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/specialization is the same as the material taught in the respective field of study/specialization offered at the technical schools that operate in the morning, adapted, however, to the particular characteristics and needs of the pupils who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools.

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

## **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, students, especially those who wish to enter the labour market immediately, have the opportunity to acquire or complete their technical and vocational education, since the Institutes provide opportunities to citizens, and especially young people, to acquire, improve, or upgrade their qualifications and skills in order to become better prepared for participation in the labour market.

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

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

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

The programmes have been especially designed to be relevant to labour market needs. During the academic year 2015 - 2016, 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 2015 - 2016, 296 students attended the programmes offered. A student 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 operation of the Post Secondary Institutes of VET is the classification of their programmes at Level 5 of ISCED. The Council of Ministers, with Decision no. 78.324, dated 11<sup>th</sup> February, 2015, authorized the Minister of Education and Culture to appoint a Special Committee for the preparation of a study regarding the upgrading of the Post Secondary Institutes of VET to a Public School of Tertiary Vocational Education and Training. The study of the Special Committee was submitted to the Council of Ministers and approved with its Decision no.80.574, dated 21<sup>st</sup> April 2016. The process of the evaluation and accreditation of the Institutes and of the programmes of study they offer by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education is currently underway.

## **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 2<sup>nd</sup> 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 pupil has to be taught in order to achieve the defined learning outcomes. Thus, the Attainment Targets refer to the pupil 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 and 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 General, Vocational and Primary Education and programmes for Deputy Headteachers of Secondary Schools were launched.

#### **In-Service Training Programme 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 Programme 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.

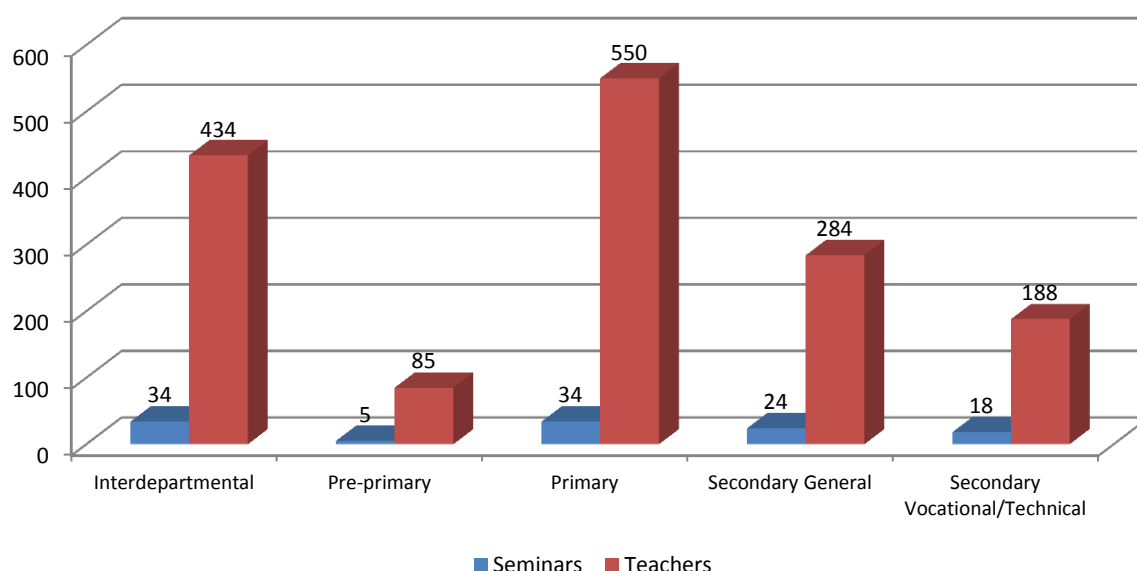
The main thematic units of the Programme are the following:

- 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](http://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 CLASS C' OF THE LYCEUM**

During the school year 2014 - 2015, a training programme for 150 teachers who teach Greek, Maths and Economics the Class C' 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 Class C' of the Lyceum.

#### **2.4.3.8 SEMINARS AND CONFERENCES**

During 2015, the Pedagogical Institute (PI) 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<sup>st</sup> November 2015 and 7<sup>th</sup> 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"<sup>1</sup> 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 STEFANOY FOUNDATION – CYPRUS, is offered to teachers who teach at Gymnasium. The first part of the training was offered by trainers from the NGO «Partners for Youth Empowerment»<sup>2</sup>.

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

<sup>2</sup> <http://pyeglobal.org/>

- The PI promotes entrepreneurial thinking in education and supports teachers in Lycea who participate 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).

#### **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](http://www.pi.ac.cy/KainotomaSxoleia))  
Schools and teachers will receive certificate of Innovative Schools in the use of ICT
- **Young coaches for the Internet** (<http://www.pi.ac.cy/InternetSafety/YoungCoaches.html>)  
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/drastiriotes\\_diagonismoi.html](http://www.pi.ac.cy/InternetSafety/drastiriotes_diagonismoi.html)
- **Repository with ICT learning designs**  
[www.e-epimorfosi.ac.cy](http://www.e-epimorfosi.ac.cy)
- **Conferences**
  - <http://www.pi.ac.cy/imeridaTPE2015>
  - <http://www.pi.ac.cy/InternetSafety/SID.html>
  - [http://www.pi.ac.cy/InternetSafety/ekdilosi\\_youngcoaches.html](http://www.pi.ac.cy/InternetSafety/ekdilosi_youngcoaches.html)
- **Learning environments**
  - <http://www.e-epimorfosi.ac.cy>
  - <http://elearn.pi.ac.cy>
  - <http://www.pi-elearning.ac.cy>
- **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
<b>Information and Communication Technologies</b>		
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	CREATE - 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
<b>Sociocultural diversity</b>		
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
<b>Environmental education</b>		
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
<b>Teaching methodology</b>		
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, Akrotiri and 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, and 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 textbooks 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 materials 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	97	42	-	<b>139</b>
Secondary General	145	78	47	<b>270</b>
Technical and Vocational	184	47	30	<b>261</b>
<b>Total</b>	<b>426 (63,5%)</b>	<b>167 (25%)</b>	<b>77 (11,5%)</b>	<b>671 (100%)</b>

## 2.4.7.2 CURRICULUM DEVELOPMENT UNIT BUDGET

The following table shows the expenditure for the financial year 2016:

	<b>Cost (Euro)</b>
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.585.574,00
Purchase of textbooks from CTIP "Diophantus", books sent abroad/books received from abroad.	€1.276.054,00
<b>Total cost</b>	<b>€2.861.628,00</b>

## 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, and 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, and 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, 2015, 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 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 identifying 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. Additionally, 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 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 evaluation 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 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, to encourage quality assurance, and, at the same time, to safeguard diversity and university autonomy. It is believed that HE should be accessible to all, encompassing both those who are already at work and those who did not have the means to pursue university education. Therefore, the MOEC aspires to further promote lifelong learning by gradually increasing the available options to the community regarding institutions of HE, programmes and methods of study.

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

#### **Goals and Challenges of Cyprus Higher Education**

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

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

A brief overview of Cyprus HE System clearly shows that its goals and challenges are multidimensional. Defining and implementing HE policy, modernizing the HE System, developing a culture of quality assurance in education, fostering excellence in teaching that will ensure the expected learning outcomes are met, and at the same time attempting to increase the link between education and the labour market, while supporting a healthy framework of autonomy, are among the most important elements which constitute Cyprus HE development.

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

#### **Modernization of HE in Cyprus**

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

excellence. Therefore, the DHTE together with all competent authorities aspires to make learning accessible to all people, regardless of age, sex, societal and financial status.

- **Quality assurance**

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

Recent educational developments on the island, including the establishment of three public and five private universities, have urged the MOEC to form a new legislation 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 2<sup>nd</sup> November, 2015.

- **Autonomy**

Institutional autonomy is crucial for HE Institutions. 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 HE Institutions, 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 maintaining and developing European and international standards of excellence in teaching and learning environment. HE Institutions 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 HE Institutions is the main source of income for large parts of the higher education landscape in all EU member states. More than 70% of HE Institutions' 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 HE Institutions 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 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 raise necessary additional funding.

### **State Student's Welfare Service**

In Cyprus, students are eligible for state support, under certain socio-economic criteria. According to the State Students' Welfare Law that was voted in December 2015, the Ministry of Education and Culture is responsible for the financial support of the Higher Education students' families as from the academic year 2015-16. For that reason, a new Student Welfare Service was established under the Ministry of Education and Culture which is responsible for both the "student grant" and the "student allowances" (former "targeted need-based support grant" or "student package" until 2014/15). The aforementioned student state support, are outgoing portable grants. In other words, the financial support is given to students following programmes of studies either in Cyprus or abroad.

### **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 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 study, 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 2016, the Ministry of Education and Culture subsidized with €100.000 twenty Greek Departments from 14 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 HE Institutions. 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. HE Institutions 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 19<sup>th</sup>, 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 19<sup>th</sup> 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, the promotion of the social dimension of HE in Cyprus.

### **Lifelong Learning in Cyprus Higher Education**

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

The establishment of the Open University of Cyprus constitutes the most important step of the island, towards the promotion of lifelong learning. With continuously increasing in the number of programmes of study and continuously widening the spectrum of covered areas, the Open University gives the opportunity to working people and adults to study in a distance learning mode. 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 people groups, to:

- people already in the labour market that need to get a higher qualification.
- unemployed people who are willing to attend a training course in order to widen their professional status and find a job.
- 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 HE Institutions 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 HE Institutions in areas like, banking, accounting, finance, shipping etc., designed to assist professionals to improve themselves or to cope with new professional requirements.
- Short courses mainly in professional subjects offered by private institutions and the Open University.

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

- The laws applicable to students are the same for LLL and for young students.
- A number of students older than 30 years old can be accepted by Public Universities on the basis of special criteria.
- Students from public and private universities are funded by the government regardless their age.
- Funding of LLL activities promoted by the government is based on European and on public funds.
- 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 it involves all public and private Universities. Its purpose is to develop the infrastructure and support the cooperation between the Universities and Industry. After the successful completion of the project by the end of 2014, a second project was awarded, for financing student internships.

The project concerns the establishment and operation of Offices for the Liaison with Business in each of the eight universities in the Republic of Cyprus with the aim of attaining a better and stronger communication and cooperation between Business and the Universities on subjects such as technology transfer, promotion of applied research responding to specific industrial problems, collaboration in research programmes, placement of students in Industry and, generally, the promotion of innovation in Business and the Universities in Cyprus.

The main strategic aims of the Project are the:

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

The professional qualifications and the status of the staff as well as the physical arrangement and appearance of the Offices standardized to meet such quality specifications that will contribute towards establishing a recognizable identity for the Project. At the same time, an additional aim is the spread of an entrepreneurial culture that will promote cooperation with other entities supporting technologically innovative business in Cyprus. The work of the Liaison Offices and the significant benefits derived from securing finance from EU Structural Funds have a substantial contribution to the progress and development of our society. Apart from Universities, several Research Centres contribute to research development in a very important way.

### **Internationalization of Higher Education**

Over the last 20 years, the international dimension of higher education in Cyprus has become more central on the agenda of the government, HE Institutions and their representative bodies, student organisations and accreditation agencies. The main policy of the Republic of Cyprus, as regards to HE, is to fulfil not only the local needs for HE, but to establish Cyprus as a regional educational and research centre and as a hub for international scholars and students. 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 HE Institutions 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 HE Institutions 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 was recently approved by the Parliament. 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: DHTE is making information available to international students regarding Cyprus education system and HE in particular by:

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

In 2016, the DHTE organized the participation of Cypriot Delegations in the following events:

- «Egypt Education Expo», Cairo, 7 - 9 February, 2016
- «Education Beyond Borders», Bulgaria, 18 - 20 March, 2016
- «Global Higher Education Exhibition», Oman, 19 - 21 April, 2016
- Information Days «Studies in Cyprus», Crete and Rhodes, 23 - 26 June, 2016
- «EduTraC 2015», Oman, 18 - 20 October, 2016
- «China Education EXPO», Beijing, 22-23 October 2016
- «30<sup>th</sup> International Education Fair» Moscow – Saint Petersburg, 22 - 23 October, 2016
- Information Day «Studies in Cyprus», Saint Petersburg, 25 October, 2016
- «Academia Lebanon 2016», 31 October - 1 November, 2016
- «Ta'leem 2016», Jordan, 30 October – 1 November, 2016
- «Education Abroad», Ukraine, 17 - 19 November, 2016

- **Scholarships**

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

HE Institutions 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 38 countries concerned and by producing studies on issues common to European education systems. It covers:

- 42 educational systems within the 38 countries participating in the Erasmus+ programme (EU Member States, Albania, Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia, Switzerland and Turkey) and
- a coordinating unit based in the EU Education, Audiovisual and Culture Executive Agency in Brussels.

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

For more information on Eurydice, visit the following website:

[http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php)

### **3.1.2 Programme of the Council of European ‘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. The objective of the programme is to reinforce the democratic institutions by adopting an intense democratic culture, emphasizing the feeling for participation, and commitment but also 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 (Civics), but also within the entire programme, activities or functions of our schools. It includes concepts such as ‘education for peace’, ‘universal (or global) education’, ‘intercultural education’, ‘democratization’ and participation in public affairs. These concepts, which are closely related to the education for the democratic citizenship and the human rights, are included in the goals to emphasize as they have been defined by the Ministry of Education and Culture for all schools during the school year 2015 - 2016:

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

- Improvement of learning outcomes / results.

This objective is concerned with the fundamental mission of the educational system. It is an essential and permanent precondition for the advancement and development of the schools and more generally our educational system. It augments the feeling of self-confidence and reinforces the positive self-image of our students. It is the best prevention measure of antisocial behavior.

- Provides prestige and reliability to our educational system. Strengthens the positive stand of society towards the school and the educators.
- Sustainable Development. By greening of our schools, we are improving our quality of life.
- Timeless lessons learned from the struggles of the Cypriots for freedom.

### **Targets for the School Year 2015 - 2016**

- Improvement of learning results.
- Awareness of students against racism and intolerance and promoting equality and respect in the context of the campaign by the Council of Europe against “hate talk”.

The school, as a carrier of state policy is called upon to institute an implementation standard of anti-racist policy, which recognizes the diversity as the most basic component of the school community, which should operate as a mechanism of social inclusion of children with any type of diversity and to ensure, for all members of the school community an environment of security, tolerance, respect and equality.

- Timeless lessons learned 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 that plans and fulfills relevant activities and functions, has a particular role to play for the success of this programme. These activities at a central level are defined by the Ministry of Education and Culture or they are applied through the initiative of various school units.

Activities that are defined at a central level:

- Promotion of Further Education Seminars for all teachers in cooperation with the 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 quite a few Gymnasiums, Lyceums and Technical Schools.
- Application of Z.E.P (Zones of Educational Priority) in every county at school success for all students and the social integration of foreign pupils.
- Promotion of measures for smooth integration of foreign pupils in our schools and generally in our society.
- Organizing 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 Student Councils. (In some schools the election of foreign pupils in student 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, 2014 - 2015 and 2015 - 2016 the following activities were initiated by schools:**

We should first mention that the Art Project “Immigrants”, created by pupils from the Kolossi Lyceum “Apostolos Loukas”, won the overall Saatchi Gallery/Deutsche Bank art prize for schools, as well as the award for the secondary school category, and is among the 50 winners of the European Citizen’s Prize 2016 of the European Parliament.

- As part of the course of Information and Communication Technology, pupils individually and in groups produced work on issues related to human rights. In the subject of Philosophy the concept of citizenship, within the framework of ancient Greek philosophy, was intensively discussed.
- Adoption of a code of conduct against racism.
- Experiential workshop "Building a culture of peace and non-violence".
- Poetry night on "Red string tied to peace tangled."
- Programme «Schools for future youth».
- Art exhibition: caricatures by French karikatourista Plantu on "Cartooning for Peace".
- Participation of pupils in MEDIMUN and European Youth Parliament.
- The creation of an online antiwar Museum.
- Radio marathon: A joint event between Gymnasium pupils and pupils with special needs from various institutions.
- Pupils’ Participation in the Teenage Advisors’ Team instructed and trained by the Commissioner for Children's Rights.
- International Women's Day.
- Conferences on "We need teachers who inspire their pupils."
- Participation in the European Mobility Week “Move Week”.
- VISC programme for the prevention of violence and delinquency.
- “The Mitos of Diversity” visits to the School for Deaf Children. Activities adopted by ZEP/DRASE
- Schoolchildren submitted an approved resolution on human rights to the President of the European Parliament and Ambassadors of foreign countries.
- Basketball Tournament for paraplegic.
- Artistic performance "Art purifies life" aiming at strengthening all pupils’ right to participate in any aspect of life.
- Participation of pupils in Student Town Councils researching "A city that smiles and hopes", "Buildings that once... were alive"
- Participation in a poster competition on "Bullying"
- Short length film "One planet, one chance".
- Event for the Holocaust.
- Visits to the detention centres of Kokkinotrimithia and the Struggle Museum.
- Theatrical performances on issues faced by immigrants and political refugees.
- Visits of pupils from Rizokarpaso to schools in the free part of Cyprus.
- Participation in the MEDIMUN programme.
- Visits of pupils to the House of Europe.
- Participation in the actions "Weaving on the Road".
- Events titled "Smyrna, Pontus, Cyprus".
- Cooperation with the municipality Centre – Polikentro.
- Feeding needy pupils.
- Participation in the competition "Safe Internet".
- Reference to peace. Memorial Day to those who died in the two World Wars.
- Collection of toys and children's books entitled "TOY & BOOKS DRIVE".
- Creating a monument to honor the relatives of pupils who sacrificed themselves for freedom.
- Production of a documentary on the Turkish invasion.
- Programme aiming at the empowerment of young Roma.
- European Programme “Your Europe Your Say”, “PARRISE”, “DROP OUT”, “Where is my Green Environment?”, MENTER, "EDSPY".

- Releasing of a CD entitled "Different but the same".
  - Pupils' visit to a home for elderly people.
  - Lyceum Conference titled "The whole world, one World." " I Fight Racism and Build a Better World".
  - Ceremony unveiling the monument dedicated to freedom fighters (The hero Modestos Pantelis).
  - Peer Mentorship.
  - Participation of schools in the bi-communal programme RENEWAL.
  - "Bike to School" Programme
  - Creation of a project on "Filled bags, empty hearts" - Literary memorials for the heroes.
  - Participation in the World Art Competition for immigrants.
  - Young reporters for the environment (hunting, poaching) – plots of land in Agios Dhometios equal to rubbish dumps.
  - Artistic events dedicated to the timeless messages drawn from the Cypriots' struggle for freedom.
  - Athletic games dedicated to the hero Gregoris Afxentiou.
  - Conferences on religious fanaticism and intolerance.
  - Creation of a documentary about the struggle of E.O.K.A.
  - Participation of schools in the UNESCO Group "Geopark Troodos".
  - Workshop on the Second World War and the Cyprus media.
  - Theatrical performance titled "My Beloved Smyrni"
- Organization of pupils' conferences (e.g. "Common Cypriot League", "Active Citizen", "Treasures of Lambousa"), competitions (e.g. "Francophonie", "Stockholm Junior Prize", subject «Prospects of our pupils 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.
  - Participating in European programmes e.g. 'Positive Images', 'Innovation against discrimination', 'Euroscola', 'Comenius' (on Intercultural Education), equal opportunities and Human Rights, 'BIRDS', CATS, E.U. Back to School, EARN, MEDIMUN (Human Rights), EARIL (Intercultural Education) Eurodesk (Mobility opportunities in Europe) "Junior Achievement Cyprus" "Open Discovery Space".
  - Creation of Internet Club in the school environment for the reinforcement of distant communication with people from other countries.
  - Studying institutions promoting social justice in other European countries (e. g. Les restos du Coeur) and applying them at a school level.
  - 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 study-researches (e.g. participation in “Researcher’s night”) on topics related to contemporary social problems and active citizenship. Practical Workshops of “ASPIS” anti-drug association, “MikriArktos” (drug prevention youth organization).
- Cooperation with the Office of the Commissioner for the protection of the children's rights.
- Film and theatrical viewing relevant to social problems and discussion about the part of citizenship on resolving them (e.g. short film “Life lessons”) related to xenophobia and social exclusion (or isolation).
- Participation in European programmes e.g. Comenius, Leonardo Da Vinci, “Young Journalists”, “BIRDS”, “CAM-media”, 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 etc.
- Our schools cooperating with equivalent schools of the E.U. School incorporation to Pasch worldwide school association. Internet communication and exchange of experiences. Hosting students 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.
- There is an attempt to develop the feeling of acceptance of others through various subjects. Practical Workshops “I respect my immigrant classmates”, “Diversity and Empathy” with the participation of pupils with optical disability. Preparation of mosaic “Boat of hope” with the participation of foreign pupils.
- In the English language classes there were discussions on the existence of shops selling second hand items and clothing for charity purposes.
- Adopting children from Kenya for three years and sending of foreign books.
- Distributing the book ‘Youths in Europe’.
- Giving lectures on the topic “The role of Cyprus in the European Union”.
- Lectures about the Holocaust.
- Schools cooperation with the ‘Peace Center’ of U.N.E.S.C.O in Korea.
- Activities for the European Year of energetic old age in the year 2012.
- A conference on Human Rights in Cyprus.
- Video making competition about “Bullying”, Internet rights and obligations “Online Rights and Possibilities”.
- Participation in the European stop-smoking campaign “EX – SMOKERS ARE UNSTOPABLE”.
- Workshops entitled «Fred goes to school» for smoking cessation.
- Group of schoolgirls participating in a TV programme “Economic crisis through the eyes of the young”.

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

- Participation in the “1<sup>st</sup> 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 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, Maths Europe 2014.
- Meetings “Don’t Forget - Fight - Claim”, “Young Ambassadors for Asylum” and Pupils’ Conferences, for instance, “School as a medium of fostering and developing social solidarity and European citizenship”, “Challenges and Outlets. Identity formation of the citizen of the 21<sup>st</sup> century”. “Spiritual mental/intellectual Resistance for quality of life”. “Improving learning outcomes,” “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 in economic and ethical crisis” Essay about the poet Kostas Montis. Visual arts “Limits and Activism”.
- International Programme ME.DI.MUN. (UN simulation) organized 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 entitled “A planet for all”, “Act Eco-logically, Act Sustainably”
- 43<sup>rd</sup> International Letter-Writing Competition for Young People of 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, Council of Europe and Leventis Foundation “Children Protection against sexual exploitation and abuse”
- “Cyprus knows: refugees concern us - Together with others, together with ourselves” (concerning Beneficiaries of International Protection)
- Vocational Education pupils of the Hotel and Catering Services 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.
- KENTHEA “Life-Journey”.
- Participation in anti-bullying programmes e.g. ViSC, European Antibullying Campaign (Implementation of Interactive Educational Tools). Participation in a relevant survey by the University of Neapolis.
- Anti-drug association, “MikriArktos” (drug prevention youth organization) workshops: “Communication, collaboration, self-esteem, addictions, violence, and prevention”
- Charity Activities: Raise funding (e.g. hard diseases, kidney diseases, disabled, Christodoula Marathon, Radio Marathon, Makarios Marathon, St George special school), blood donation,

collection of food for 'social markets'. Voluntary work in Alkionides Warehouse, Juice bazaar in order to help indigent students.

- Collection from a school's olive grove and support to indigent pupils.
- Voluntary work (Greek lessons) for a pupil with Greek as a foreign language.
- Bazaar with Easter candles by the pupils of the specific unit.
- Voluntary work at school e.g. establishment of a recreation room, creation of a herb garden.
- 'Sunday Children' (accompanying elder people to the church of the community).
- School competition 'Voluntary work against the financial crisis'.
- National knowledge competition for European affairs LCEducational 2014.
- Collection of plastic caps in order to buy wheelchairs.
- Voluntary cleaning of the beaches.
- Recording of biodiversity.
- Financial coverage for a Uganta child's baptism and care.
- Programme "Tiganokinisi" (Converting our cooking oils into fuels).
- Pupils from 10 different schools participating in an event about the right of political asylum for children. Under the auspices of the UN.
- Microsoft's Digigirlz day for 16 - 18 years old girls (youth mutual understanding)
- European Union Office seminar in collaboration with the Mediterranean 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 polieu Zo" Newsletter, song composition, movie 'Offering is Contagious', TV spot Competition in order to promote blood donation
- Accept II programme with 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 museums.
- Limassol Municipality Pupils' Councils" study for 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 cultivation of active citizenship and social solidarity.
- Alternative activities programme for the inclusion of children with adjustment difficulties.
- Conflict resolution and mediation at school.
- MOEC 'Health Education and violence prevention' E-twinning. Collaboration with other European Schools 'Evzen'.
- Rizokarpaso pupils hosting (in the context of the 2<sup>nd</sup> school target).
- 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 how much 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 the Pancyprian Illustration Contest of "Evagoras Pallikarides Red Notebook".
- Calendar with heroes from 1955 - 1959 Struggle.
- 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.
- Creation of 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. Pupils' 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, showcase 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 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 towards enhancing the quality and international visibility of HE and fostering mobility and intercultural dialogue, the MOEC encourages and supports HE Institutions 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 1<sup>st</sup> 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](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 HE Institutions in the Marie Curie programme. The level of this participation will be an important factor towards the Government's aim to develop a knowledge-based society. In particular, the training of early career researchers through the Marie Curie Programme will contribute to shaping the development of career structures for researchers in Cyprus universities.

#### 3.2. 2 REGIONAL CO-OPERATION PROGRAMMES

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

##### • Asia-Europe Meeting (ASEM)

Asia - Europe Meeting (ASEM) is an informal process of dialogue and co-operation bringing together the European Union Member States and the European Commission with a number of Asian countries and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues, with the objective of strengthening the relationship between the two regions, in a spirit of mutual respect and equal partnership.

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

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

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

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

# 4.

## OTHER ACTIVITIES

### 4.1 THE YOUTH PARLIAMENT PROGRAMME – 20<sup>th</sup> SESSION 2014 – 2015

The 21<sup>st</sup> session of the Youth Parliament was held in Athens from 7<sup>th</sup> to 11<sup>th</sup> of July, 2016. 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. 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 21<sup>st</sup> session of the youth parliament nineteen “Young Members of Parliament” from Cyprus debated and expressed their views on the issue of the 21<sup>st</sup> 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 President 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

UNESCO Associated Schools Project Network (ASPnet) ([www.unesco.org/new/en/education/networks/global-networks/aspnet/](http://www.unesco.org/new/en/education/networks/global-networks/aspnet/)) was established in 1953, with the aim to encourage contact among youths in member states of the Organisation and to enhance cooperation between pupils and teachers, in order to contribute towards the effective implementation of UNESCO’s vision. This global network comprises of more than 10.000 educational institutions in 181 countries today.

Cyprus has been participating in the network since 1969 - 1970. The network today comprises public and private schools, which organize conferences, prepare projects and participate in events organized by ASPnet schools abroad. The Secretariat of the UNESCO Network of Associated Schools in Cyprus is under the Department of Secondary Education at the Ministry of Education and Culture. The Network’s main objective is to promote the ideals of UNESCO among young people, especially those related to the study and promotion of literature, arts, and science and the protection of the environment, cultural heritage and human rights.

Currently, the ASPnet Cyprus includes 22 school-members and four schools as observers from four different geographical areas in Cyprus. The main activities of the network for 2016 include the:

i. organization of an annual Pancyprian Symposium which addresses a different topic related to the objectives of UNESCO. The 39<sup>th</sup> Annual Symposium of ASPnet Cyprus was held on 17 – 18 March 2016, in Agros, on the topic of “Troodos Geopark: Geological, Natural and Cultural Heritage”. The Symposium was organized by the Lanition Lyceum in Limassol and was attended by 22 ASPnet

primary and secondary schools in Cyprus, from all geographical districts as well by four schools from ASPnet schools in Greece.

ii. events organized in commemoration of the International Human Rights Day (10 December). Further to the activities organized at schools on this day, the Cyprus National Commission for UNESCO and the Cyprus Symphony Orchestra Foundation organized on 11<sup>th</sup> December 2016 a commemorative concert for Human Rights Day, which coincided with the anniversary edition of the 40th Pancyprrian Symposium of the UNESCO Network of Associated Schools in Cyprus.

iii. participation of pupils in competitions and events organized by UNESCO and other relevant stakeholders for the promotion of culture and the principles of UNESCO.

#### **4.3 27th PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA**

The 27<sup>th</sup> 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 familiarize 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 27<sup>th</sup> Pancyprrian School Theatre Competition, in which 56 schools took part, was held between March 1<sup>st</sup> and April 15<sup>th</sup>, 2016.

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

- Pupil and parent guidance, aiming to inform students 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 Monitoring of 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 a member 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 12.500 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 to 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)
- Cambridge Examinations for 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 (MOEC), 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 1<sup>st</sup> of September 2015. 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 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](http://www.moec.gov.cy), [www.schools.ac.cy](http://www.schools.ac.cy), [www.highereducation.ac.cy](http://www.highereducation.ac.cy)), and the sites of independent services ([www.kysats.ac.cy](http://www.kysats.ac.cy), [www.geonoma.gov.cy](http://www.geonoma.gov.cy), [www.dipae.ac.cy](http://www.dipae.ac.cy)). Moreover, it provides training and technical support to teachers who are responsible for creating and updating the public schools' websites. It supports all public schools with Web services, the design and production of their websites and with web hosting as well. It provides seminars to individual schools regarding design of the school webpage.

It also manages the email accounts under the domain [www.schools.ac.cy](http://www.schools.ac.cy)

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](http://www.schools.ac.cy) in collaboration with the consultants and inspectors of the curriculum subjects for the evaluation of the material.
- Support of Content Management System - CMS (Joomla, GetSimple) for the school websites.
- Design, development and maintenance of new sites for services and programmes of the MOEC (e.g. <http://www.mieek.ac.cy> , <http://diorisimoi.moec.gov.cy>, <http://mousm.schools.ac.cy>, <http://nop.moec.gov.cy>, <http://www.dipae.ac.cy>, <http://www.kysats.ac.cy>, <http://www.re-cvet.org> ).
- 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 MOEC.
  - Web platform for uploading and distributing Circulars of the MOEC (Primary, Secondary General and Technical and Vocational Education and Private Education).
    - Back end system for management.
    - Front end system for presentation.
  - Web platform for the presentation of Circulars of the MOEC (Primary, Secondary General, Secondary Technical and Vocational and Private Education) on mobile devices.

- Web application for uploading and distributing Internal Circulars (General archive) of the MOEC.
- Web forms for the Examination Service (examiners and assessors).
- Web forms for work in the Educational and Summer Camps (pre-primary teachers, primary teachers and university students).
- Web form for the learners at the Post-Secondary Institutes of Vocational Education and Training.
- Web form for work in the State Institutes for 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).
- Web form for participation in the “Internet Safety” seminar.
- Web platform for showing interest in participation in ECDL exams.
- Web form for buying services from trainers and specialists in New Modern Apprenticeship.
- Web platform for the management of sample exam papers given by the Department of Higher Education - Examination Service Department.
- Web platform for the management of all the authorized users of the above platforms/forms.
- Web platform used by the Web Services and Communication Department for the purposes of better organization and management of MOEC files.
- Management of National Open Data Portal on behalf of MOEC.
- Management of departmental accounts of the MOEC for purposes of payment through JCC billing system.
- Software design, development and upgrade for the purposes of internal management of Web Services and Communication Department.
- Software design, development and upgrade for the support of Adult Education Centres and Accounting Department.

### **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 procedures between the Ministry and the schools.
3. provide the Ministry with the necessary tools for obtaining statistics and giving immediate answers to all kind of queries regarding teachers, schools and pupils (e.g. number of teachers per school, per specialty 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 for the technical support and proper functioning of the SEP.

SEP includes a number of functionalities such as the electronic submission and processing of teachers’ leaves (sick leaves and leaves of absence), the electronic submission and processing of the school placement application forms for Preprimary, Primary and Secondary Education teachers every year, the placement tool that assists in the placement of teachers at each school according to their specialty, school needs and so on.

During the school year 2015 - 2016, the system was extended with the implementation of the following functionalities:



- a. The electronic submission and management of teachers' leaves (sick leaves and leaves of absence).
- b. The electronic submission and management of violent incidents at schools.
- c. The electronic submission and management of Safety and Health committees at schools.
- d. The electronic submission and management of Civil Defence exercises at schools.
- e. Improvement of various existing functionalities based on the users' feedback and Ministry's needs.

The system is being used by the teachers of all levels for the electronic submission of various applications, by the school units for the submission of data in regard to pupils, teachers and school data and by the ministry officers and management for the data processing and management of data collected through SEP.

### **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), which is in the first stages of planning and design for development. The SMS is intended to provide all stakeholders (School Units, School Unit Management, District Education Offices, Directorate and Ministry of Education and Culture Services, Educational Service Commission, the Pedagogical Institute, OELMEK, OLTEK, POED, Teachers, Parents and Pupils), improved service quality as regards the processing of administrative tasks and/or expediting procedures and the MOEC's response time to any demands of the above entities.

An important feature of the SMS is that it will be accessible from all kinds of devices (smartphones, tablets, PCs etc.), without any limitation in technology. The SMS will be based on Internet technologies and the services it will provide, among others, will address the following:

- School Timetable
- Pupils' Attendance
- Results Management
- Results of Examinations, Tests, Quizzes etc.
- Pupils' Applications for educational psychologist
- Exam Management (Final and Access)
- Registrations/Transfers
- Allocation of teaching staff in school units
- Staff attendance form - Holidays/Absences
- Data about Educational Inspection-Evaluation-Appraisal of educators etc.
- Various applications for grants or parents information
- Statistics for use by the Ministry, District Offices and School Units (school performance, absenteeism, delinquency; analyze trends, demographics, etc.)
- Management of School Equipment
- Tender Monitoring
- Registering / Monitoring Assets

Some of the above services will be offered to users in eighteen months, while the provision of all the planned services will be gradually completed by 2023.

Following meetings held with representatives of the Structural Report Support Service of the EU (SRSS) and representatives from the Directorate General for European Programmes, Coordination and Development (DGEP CD), the European Funding Management Unit (EFMU) and the SMS group, it was decided to grant additional funds from the SRSS for the preparation of the Business Requirements Document (BRD). The BRD document will be an explanation of the business needs of the IT system at a high level and should describe all necessary areas that the IT system will cover.

The SRSS requested from public and private Universities in Cyprus to tender for the preparation of a BRD document for the SMS project. Therefore, with the implementation of this document, the MOEC will receive technical assistance for the development of the BRD, so that its contents will be incorporated in the corresponding document for the public agreement of the Project Consultant Contract. The implementation of the agreement was finally assigned to the Cyprus University of Technology (TEPAK).

The MOEC officially launched the process of integration of electronic Government (e-Government) in Cyprus Education on the 7<sup>th</sup> of November, 2016, with the inaugural meeting of the project SMS for the preparation of the BRD document. The contract will be completed within 21 weeks (mid-April 2017) with the final submission of deliverables.

From mid-November 2016 until the end of December 2016, the contractor (TEPAK) in cooperation with the MOEC SMS project team held a number of interviews with all stakeholders of the MOEC, with the aim of preparing the data analysis document from the data collected. The document with the data analysis report (which is one of the deliverables) was delivered on the 27<sup>th</sup> of December, 2016, to the MOEC and to the SRSS.

The document includes the following data:

- Analysis of the current situation
- Business operation of the project context and factors being affected by its Operation.
- Scope of the project with reference both to functional modules and technical characteristics to be taken into account when drawing up the final specifications of the system.
- Key findings and conclusions which arose at the particular stage of data collection and data processing

The BRD document will be completed by April 2017.

### **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 2016, 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 implementation of the European funded project CYberSafety under the Safer internet programme, in collaboration with seven partners (the Office of the Commissioner for Electronic Communications and Postal Regulation (OCECPR), the Cyprus Neuroscience & Technology Institute (CNTI), the University of Cyprus (UCY), the Pancyprian School for Parents (PSP), the Office for Combating Cybercrime, Cyprus Police (OCCCP), the Cyprus Telecommunications Authority (CYTA) and MTN Cyprus LTD (MTN). At the same time, under the collaboration with the Ministry's Departments of Education (Primary, Secondary General and Technical and Vocational), a policy towards the internet access in schools is being planned, including WiFi radiation measurements in schools along with the implementation of a safe internet filter provided by CYTA. In addition, in collaboration with Microsoft, training was provided for school academies.

The actions focus on the Education and Training 2020 European priorities as well as the Cyprus Digital Agenda. Under this scope the following actions on Opening up Education through digital technologies have been taking place during the year 2016, covering the following areas:

- Use of Digital Technologies in teaching and learning.
- Creative, safe and responsible use of the internet.
- Transversal and digital skills for pupils and teachers.

### 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://photodentro.pi.ac.cy>
- <http://elearn.pi.ac.cy>
- <http://mahara.ats2020.eu>
- <http://o365.ats2020.eu>
- <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/imeridaTPE2016>
- **Short video production on Safe internet by pupils – competition**  
[http://www.pi.ac.cy/InternetSafety/drastiriotites\\_diagonismoi.html](http://www.pi.ac.cy/InternetSafety/drastiriotites_diagonismoi.html)

### 4. CONFERENCES

- ICT in the learning process  
<http://www.pi.ac.cy/imeridaTPE2016>
- Safer Internet Day  
<http://internetsafety.pi.ac.cy/saferinternetday>, <http://www.pi.ac.cy/InternetSafety/SID.html>
- Young Coaches for the Internet  
[http://www.pi.ac.cy/InternetSafety/ekdilosi\\_youngcoaches.html](http://www.pi.ac.cy/InternetSafety/ekdilosi_youngcoaches.html)

### 5. ICT PROGRAMMES IN THE LEARNING PROCESS

- **Innovative schools and teacher coaches for ICT in teaching and learning**
  - <http://innovativeschools.pi.ac.cy>, <http://www.pi.ac.cy/KainotomaSxoleia>
- **Learning designs for the use of ICT in the learning process competition**
  - <http://www.pi.ac.cy/imeridaTPE2016>
- **Safe school for the Internet**  
<http://esafeschools.pi.ac.cy>, <http://www.pi.ac.cy/InternetSafety/eSafeSchool.html>
- **Young coaches for the internet**
  - <http://youngcoaches.pi.ac.cy>, <http://www.pi.ac.cy/InternetSafety/YoungCoaches.html>
- **Short video production on Safe internet by pupils – competition**
  - <http://internetsafety.pi.ac.cy/competitions>,  
[http://www.pi.ac.cy/InternetSafety/drastiriotites\\_diagonismoi.html](http://www.pi.ac.cy/InternetSafety/drastiriotites_diagonismoi.html)
- **European project EduWeb: Children educate digitally illiterate adults in a safe and creative web**
- **European project NESTOR: Networked European School Web Radio**
- **European project CYberSafety (<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 2015 - 2016 the ongoing effort of supporting as many schools as possible and exploiting the existing computer equipment in the most productive way was continued. Towards this direction, many computers were repaired and upgraded to the most recent version of operating systems and office applications, satisfying the needs for up to date hardware and software.

The 6090 personal computers from the previous year's order have been successfully delivered to all public schools in Cyprus and 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, 294 personal computers, 36 portable computers, 71 video projectors and 66 printers were ordered for schools of all educational levels and types. Using the software assurance from the Microsoft contract, the Office 365 was offered for all computers of public schools and for all teachers and pupils. Additionally, seminars for the use of Office 365 were organized for teachers. 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 a 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 MOEC 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 and was updated.

#### **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 prepared, launched and awarded for the fourth phase of networking for structure cabling of 10 Secondary Schools. The sector managed to get a fund from the European Regional Development Fund for the project of structured cabling installation in schools and for the installation of Wireless Access Points with centralized management.

## **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 to facilitate learning and development by empowering all pupils within the educational system, from pre-primary to the end of secondary education.

The work of the EPS is organized around five main areas or sectors of the activity: (1) the Individual Case Sector, (2) the Programmes' 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.

### **1. 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, his parents and teachers and, if deemed necessary, with other professionals or agencies.

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

During the school year 2015 - 2016, the EPS worked with 6197 individual cases of schoolchildren.

### **2. The Programmes Sector**

Besides its traditional pre-occupation with individual cases of pupils presenting with 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 2015 - 2016 academic year the EPS contributed to the development of preventive programmes in pre-primary, primary and secondary school 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 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.

### **3. 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 of 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.

#### **4. 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.

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

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

### **5.5 SCHOOL CLERKS ADMINISTRATION OFFICE**

The Department of School Clerks Office Administration, 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, 5 Musical Schools and the Library of the Pedagogical Institute.

The Department keeps records for all the School Clerks (about 416) 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.

Additionally, it prepares for the Department of Public Administration and Personnel the annual budget for the recruitment of extra School Clerks, according to the needs of the Office.

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 their effort to improve the quality of their services, the Office organises seminars, wherever and whenever 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, State Institutes for Further Education and School Boards. The website is: [http://www.moec.gov.cy/monada\\_dioikisis\\_epimeliton/](http://www.moec.gov.cy/monada_dioikisis_epimeliton/)

## **5.6 SCHOOL CLERKS ADMINISTRATION OFFICE**

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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/](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 on). 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 Culture 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 FUNDS MANAGEMENT UNIT**

The European Funds 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 co-financed projects by the Structural Funds of the EU undertaken by the Ministry of Education and Culture (MOEC).

The Partnership Agreement for the Development Framework 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 in the 2014 - 2020 Programming Period further promotes the MOEC's commitment to successfully and efficiently implement the education policy agenda.

The measures adopted comply with the Country Specific Recommendations for Cyprus and focus on the following operational objectives:

- Promoting lifelong learning
- Developing human resources
- Enhancing economic and social cohesion
- Strengthening research, technological development and innovation
- Improving access to, use and quality of Information and Communication Technologies (ICT)

### **Structure of the Unit**

#### **Head**

Dr Costas Hampiaouris, First Education Officer, Department of Primary Education, has been appointed, as of October 2<sup>nd</sup> 2015, Head of the European Funds Management Unit. The Head of the Unit is responsible for preparing and submitting, on behalf of the MOEC, proposals for co-financed projects. The Head undertakes responsibility for the daily management and oversees the smooth implementation of the projects.

#### **Staff**

The European Social Fund Management Unit is staffed by one administrative officer, eight officers on full or partial secondment, a secretary and an assistant account officer.

#### **The European Social Fund**

The European Social Fund is one of the EU Structural Funds and the European Union's main financial instrument for supporting employment as well as promoting economic and social cohesion in all member states, through actions implemented within the framework of the EU Employment strategy.

#### **The European Regional Development Fund**

The European Regional Development Fund (ERDF) aims to strengthen economic and social cohesion in the European Union by correcting imbalances between its regions. The ERDF focuses its investments on several key priority areas, known as "thematic concentration", as follows:

- Innovation and research;
- The digital agenda;
- Support for small and medium-sized enterprises (SMEs);
- The low-carbon economy.

The ERDF resources allocated to these priorities depend on the category of region.

#### **Projects of the MOEC Co-Financed by the European Union**

During the 2007 - 2013 programming period, the MOEC successfully implemented six co-financed projects by the ESF.

In the current 2014 - 2020 programming period, the MOEC has undertaken the implementation of six co-financed projects by the European Union, which are consistent with the Strategic Planning and promote its implementation.

## **Co-financed projects under the ESF:**

### **1. Project Title: Activities of School and Social Inclusion**

**Budget: €12.200.000**

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 programming period. For the current school year, 2016-2017, the project runs in 89 school units.

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 (pre-primary, primary, secondary schools, and technical schools) will be selected, regardless of the geographical area they are located in.
- 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.

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

**Budget: €1.400.000**

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.

### **3. Project Title: Enhancement of the Quality, Attractiveness and Efficiency of Vocational Education and Training (VET) in Cyprus & New Modern Apprenticeship**

**Budget €13.250.000**

The project is 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 modernizing the school curriculum in VET schools.
- Improving the Post-Secondary Institutes of Vocational Education and Training.

The New Modern Apprenticeship (NMA) project is also being implemented by the Ministry of Education and Culture. The NMA has the following objectives:

- To provide pupils 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.

### **4. Project Title: Reinforcing the Educational Counseling Service system**

**Budget: €1.200.000**

The aim of the project is to enhance Vocational Guidance and Counseling Services for young people aged 16 - 24 who are not in Education, Employment or Training (NEETs). The project falls under the framework of the 'Europe 2020' Strategy and the Council Recommendation of April 22, 2013 for establishing guarantees for young people. *Youth Guarantee* is a commitment by all member states to ensure that all young people under the age of 25 will receive a good-quality employment offer, continued education, apprenticeship or a traineeship on leaving formal education or becoming unemployed, in the context of an effort to abolish youth poverty and social exclusion. During delivery of the project individual career guidance and counseling will be delivered to young people aged 15 - 24 who are not in employment, education or training (NEETs). The proposed services comprise 12000 counseling sessions with young NEETs and at least 3000 assessment papers / career guidance questionnaires throughout Cyprus. The beneficiaries, as prescribed in the MOEC proposal, will be 4000 NEETs aged 15 - 24. The Project is part of the National Action Plan for Youth Employment (ages 15 - 29), submitted to the European Commission in December 2013.

#### **Co-financed projects under the ERDF:**

##### **1. Project Title: School Management System**

**Budget: €9.000.000**

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.

## **2. Project Title: Structured cabling and wireless networking in secondary general education and secondary technical and vocational education**

### **Budget: €3.500.000**

The MOEC prioritised to complete the wired-structured cabling in all schools of secondary education and thus finalising a decade of efforts in accomplishing the schools structure cabling.

The aim is to provide to the whole educational community (pupils and teachers) Internet services in ways that strengthen and support the learning process and learning outcomes. Through the application of wireless networking systems and structured cabling infrastructure, the whole education community will be able to work efficiently in a common network that will allow the seamless exchange of information among them. It will also give pupils the opportunity to access modern technologies and Internet services within the schools.

#### **1. Wired-structured cabling.**

Wired-structured cabling infrastructure in schools of General Secondary and Vocational Education so far covers 80% of the schools. The aim of this project is to cover the remaining 20% of schools.

#### **2. Wireless networking**

Ease of use, seamless connection to the World Wide Web, low connectivity costs, security and easy set-up will help all stakeholders in a school (pupils, teachers, staff, parents, and so on.) to carry out their work efficiently and quickly.

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 of the Council of Historical Memory of the EOKA Struggle - SIMAE) reached €17.126.022 (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. LIV, No. 1, January - March
- Vol. LIV, No. 2, April - June
- Vol. LIV, No. 3 July - September
- Vol. LIV, No. 4 October – December

#### 1.1.2 Dispatches of Cypriot Literature and Cypriot Studies books abroad

The Cultural Services sent a significant number of literary and other publications of a general interest to cultural and university institutions, libraries as well as embassies of the Republic of Cyprus abroad with the aim of projecting Cyprus through the work of Cypriot authors.

#### 1.1.3 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/ newspapers that are financially supported include journals (including annual yearbooks issued by not-for-profit cultural agencies) issued in Cyprus by Cypriot publishers which have been in circulation for at least one year.

The evaluation of the periodical publications is based on the criteria below:

- a) Level of excellence of the publication (artistic editing and printing),
- b) Level of content,



- c) Contribution to the study and projection of literature, arts, history and cultural heritage of Cyprus,
- d) Extent of periodical circulation and frequency of publication.

#### **1.1.4 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 and Cypriot publishing houses that have teamed up with partners abroad.

##### **1.1.4.1 Grant programme for the translation and publication of works of Turkish-Cypriot literature into Greek and works of 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 2016 for the sixth 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.

#### **1.1.5 Purchase of publications to enrich Cypriot and non-Cypriot libraries**

The Cultural Services implemented the Measure entitled “Purchase of Publications to enrich Cypriot and non-Cypriot libraries” which aims at establishing a transparent methodology for the selection and purchase procedure of publications to be purchased by the Cultural Services. On the basis of this Measure, a number of publications were purchased in 2016 which were deemed appropriate for the needs of the Cultural Services.

#### **1.1.6 Literary events hosted in Cyprus**

##### **1.1.6.1 International Scientific Conference entitled: *The translation of French literary works in Greece and in Cyprus (19<sup>th</sup>-21<sup>st</sup> century)*, 8 and 9 December**

The Cultural Services of the Ministry of Education and Culture in collaboration with the Department of French and European Studies of the University of Cyprus and the Department of French Language and Literature of the University of Athens co-hosted an International Scientific Conference on: The translation of French literary works in Greece and in Cyprus (19<sup>th</sup> - 21<sup>st</sup> century) held on 8<sup>th</sup> and 9<sup>th</sup> December.

The Conference held presentations by 24 academics, translators and researchers from the National and Kapodistrian University of Athens, the University of Patras, the Higher School of Fine Arts, the Greek Open University, the French Institute of Athens, the University Paul Valéry III – Montpellier (France), the National University of Seoul (S. Korea), the University of Cyprus and the Open University of Cyprus, whereas there was also a Round Table discussion with representatives from Greek publishing houses, namely, Agra, Estia and Polis.

The aim of the conference was to investigate the presence of translated French literature in Greece and in Cyprus during the period of more than two centuries (19<sup>th</sup> – 21<sup>st</sup>), with emphasis on historical periods, where it appears to be stronger, such as the second half of the 19<sup>th</sup> century, the inter-war period, the first years of the dictatorship and the political change-over after the fall of the junta. At the same time, the Conference focused on projecting literary types, authors and works with an on-going translation activity with a great number of re-translations, such as the 19<sup>th</sup> century classics as well as modern flagship works. Special reference was made also to particularly popular literary works of this period, which had sunk into oblivion. The participants sought to find the causes of the translation silence of certain influential writers and their works which have either taken a long time to be translated or are simply totally absent from the Greek letters.

The contributors to this translation activity were examined, i.e. important translators on the basis of the number of translated works or translations of iconic works, Greek authors with a rich list of published translation, the transition from the amateur to the professional translator and the gradual specialisation of translators in both countries, the publishing houses which contributed to shaping a favourable breeding ground for French literature, the contribution of literary journals and over the last few years the establishment of specialised translation study courses.

#### **1.1.7 Sponsorship of literary events in Cyprus and abroad and of other expenses incurred by literary associations**

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

The Cultural Services sponsor bodies, societies, groups of physical persons and individuals to organise literary events in Cyprus and abroad, as well as to participate in conferences and events abroad through the Scheme *for supporting literary and writing activities* (under the *CULTURE* Programme, Sub-programme *Literature*). In the course of 2016, thirteen activities submitted by various literary associations were approved for funding.

##### **1.1.7.2 Grants scheme for Cultural bodies to cover their needs for their promotional activities, communication and international networking**

In the context of the Grants scheme for Cultural bodies to cover their needs for promotional activities, communication and international networking, the Cultural Services funded three literary associations for preparing and maintaining an official website, for their annual fees as members of a European or International Body and for their representation in the proceedings of a European or other international body to which they belong to as members.

#### **1.1.8 Hosting/ Subsidising literary events abroad**

##### **1.1.8.1 Launch of a scientific publication entitled “Remembering times and places: Literary imprints of the world of Cyprus” at the House of Cyprus**

The launch of the scientific publication entitled “Remembering times and places: literary imprints of the world of Cyprus”, published by the Ministry of Education and Culture and the Department of Byzantine and Modern Greek Studies of the University of Cyprus took place on Monday 9<sup>th</sup> May, 2016. The literary editor of this volume was Professor Michalis Pieris.

### 1.1.9 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.

#### 1.1.9.1 State Prizes for Literature Award Ceremony

On 14<sup>th</sup> December, 2016, the award ceremony of the State Prizes for Literature was successfully held at the Pallas Theatre. The awards were presented by the Minister of Education and Culture, Costas Kadis. The President of the State Prizes for Literature Committee, Frangiski Ambatzopoulou, read out the rationale for awarding the prizes in the categories of Poetry, Novel, Short Story/Novella, and Treatise (Monograph)/ Essay on Literature. The President of the State Prizes for Literature for Children and Adolescents Committee, 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 Adolescents, while the President of the Committee on State Prizes for the Illustration of Literary books for Children and Adolescents, Artemis Eleftheriadou, read out the rationale for the award in the category Illustration of Literary Book for Children and Adolescents. The awarded books were on display for the duration of the ceremony.

The following prizes were awarded for books published in 2015:

#### POETRY

Kyriakos Efthymiou, *Κυρτός αλατοπώλης (Hunched salt-seller)* (Entefktirio publications)

#### NOVEL

Sofronis Sofroniou, *Οι πρωτόπλαστοι (Adam and Eve)* (To Rodakio publications)

#### SHORT STORY/ NOVELLA

Demetris Leventis, *Ιστορίες της Αμμοχώστου (Famagusta Stories)* (Iolkos publications)

#### TREATISE (MONOGRAPH) ESSAY ON LITERATURE

Costas Nicolaides, *Δημήτρης Λιπέρτης: Τζιυπριώτικα Τραούδκια (Demetris Lipertis: Cypriot folk songs)* (Aegeon publications)

#### LITERATURE FOR YOUNG CHILDREN

Panos Christodoulou, *Πώς έμπλεξα με τη Δικαιοσύνη και άλλες άγνωστες λέξεις (How I got into trouble with Justice and other unknown words)* (Legal Library publications)

#### LITERATURE FOR OLDER CHILDREN AND ADOLESCENTS

Anna Kouppanou, *Η απίστευτη αποκάλυψη του Σεμπάστιαν Μοντεφιόρε (Sebastian Montefiore's unbelievable revelation)* (Kedros publications)

#### ILLUSTRATION

Aggeliki Pilati, for the illustration of the work *Από τη γη μέχρι τα αστέρια – Dünyalarkadar (From the earth to the stars)* (authors: Marina Michaelidou-Kadi, Mehveş Beyidođlu, A book worm publication)

The State Prizes for Literature Committee comprised of Frangiski Ambatzopoulou (Chairperson), Leonidas Galazis, Stefanos Efthymiades, Kika Olymbiou and Nicos Orphanides.

The State Prizes for Literature for Children and Adolescents Committee comprised of Anastasia Katsiki-Givalou (Chairperson), Katerina Karatasou, Maria Michaelidou, Marina Rodosthenous-Balafa and Flora Timotheou.

The State Prizes for the Illustration of Literary books for Children and Adolescents Committee comprised of Artemis Eleftheriadou (Chairperson), Constantinos Georgiou, Sandra Eleftheriou, Demetris Kokkinolambos and Tereza Lambrianou.

#### **1.1.10 CEREMONY FOR THE AWARD OF EXCELLENCE IN LETTERS, ARTS AND SCIENCES**

On Tuesday 1<sup>st</sup> March, 2016, a splendid ceremony took place at the Presidential Palace with the attendance of a large number of people for the Award of Excellence in Letters, Arts and Sciences.

The Award of Excellence is awarded to personalities in the fields of Letters and Arts with a significant contribution in their own area of expertise and whose work has contributed to raising the intellectual and/or artistic standards of the country and is generally acknowledged and universally respected. It is also awarded to important individuals in the field of Sciences, whose work has been internationally recognised and has had a positive resonance in the international scientific community.

The Award of Excellence was presented by the President of the Republic of Cyprus, Mr Nicos Anastasiades to the following personalities:

##### **Award of Excellence in Letters**

Kostas Yiangoullis  
Michalis Pashiardis  
Petros Stylianou

##### **Award of Excellence in Arts**

Jenny Gaitanopoulou  
Cyprien Katsaris  
Giorgos Skotinos

##### **Award of Excellence in Sciences**

Loucas Christoforou

The programme of the event included a musical prelude by the Cyprus Symphony Orchestra under the baton of Alkis Baltas and a speech by the President of the Republic of Cyprus Mr Nicos Anastasiades. Short films were then screened about each one of the awarded personalities. At the end of the event, composer and pianist, Cyprien Katsaris performed as a piano virtuoso a musical improvisation offering to the public some outstanding moments of musical indulgence.

#### **1.1.11 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 latest version of ABEKT 5.5 and 5.6 was developed based on the Client/server architecture, fully in a Windows 98/NT/2000/XP/2003 environment. ABEKT's user interface is available both in Greek and in English.

During 2016 an upgraded technical support was offered to the school libraries of Primary and Secondary Schools. To date, ABEKT has been installed in 144 school libraries. The school library employees attend on-going training and technical support by the ABEKT support team. The Cultural Services support team having completed the computerization of the Severios Library has now undertaken to computerize the collection of the Pedagogical Institute's library and that of the Kykkos Lyceum B' in Nicosia. Moreover, the support team has undertaken to draft the plans for library spaces.

The Cyprus Library Network which was developed and is evolving thanks to the Ministry of Education and Culture in collaboration with the National Documentation Centre, is available on the internet on <http://www.cln.com.cy/>, and provides access to Catalogues of Public, Municipal, School and other Libraries.

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 computerized with the ABEKT 5.6 system. Today it has 1229 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** of the Cultural Services provides support to the Cyprus Library through the necessary actions with respect to creating the required infrastructure for the downloading of digital material, by means of the data transferred to the Europeana Digital Library. This has contributed to the promotion and projection of the cultural heritage of Cyprus which has been extremely beneficial.

Every year the Support Team supports and prepares a list of literary works intended to be submitted for the Annual Literature Awards. The organizing of the Literary Archive has been completed and at the same time the digitization of the archive of literary writer Theodosios Nicolaou has started.

#### **1.1.11.1 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 Nicosia 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 next to the Phaneromeni Church in Nicosia.

In a building opposite the entrance of the Phaneromeni Church, are housed the Library administration, the Europeana Digital Library, the Digitisation Department, the Orders and Deliveries department, the Audiovisual media department and the Research Collections (Cypriot Newspapers

since 1883, the Official Gazette of the Republic of Cyprus since 1878 to date, a collection of government publications, such as the Annual Reports published by each Ministry, Statistical research, Musical collections, collection of the UN publications, Rare books, Digital Library, Cypriot Bibliography and so on).

In the Store-room a book bank has been created for those books that cannot be absorbed in the other buildings and a Conservation Workshop for books and periodicals.

### **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).

### **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.

### **Digital Platform**

The Cyprus Library has created a digital platform ([www.cyprusdigitallibrary.ogr.cy](http://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 the Europeana and up to the present date it has posted 16532 digital cultural heritage objects to the collection of the 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. In the context of enhancing activities in the field of music, the Cultural Services subsidise choirs, music groups, foundations, clubs, associations, cultural organisations and non-profit making enterprises amongst others for carrying out their annual programme of activities, thus basically promoting important aspects of the public cultural state policy.

As in previous years, in 2016, various cultural bodies received funding to host music programmes and develop activities in Cyprus.

### **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 at cultural events or festivals abroad as well as for organising cultural events/ festivals abroad. In the course of 2016 several music ensembles, groupings as well as individuals who participated and/or organised musical events abroad received funding.

### **1.2.3. Subsidisation for participating at 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 Purchasing CDs**

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

### **1.2.5 Music publications and co-hosting of events**

On 6<sup>th</sup> July 2016, the Cultural Services of the Ministry of Education and Culture hosted a concert at the Idalion Municipal Theatre in memory of the Cypriot composer George Kotsonis under the title “George Kotsonis – *The lady of the vines* and other songs”.

George Kotsonis was one of the most important pillars of Cypriot culture from the early 1960s, during the years of lead in the 1970s and thereafter when Cyprus was struggling to get back onto its own two feet. His compositions were mainly based on poems by Greek and Cypriot poets and lyricists and were and still remain a beacon in the struggles and conscientious challenges of the Cypriot people.

From 14 to 18 November 2016, the Cultural Services of the Ministry of Education and Culture in collaboration with the Cypriot Composers Centre jointly organised the “Fifth Festival of Contemporary Music”. Musical works by Cypriot composers and other works from the contemporary repertoire received their premieres at the Festival.

### **1.2.6 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 at very important music events outside Cyprus. During 2016, the Cyprus Music Information Centre participated for the first time in the jazz ahead! Exhibition in a joint pavilion along with other overseas Centres, under the umbrella of the International Association of Music Information Centres, and other promoters and music agents, attending meetings and providing information to professionals on the international music arena regarding musical life in Cyprus.

### **1.2.7 Participation at European Networks**

The Cultural Services of the Ministry of Education and Culture participate in the Steering Committee of the European Union Youth Orchestra (E.U.Y.O.). In the context of the Cultural Services’ contribution to the EUYO Institution, an opportunity is provided to young Cypriot musicians to take part at the Orchestra’s concerts.

### **1.2.8 Development of Music Education**

#### **Programme to Develop Musical Talents**

By Decision No. 67.949 dated 12/11/2008, the Council of Ministers approved the running of a Programme for the Development of Musical Talents which between 2006 and 2012 was being piloted in the framework of the Strings Music Workshop and included a small number of children (about thirty children playing the violin). The aim of this ground-breaking Programme is to identify children aged three to 10 with a particular talent in music and to substantially upgrade music education and the development of the music culture in Cyprus. During 2013, the Programme expanded to create viola and double-bass classes, and during 2015 with the creation of cello classes. It runs under the supervision and guidance of the distinguished virtuoso violinist and music teacher, Mr Matheos Kariolou with the participation of seventy children.

### **1.2.9 Cyprus Symphony Orchestra Foundation**

The Cyprus Symphony Orchestra Foundation was founded in 2006 by decision of the Council of the Ministers, with the aims of developing and promoting the art of orchestral music, improving musical life and education in the country, as well as the involvement of society in musical activities.

On 1<sup>st</sup> January 2007, the Foundation undertook the management of the State Chamber Orchestra and the State Youth Orchestra, (which were renamed Cyprus Symphony Orchestra and Cyprus Youth Symphony Orchestra respectively) with the aim of further expanding their promotion and activities. In addition, the Foundation, manages the Music School of the Youth Orchestra, the Pallas Theatre, the Creative Europe Desk Cyprus, as well as the Strings Workshop and in collaboration with the Ministry of Education and Culture, the Music Information Centre.

The Cyprus Symphony Orchestra Foundation is a non-profit organization. It is managed by a Board of Directors comprised of nine members, appointed by the Council of Ministers. Three of the members are officers of the Ministry of Education and Culture: the then Permanent Secretary, who chairs the Board; the then Director of the Cultural Services and the cultural officer responsible for musical matters. The remaining six members are drawn from the private sector.

The main sponsor of the Foundation is the Government, which undertakes all the expenses of the Foundation and the Orchestras. In addition, the Foundation seeks to collaborate with various organisations in order to achieve better profile of its activities, organisation of complex programmes as well as the further advancement of community interactions.

As a member of the International and European Music Council, European Federation of National Youth Orchestras and as a permanent partner of the European Union Youth Orchestra, the Foundation collaborates with other music organizations, universities in Cyprus, choirs, the Youth Board Cyprus, the CyBC and other Media, municipalities, embassies in Cyprus, the Cyprus Tourism Organization and the tourism industry. Since its establishment, the Foundation has to a large extent progressed its objectives making its presence felt both with music lovers and wider audiences through concerts, and educational and outreach programmes it organises.

### **1.2.10 Cyprus Symphony Orchestra (CySO)**

#### **1.2.10.1 The Orchestra**

As the only professional symphony orchestra in Cyprus today, the Cyprus Symphony Orchestra has evolved rapidly during the new millennium into a modern, dynamic orchestra with a strong presence



in the musical life on the island. At the same time, it is a national symbol representing Cyprus in Europe and beyond.

An orchestra for all Cypriots, the CySO presents around thirty different programmes of regular evening concerts, community outreach concerts, educational and family concerts as well as chamber music concerts, which amount to eighty-nine concerts annually, in all cities of Cyprus. The Orchestra performs a variety of musical genres to a constantly expanding and loyal audience, ranging from the great classical masterpieces of all periods, operatic and ballet music to light orchestral music, orchestrated art and folk songs, film music, musicals, jazz, and so on.

Constantly striving for artistic excellence and involvement with the community, the CySO puts on innovative artistic programmes, hosts artists of international standing, promotes Cyprus music creation and Cypriot soloists and collaborates with state and private institutions. It also participates in the annual Kypria International Festival and Pafos Aphrodite Festival.

Within the promotion of its international profile, the Orchestra has toured numerous times abroad (Greece, Germany, Denmark, Bulgaria, France, Malta, U.K.) has organized international competitions and masterclass, and promotes flashmobs and concert excerpts on the internet and social media. The CySO is in itself a living symbol of multiculturalism, since its forty one members come from sixteen different countries!

Outstanding Cypriot and foreign conductors and soloists have collaborated with the CySO such as Vladimir Ashkenazy, Patrick Gallois, Esa Heikkila, Julius Kalmar, Marios Papadopoulos, Lukas Karytinis, Miltos Logiadis, Placido Domingo, Dimitra Theodossiou, Cleo Mitilineou, Alison Balsom, Cyprien Katsaris, Martino Tirimo, Dimitris Sgouros, Christodoulos Georgiades, Eugenia Kanthou, Nicolas Costantinou, Manolis Neophytou, Choir of ERT, Choir of New College Oxford, to name but a few.

Since May 2011, the Artistic Director and Chief Conductor of the Orchestra is Alkis Baltas, who is the main conductor of the Orchestra and responsible for the creation of the Artistic Planning and the selection of guest soloists and conductors who collaborate with the Orchestra.

#### **1.2.10.2 Artistic Programmes of the CySO 2016**

In 2016, the Cyprus Symphony Orchestra has presented thirty seven different programmes. From these, twenty two were evening concert series in all main cities of Cyprus (fifty concerts), five family programmes (eleven family concerts), two outreach programmes (fifteen concerts in different cities and villages in Cyprus). Within the programmes, there were eight chamber music concert series with musicians of the CySO and three opera productions at the Pafos Aphrodite Festival 2016.

#### **1.2.10.3 Evening Concerts**

The biggest part of the CySO Programmes are the evening concerts which take place regularly, every one to two weeks in all main cities of Cyprus. The repertoire varies and includes works from baroque to contemporary music. They are addressed to the wide audience and a big part of it has become loyal. The orchestra has given twenty two evening concert series in 2016, with fifty concerts. More specifically, twenty three from these were given in Lefkosia, thirteen in Lemesos, eight in Larnaka and six in Pafos.

The most important collaborations of the Orchestra were the production of W.A. Mozart's Don Giovanni at the Pafos Aphrodite Festival, in three evenings at the Pafos Castel. Other important

productions were the “Song of the Dead Brother”, within the KYPRIA International Festival 2016. This production took place in collaboration with the Bi-communal choir for Peace in Cyprus and the participation of sixty choir members. In addition, for the third consecutive year, the Foundation has collaborated with the Embassy of Israel in Cyprus, with soloist Avi Avital (mandolin) and conductor Miltos Logiades.

At the same time, the Orchestra has given a platform to seven talented young Cypriot soloists in two concert series with title “Young Artists Platform – The first step”. The young soloists were selected through auditions from the Artistic Director. Also, in 2016 the auditions for the soloists of the 2017 Platform were selected through auditions.

As in every year, there were thematic tributes, tributes to composers and collaborations such as “Music from the American Continent”, Easter Concerts, Tribute to Mikis Theodorakis, Musical Synergies, Cyprus – Russia, Cyprus – Israel. The Festival Music at the Park was also one of the most popular productions, and took place for the second time at the Acropolis Park, Lefkosia.

#### **1.2.10.4 Educational programmes**

Educational and family concerts, musicians visits to schools as well as projects that involve children and teenagers performing together with the Orchestra form an important part of the Cyprus Symphony Orchestra’s educational role and take place in collaboration with the Departments of Primary and Secondary Education of the Ministry of Education and Culture.

In 2016, five different programmes of family concerts took place: “A tale by Manos Hadjidakis and 10 songs from the Lazy Dragon”, “A sound that got lost, a bull, a rabbit and a turtle”, “Peter and the Wolf”, “The story of Babar, the little elephant” and “Karagiozis goes to a concert”. Each of the concerts was addressed to children of a specific age range. The three concerts presenting the tale by Manos Hadjidakis and the song from the “Lazy Dragon” stranded out, since they involved the participation of a choir of a hundred primary school children, which was made possible with the collaboration of the Department of Primary Education. Another highlight was “Karagiozis goes to a concert”, performed by an instrumental ensemble of musicians. The concert, given in collaboration with puppeteer Theodoros Kostidakis and under the artistic direction of maestro Alkis Baltas, was met with great success.

#### **1.2.10.5 Community Outreach Concerts**

One of the aims of the Orchestra is to promote orchestral music appreciation all over Cyprus. This is achieved to a large extent through the community outreach programmes and decentralization. They address the wider public that does not have easy access to the regular evening concerts of the Orchestra or may have never had the opportunity of attending a classical music or orchestral concert, in general.

With this objective in mind, the musicians visit villages and communities in all Cyprus districts, presenting popular classical music works or light orchestral music, often briefly presented by the conductor, in order to facilitate the appreciation of the audience. The concerts address different social groups such as various communities, soldiers, health and elderly care centres, tourists and so on and have free admission in collaboration with the municipalities, communities, schools and institutions authorities involved. Within 2016, the Orchestra gave two concert series titled “Dance Rhythms” which comprised fifteen concerts in villages around Cyprus including Peristerona, Malounta, Derynia, Erimi and Lofou.

#### **1.2.10.6 Artists and Repertoire**

Apart from the Chief Conductor of the Orchestra, Alkis Baltas, in 2016, internationally renowned conductors were invited to conduct the Orchestra, such as Miltos Logiades, Dimitris Botinis, Vladimiros Symeonides, Julius Kalmar, Iulian Rusu, Matheos Legakis, Thomas Herzog, Lisa Xanthopoulou, as well as the well-known Cypriot conductors Yiorgos Kountouris and Yiannis Hadjiloizou and the young Cypriot conductor Petros Stylianou. Acclaimed and young soloists who collaborated with the Orchestra include Avi Avital, Katerina Andreou, Doros Demosthenous, Daria Kravtcova, Spyros Mourikis, Simos Papanas, Artemis Bogri, Theodoros Kerkezos, Elli Koutsouli, Marios Kouloumis, Domna Evnouchidou, Vadim Palmov, Christodoulos Georgiades, Christina Pantelidou, Dionysis Grammenos and Vassiliki Karayianni.

The repertoire performed was especially varied, comprising different genres of western classical music from the renaissance up to contemporary times, including many works by Cypriot composers. The programmes featured composers such as Dvorak, Roussel, Vivaldi, Martinu, Beethoven, Copland, Prokofiev, De Falla, Rossini and so on. Contemporary Cypriot music featured works by Solon Michaelides, Nicos Vichas, Savvas Savva and other composers. At the same time, a part of the music comprised by popular orchestral music such as works by Hadjidakis and Theodorakis, as well as by orchestrations of Cypriot traditional music and songs.

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

Chamber music concerts with musicians of the CySO, are given roughly on a monthly basis on Saturday afternoons in Lefkosia and Sunday afternoons in cities outside the capital (Larnaka, Lemesos or Pafos). They are ideal for people that may want to spend a short live music concert during the weekend or may not be able to attend the evening concerts of the Orchestra that often. In 2016, eight different chamber music programmes by different ensembles were presented, with a total of sixteen concerts.

#### **1.2.10.8 Audience**

In 2016, about 25,000 have attended the concerts of the CySO. The audience consists of people of all ages from all cities of Cyprus. The evening concerts are usually attended by people of 15 years old and above, young couples, young people, middle age people as well as seniors. The greatest part of the audience at the family concerts are usually children under 12 years old with their parents. The audience is mixed at the social outreach concerts and the chamber music concerts.

### **1.2.11 Cyprus Youth Symphony Orchestra**

#### **1.2.11.1 The Orchestra**

With over eighty members of ages nine to 26 years old, selected through auditions, the Cyprus Youth Symphony Orchestra, is the most important youth music ensemble of the country. As a full member of the European Federation of National Youth Orchestras (EFNYO), it functions according to the highest artistic standards, promoting music, training young musicians for professional careers and building future audiences.

The CySO presents four to five major programmes per year attended by approximately 5,000 people. The five permanent ensembles of the Orchestra perform in about thirty events every year, including the opening of the annual State Educational Fair, international conferences, the Prize-giving

Ceremony of the European Schools' Competition, and various other state, community or beneficiary events.

During its 27-year history, the CySO has given hundreds of concerts in Cyprus and abroad, covering a wide range of repertoire enjoyed by many thousands of people. The orchestra has toured in countries like Italy, Turkey, Greece, Israel, and so on.

Past Artistic Directors / Conductors of the Cyprus Youth Symphony Orchestra have been Michalis Stavrides and Ayis Ioannides. Since January 2013, after a pan-European competition, this post is held by Yiorgos Kountouris.

#### **1.2.11.2 CyYSO Artistic Programme 2016**

2016 was a year with multifarious activities for the Cyprus Youth Symphony Orchestra, where, except its performances, the CyYSO travelled to Vienna where they gave their first historic concert at the famous Vienna Musikverein, in collaboration with the Cyprus Cultural Centre of Vienna.

On Monday the 28<sup>th</sup> of March, 2016, under the auspices of the Italian Ambassador in Cyprus H.E. Guido Cerboni, the CyYSO performed at the full-house Strovolos Municipal Theatre, a truly historic concert for Cyprus, under the title "Virtuosismo" with one of the greatest virtuosos of all times and one of the most important artists of his generation, the great violinist, Salvatore Accardo. The artistic direction of the concert was held by Yiorgos Kountouris. The collaboration between Salvatore Accardo and the CyYSO was both an honor and a tremendous musical experience for the young members of the orchestra, while the dream of many music lovers to see this great musician perform on stage, became a reality.

In addition, the CyYSO, in collaboration with the Cultural Services of the Ministry of Education and Culture, with the aim to upgrade the musical performance of young musicians, organized masterclasses with the great virtuoso, which were open to the public, on Tuesday 29<sup>th</sup> of March, 2016, between 15:00 and 21:00 at Pallas Theatre, Pafos Gate. Six young talented violinists up to 19 years of age, who were selected through an open competition for candidates from any public or private music educational programme, received the valuable experience to be guided and taught by the famous violinist Salvatore Accardo.

The journey of the CyYSO continued dynamically in September, right after the Summer Music Academy, with its participation at the production Oratorio – Fantasy – Ballet "Evagoras of Cyprus" with the music composed by Polyvios Charalambous. The concert was performed at the Tala Amphitheatre on 9<sup>th</sup> of September 2016.

Members of the Cyprus Youth Symphony Orchestra travelled to Vienna where they performed at the world-renowned Musikverein of Vienna. The "Cyprus Gala Concert" has become a firm event for the Vienna music scene, after being initiated by the Cypriot baritone Kyros Patsalides. The CyYSO ensemble met on stage with the Lefkosia Music Lyceum choir and distinguished soloists, under the baton and direction of conductor Yiorgos Kountouris. They performed famous excerpts from works by Verdi, Rossini, Bellini, Puccini, Bizet, Mascagni, Stolz, Theodorakis, Hadjidakis, M. Christodoulides and A. Lymbourides. The concert took place at the Brahms Saal of the Musikverein, on Friday 25<sup>th</sup> of November 2016, under the auspices of the Minister of Education and Culture of Cyprus, Costas Kadis.

### **1.2.11.3 Summer and Spring Music Academies**

The Spring Music Camp and the Summer Music Academy of the Cyprus Youth Symphony Orchestra have become an important part of Cyprus' music educational activities. The Camps are organized at the high mountain resort of Pedoulas in April and August, respectively. The community of Pedoulas has been linked with the Orchestra's Music Camps and the concerts given by the Orchestra during the Camps and attracts both foreign and Cypriot tourists.

The programme includes individual instrumental tuition, master classes, wind orchestra, sectional rehearsals and chamber music training as well as rehearsals for a symphonic programme. These are taught by expert musicians and pedagogues of the Cyprus Symphony Orchestra and the Music School of the CyYSO. Towards the end of the Music Camps, the prepared programme is presented at an evening concert open to the public at the Events Hall of the Pedoulas Gymnasium and later in Nicosia and other cities.

The Music Camps accommodate about a hundred young musicians, from Cyprus as well as foreign students from European and non-European countries. Also, Cypriot students who study conducting in recognized institutions, have the opportunity to participate in the Academies by assisting the production and gaining experience under the guidance of the artistic director and conductor of the CyYSO. Apart from the music activities, other social activities at the Camps, include sports (volleyball, basketball, football), excursions, movie nights, treasure hunting and others.

This year's Summer Academy took place between 17 – 31 August and about seventy two young musicians participated under the supervision of ten teachers of all musical instruments, in order to prepare the artistic programme of the season.

### **1.2.11.4 Music School**

The Music School of the Cyprus Youth Symphony Orchestra (previously named Music Workshop) was established in the early 1990's with the task of fulfilling an urgent need to educate young performers due to lack of state-provided musical education. It was initially organized by the Cultural Services of the Ministry of Education and Culture with the support of a non-governmental organization, the Fund for Music and Fine Arts. A few years later, its administration and financing were entirely taken over by the Cultural Services and as from 2007 it passed, along with the Youth Symphony Orchestra and the Cyprus Symphony Orchestra into the hands of the newly formed Cyprus Symphony Orchestra Foundation.

Selected applicants at an age suitable for beginning (or further developing) on each instrument, after preliminary screening, are offered scholarships and are taught by experienced and highly qualified instructors. The activities of the Music Workshop aim to form all-round educated young musicians and prepare them for higher education and come up to today's reality. Thus all young musicians go through a wide range of training, including solo performances, chamber ensembles, orchestra experience and involvement. In 2016, 98 pupils had the chance to receive scholarship for the programme.

### **1.2.11.5 Music Ensembles**

Students of the Music School participate in one of the [music ensembles](#) such as: the Strings ensemble, Percussion ensemble, Brass ensemble, Wind ensemble and the Band. In 2014, the junior ensembles formed, starting with the junior brass ensemble. As from 2015 the junior strings ensemble

started its activity. The ultimate goal is to form junior ensembles over the next few years in all the sections of instruments. [The ensembles of the Music Workshop](#) are widely known and popular and are frequently invited to perform in various events of important organizations. In 2016, the music ensembles have appeared in more than twenty events all over the island.

#### **1.2.12 Creative Europe Desk Cyprus**

By assigning the operation of the Creative Europe Desk to the Cyprus Symphony Orchestra Foundation, this Foundation has become the programme's contact point. Therefore, in the context of applications for funding, a global two-year strategic action plan has been established in the Desk based on the needs of the cultural and creative sector and leading to the drafting of the Desk's 2016 and 2017 action plans. The 2016 application has become accepted without any amendments from the European Commission. At the same time, the Foundation has launched an open staffing procedure which has been completed with the recruitment of two officers.

On the basis of the above, in the course of 2016 a total of nineteen activities were held in Lefkosia, Larnaka, Lemesos and Pafos aiming to promote the Creative Europe Programme and to raise public awareness on the funding opportunities for this Programme. The activities fell into three categories: (a) Activities to promote the Creative Europe Programme, (b) Activities to involve professionals in the Creative Europe Programme and (c) Activities in collaboration with other bodies.

In the context of the Culture Sub-programme, three information seminars were held and two participations at events. The seminars covered the funding schemes "Cross-border cooperation" and "European Networks" in conjunction with various other services, such as the Municipality of Limassol and the Coordinating Council of the Limassol Cultural Agencies, the Fine Arts Chamber (EKATE), and the Larnaka Municipality Europe Direct Information Centre. There were also participations at the World and Jazz Showcase in Lemesos and at an event to promote the book by Antonis Georgiou "An album of stories" (EUPL winner) in collaboration with European booksellers and Solonion Bookshop.

Under the Media Sub-programme, a Week of information activities was organised amongst other events at the Cultural Services in collaboration with Denmark's MEDIA Desk as well as two joint-events: the 3<sup>rd</sup> Animation Forum in collaboration with the Documentary and Cartoon Festival "Aspects of the World" and Docstalk 2016, in collaboration with the 11<sup>th</sup> Lemesos International Documentary Festival.

Other activities of the Creative Europe Desk in 2016 included the hosting of information seminars, a press conference, and participation at meetings, conferences and festivals as well as joint events. The activities that stood out were the Information Seminar regarding the "Cross-border cooperation" and "European Networks" funding schemes and the Berlinale Festival in collaboration with the Cyprus Theatre Organisation (THOK), the participation at the Festival on Europe Day organised by the EU Commission Representation in Cyprus and the co-hosting of an information seminar entitled "Creative Europe" in collaboration with the EU Commission Representation in Cyprus and DG European Programmes, Coordination and Development, the Conference Networks and Networking in the Cultural and Audiovisual Sector in collaboration with Anna Lindh Foundation Network CY and Dutch Culture – Centre for International Cooperation, and the one-day-conference on funding schemes in the cultural and audiovisual field in conjunction with the 2017 European Capital of Culture.

Each activity aimed at a different target audience so the presentations were adapted according to the

area where emphasis was given, with a balanced geographical coverage of the whole of Cyprus. In addition, the Desk has taken part in four in-house meetings in Berlin, Brussels and Cannes which are organised by the Agency and another hundred and fifty individual meetings approximately took place to further inform and support the organisations in the preparation of their applications.

### **1.2.13 Cyprus 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 are members of 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 by 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 all its activities. In addition, the Centre also provides information related to the local music life, contributes to the broader cultural development and informs the public about the achievements of local artists.

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 all its activities, whereas since 2014 it also holds the position of the Board Secretary of this Association.

### **The activities of the Music Information Centre in 2016**

Maintaining and enriching the archive of contemporary Cypriot music.

In the context of the operation of the Music Information Centre as a living, dynamic and functional archive of contemporary Cypriot music, the following activities are followed-up:

- On-going recording and cataloguing the already existing archives contained (archive of the Union of Cypriot Composers, Cultural Services Archive etc.)
- Communicating with individual composers to arrange access to their work.
- Digitising the material to a high resolution and storing it in digital files.
- Recording the material on the database of the Centre's website promoting it.
- Updating and upgrading the Cyprus Music Information Centre website according to the modern HTML5 standards and making it mobile friendly (website redesign).

The database of the Cyprus Music Information Centre's website has been designed in such a way as to cover the needs of saving and promoting contemporary Cypriot music. The works by Cypriot composers are catalogued following international practices (FRBR model, Dublin Core Metadata System). Apart from collecting, documenting and digitising the already existing material, the aim of the centre is to cultivate in the minds of Cypriot musicians/creators the need to safeguard their work in a functionally optimum digital file which would provide them the possibility to get their work promoted and maximised by as large a spectrum of users as possible. In addition, through its website the Centre enables Cypriot musical creators to project their work on the international scene in a technologically flawless way.

## **Expansion of the thematic portal of Cypriot music life**

In the framework of providing as much publicity and information as possible on the music life in Cyprus, the Ministry of Education and Culture through the Centre has established a “thematic portal” of the broader Cypriot music life. This portal includes information on all the individuals, organisations or companies that are active on the music scene in Cyprus. This information contains contact details as well as a description of the services provided. The aim is to establish a dynamic database encompassing all this information. In the context of further expanding and utilising this thematic portal, the Centre has embarked on designing a programme to map the active music potential of Cyprus.

## **Actions to promote and project contemporary Cypriot music creation**

Circulation of a CD and a publication including the music scores from works of Cypriot composers. This publication will be dispatched to all radio stations in Cyprus, university libraries, organisations active in the broader field of classical music as well as to all the Music Information Centres outside Cyprus participating in the IAMIC network (International Association of Music Information Centers), with the aim of promoting and projecting Cypriot artists.

Circulation of a CD and a promotional USB flash disk with jazz music compositions by Cypriot composers. The digital collection has been made available in 1000 copies (500 CD + 500 USB promo cards), is a promotional form not for sale and is made up of works presented at the two jazz and world music festivals/showcases held in 2014 and 2015 at the Rialto theatre. This publication will be used to promote Cypriot music at International Music Showcases and Conferences.

## **3o Cyprus Jazz & World Music Showcase**

The Ministry of Education and Culture together with the Music Information Centre and the Rialto Theatre, acknowledging the presence and influence of jazz and world music over the last years on contemporary Cypriot music creation, organized, in November 2016, the 3<sup>rd</sup> Cyprus Jazz & World Music Showcase, presenting important works, composers and virtuosi musicians of international reach. The aim of this event is to increase the publicity, the reach and exposure of composers and musicians who live and work in Cyprus, thus contributing in getting the public closer to these creators and their music compositions, as well as to forge synergies both in Cyprus and abroad. Famous personalities from the global music domain were invited to this first event, which gave a boost to the contemporary Cypriot creators and helped build bridges with agencies abroad.

## **Participation at conferences and international music showcases**

- The Music Information Centre took part at the jazzahead! 2016 international jazz trade fair from 21 to 24 April 2016 in Bremen, Germany. The aim is to promote Cypriot jazz through the presentation and showcasing of the CD and information booklet on the jazz music scene in Cyprus.
- The Centre participated at the 2016 Annual meeting of the International Association of Music Information Centers (IAMIC), held in June 2016 in Galway, Ireland.
- Cypriot representation at the Luxembourg Jazz Meeting 2016 within the context of our cooperation with Music:LX which started during the 2<sup>nd</sup> Cyprus Jazz & World Music Showcase.



### **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 19<sup>th</sup> century to the present date.

Parallel to this, these works are used at 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 2016, twenty three works of art were purchased with the aim of enriching the collection of the State Gallery of Contemporary Cypriot Art.

#### **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 April 2016 construction works began on the old SPEL building in the Famagusta Gate area which 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.

#### **1.3.3 PROMOTING CONTEMPORARY CYPRIOT ART ABROAD**

##### **1.3.3.1 15<sup>th</sup> International Architecture Exhibition at the Venice Biennale**

The Cultural Services have been contributing since 2006 together with the organized bodies of Cypriot architects (the Cyprus Architects Association) to organize and carry out the participation at the International Architecture Exhibition at the Venice Biennale.

The proposal of Contested Fronts was selected through an open tendering procedure which was launched by the Ministry of Education and Culture together with the Cyprus Architects Association.

##### **1.3.3.2 Twenty-first International Exhibition of the Milan Triennale**

In 2016, Cyprus was invited to take part in the 21<sup>st</sup> International Exhibition of the Milano Triennale. The exhibition was held from 2<sup>nd</sup> April to 12<sup>th</sup> September on the theme: 21st Century - Design After Design.

#### **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 Society of Cypriot Engravers, the Cyprus Creative Association and the Union of Self-taught painters (EN.A.Z).

#### **1.3.5 ARTISTIC PHOTOGRAPHY**

In the context of the policy to support artistic photography, in 2016 the Cultural Services funded the activities of the Association of Artistic Photography ‘FOTODOS’ as well as the Cyprus Photographic Society for networking activities (participating at the proceedings of the International Federation of Photographic Art (FIAP)).

#### **1.3.6 CREATION OF THE LEMBA CULTURAL VILLAGE**

In April 2016 an open architectural competition was launched for the Creation of the Lemba Cultural Village. The competition was completed in July 2016 and amongst the forty proposals submitted that of SCZS ARCHITECTS joint venture (Architects: Spyros Spyrou, Charis Christodoulou, Aggeliki Zisimopoulou and Charis Solomou) was selected.

The structural part of the project incorporates the existing buildings which are used by the Art Education College and when fully developed it will include the creation of artists’ workshops, workshops for primary and secondary school training programmes as well as guest houses.

#### **1.3.7 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.

Amongst the bodies who benefitted from funding this year were: Rectus Centrum, “Dionysos” Limassol Cultural Dance Association, Vasilitzia Cultural Association and NIMA – the Association of Cypriots in Italy.

## **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, to stimulate the public's interest in theatrical creativity, to project Cypriot artistic potential abroad, to encourage experimental theatre and involve the youth in the creative process.

Over the last years, theatre activity has constantly been on the rise and this is manifested with the hosting of performances, theatre workshops and other events organised by various bodies. The Cultural Services support these efforts in order to encourage new talents and significant artistic creation. This year funding was available in the context of the new CULTURE programme – Sub-programme Theatre/Support of Theatre Creation and Development.

### **1.5.2 2016 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.

The 2016 International Festival of Ancient Greek Drama, which took place from 3<sup>rd</sup> to 30<sup>th</sup> July 2016 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 Greece, Germany, Belgium and Germany in twelve performances.

### **ANCIENT GREEK DRAMA SYMPOSIUM**

The Cultural Services in cooperation with the Cyprus Centre of the International Theatre Institute (ITI) co-organised the 14<sup>th</sup> International Ancient Greek Drama Symposium on 11<sup>th</sup> and 12<sup>th</sup> July 2016 at the Leventis Gallery, Nicosia.

The theme of this year's Symposium was "Lamentation in ancient Greek drama". Distinguished academics and theatre directors from Russia, Italy, the USA, the UK, Greece and Cyprus presented their papers and theoretical approaches.

## **1.6 "KYPRIA 2016" 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 2016" International Festival was successfully held during September and October with 14

artistic events in Lefkosia, Lemesos, Larnaka, Pafos and in the government controlled area of Ammochostos.

## **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 youth education in the domain of classical and modern dance, 4) promote our artistic potential in the field of dance in Cyprus and abroad and 5) encourage exchanges, contacts and cooperation of our artists with those in other countries. These objectives are fulfilled by strengthening and supporting the cultural associations 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 sixteenth 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.

### **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 12<sup>th</sup> consecutive year from 22<sup>nd</sup> to 30<sup>th</sup> July 2016 in Lemesos at the Fyteidion Sports Centre. The Festival is held in various venues within the town of Lemesos and the town of Lefkosia.

### **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 Suzanne Dellal Dance Centre of Tel Aviv, the International DEMETRIA Festival in Thessaloniki, the Musikteatret of Denmark, the AKROPODITI Dance Centre of Syros, the New Baltic Dance Festival in Lithuania, the International FAKI Festival in Zagreb, 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 2016 the Pancyprian Ballet Dance Competition took place with the participation of pupils and students from dance schools from all over Cyprus. The Competition was successfully organised in March 2016 by the Cyprus Professional Dance Association.

### **1.7.6 SUBSIDISATION OF DANCE EVENTS IN CYPRUS**

During 2016, 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.

### **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.

## **1.8 CINEMA**

### **1.8.1. OBJECTIVES**

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 of the funding for cinema, the Ministry of Education and Culture was obliged to freeze the Funding Programme for Cinema Film Productions (Cinema Advisory Board) for the years 2012 and 2013.

In 2015, for the first time after three years and as the funds for film productions reached 1.000.000 Euros, the Cultural Services announced the partial re-activation of part of the Programme in the category “development of a productive plan for a low budget fiction film”. In the assessment process, the Cinema Advisory Board submitted seven proposals to the Minister who gave his approval.

This year for the first time since 2013, the re-activation of part of the Programme on the “Screen-writing of a scenario for a low budget fiction film” and “Short film production” was announced.

In the course of 2016, the following fiction films were completed: «Boy on the Bridge» by Petros Charalambous, “The Story of the Green Line” by Panikos Chrysanthou, “Five-shilling nylon” by Christos Siopahas and the film «Chinatown: The 3 shelters» by Aliko Danezi Knutsen.

## **2. Festivals/ Awards**

Despite the limited number of films produced in the last few years due to the cuts to the cinema budget, Cypriot films continue to honour Cyprus worldwide. Moreover, several of the recent Cypriot films continue to be screened at festivals and special events dedicated to the cinema organized by the Embassies of Cyprus in the various countries around the world.

## **3. Incentives for Foreign Productions**

As of 2014, 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.

### **1.8.3 INTERNATIONAL AND OTHER FILM FESTIVALS**

#### **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 2016 it was held for the fourteenth consecutive year from 15<sup>th</sup> to 24<sup>th</sup> April in Lemesos (Rialto Theatre) and in Lefkosia (Zena Palace Cinema). Once again this year, the two main festival programmes were 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 Marios Stylianou (director), was responsible for the selection of the films, the drawing up of the screening programme and parallel events.

The following awards were presented:

Best Film Award to the film ‘The Gulls; (Russia), directed by Ella Manzhheeva.

Special Award of the Jury to the film ‘Let Them Come’ (France, Algeria), directed by Salem Brahimi.

The Glocal Images Best Director Award went to the film ‘Mellow Mud’ (Latvia), directed by Renars Vimba.

Moreover, three distinctions were awarded to:

- The film ‘Losers’ (Bulgaria) by Ivaylo Hristov for the photography signed by Emil Christov.
- The film ‘Baba Joon’ (Israel) directed by Yuval Delshad for the original casing and interpretation of its young leading actor.
- The film ‘Interruption’ (Greece, France, Croatia, Italy, Bosnia-Herzegovina) by Yiorgos Zois for his pioneering approach and the intense visual style.

The film ‘Smac’ (Greece) by Cypriot director Elias Demetriou won the public’s award “The Famous Grouse”. The award is accompanied by a grant courtesy of Acm Christofides Ltd.

The Student Prize was awarded by a University of Nicosia student jury to the film ‘Baba Joon’ by Yuval Delshad.

## **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 15<sup>th</sup> to 21<sup>st</sup> October 2016 co-hosted by the Ministry of

Education and Culture and the Rialto Theatre. The Festival programme included forty eight films in its International Competition Section and thirteen films in the National Competition Section, one masterclass and six parallel programmes which included for the first time screenings for children as well as screenings on ships. The impressive opening included an audiovisual show on a giant screen with the use of a special technique combining Generative Art and interactive graphics accompanied by a light show, music and sound design, a technique presented for the first time in Cyprus. The five-member jury consisted of important personalities from the area of international cinema.

#### **2016 Awards:**

International Competition Section

Best Film Award presented to the film 'Uncanny Valley' by Paul Wenninger, a France-Austria co-production.

Best Director Award for the film 'Transition' by Milica Tomovic from Serbia.

Second Best Film Award, presented to the film 'A Night in Tokorik'i, by Roxana Stroe from Romania.

Best Documentary Award, presented to the film 'Varicella' by Victor Kossalovsky from Norway.

Distinction Awards: The first distinction was awarded to the film 'Over' by John Threlfall (UK). The second distinction was awarded to the film 'La Voce – Voiceless' by David Uloth from Canada.

#### **National Competition Section**

The Best Cypriot Film Award was presented to the film 'Semeli' by Myrsini Aristidou.

The Second Best Cypriot Film Award was presented to the film 'Mad Dogs' by Danae Papaioannou.

The Best Director Award was given to Minoas Papas for the film 'Tango on the Balcony'.

The Best Photography Award was presented to Yiorgos Frentzos for the film 'Mad Dogs' by Danae Papaioannou.

The Best Montage Award was presented to Emiliios Avraam for the film 'Bad Habits'.

Distinction Awards: The first distinction was awarded to the Turkish Cypriot actor Izel Seylani for his leading role in the film 'Haftasonu – Weekend' by Talat Gokdemir. The second distinction was awarded to the film 'Eight Days Parlor', by Zoe Fylaktidou.

For the fourth consecutive year, students from the Technological University School of Fine and Applied Arts voted the Best Musical Video, distinguishing 'Joyride' by Amaro and Walden directed by Tim McCourt and Max Taylor.

### **3. «The Drama Festival is travelling to Cyprus»**

In the last eighteen years it has been established to screen in Cyprus the films that have been awarded at the Drama Greek Short Film Festival. This event takes place in cooperation with the Organising Authority of the Drama Festival, the Greek Ministry of Culture, the Rialto Theatre, the Lefkosia Friends of Cinema Society, the Lemesos Cinema Club, the Larnaka Cinema Club, the Pafos Friends of Cinema Society and Pafos 2017. It is a four-day event of screenings, a tribute to Greek Short Film, especially loved by young filmmakers.

### **4. European Film Academy Awards**

The Ministry of Education and Culture, the European Film Academy and ARTos Foundation, in collaboration with the Technical University School of Fine Arts and the support of the Goethe Institut held for the tenth consecutive year the European Awarded Short Film Festival ShortMatters! The films were screened at the ARTos Foundation in Lefkosia on 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> September 2016 and at the Technical University in Lemesos on 6<sup>th</sup> and 7<sup>th</sup> October 2016 and the SHORTMATTERS programme included short films by the European Film Academy that have been put forward to be awarded by the fifteen most important short film festivals in Europe.

## **5. “Images and Views of Alternative Cinema” Festival, 27 June – 3 July 2016, “The Weaving Mill” Book Club, Lefkosia**

An initiative of the Ministry of Education and Culture in conjunction with Brave New Culture, the Festival “Images and Views of Alternative Cinema” presented once more in 2016 another extremely pluralistic and alternative programme of screenings. The Festival attempts to project pioneering trends and knock down conventions and established systems of world cinema. This year the Festival changed its face completely, making a new start as the films were screened at The Weaving Mill near Phaneromeni Square in the old centre of Lefkosia.

The Festival’s organisers and presenters this year paid tribute to the work of three great film-makers who died in the current or previous year – the Belgian director Chantal Akerman, the Franco-Polish director Andrej Żuławski, as well as the American Shirley Clarke. The programme closed with a special tribute to the contemporary French director Bruno Dupont.

## **6. Summer Movie Marathon 2016**

This year once again the Cypriot and foreign public responded well to the Summer Movie Marathon screenings hosted for the 18<sup>th</sup> consecutive year by the Cultural Services of the Ministry of Education and Culture and Teatro Ena in cooperation with the Friends of Cinema Society from 13<sup>th</sup> July to 18<sup>th</sup> 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.

### **1.8.4 OTHER ACTIONS**

Apart from the above, the Ministry of Education and Culture subsidises the following institutions and annual events:

#### **1. Subsidising Cinema Societies**

Cinema Societies are subsidised to organise tributes to national cinemas and screenings from the classical and contemporary quality filmmaking. At the same time, cultural bodies that further cinema education and aesthetics are also subsidised.

#### **2. Subsidising the activities of the Cyprus Film Directors Union for purposes of vocational training**

#### **3. Limassol International Documentary Film Festival**

The Lemesos International Documentary Film Festival was organised for the 11<sup>th</sup> year including a multifarious programme of twenty one important documentary films from around the world, featuring those invisible aspects of reality on the big screen. The Festival was held from 1<sup>st</sup> to 8<sup>th</sup> August at the Evagoras and Kathleen Lanitis Centre.

The leading theme at this year’s programme was the refugee crisis, whilst there were also themes giving prominence to diversity, environmental conscience, transparency, LGBT culture and art itself. As a local festival but also as a European event, the 11<sup>th</sup> Lemesos International Documentary Film Festival turned the eyes on those topical burning issues of our modern world, of local societies as well as of Europe itself, urging the spectator to participate in an audio-visual panorama.



### **1.8.5 CINEMA DEVELOPMENT IN RURAL AREAS**

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

#### **1. Supporting cinema theatres in rural areas**

Providing annual support to cinema theatres in rural areas through a special programme.

#### **2. Screening Cypriot and European films**

Screening Cypriot and European films in the rural areas through funding provided by the Pelathousa Cinémathèque and by local municipalities/ communities.

#### **3. International Animation Festival “Views of the World”**

Subsidising the non-profit making organisation “Views of the World” which in conjunction with the Hambis Printmaking School/Museum and the International organisation ASIFA hosted the 15<sup>th</sup> edition of the International Countryside Animation Festival “Views of the World”. In the framework of the Competition part of the Festival, there were screenings, animation exhibitions, seminars and cartoon/animation workshops. The International Competition part of the Festival included a selection of leading short films made by professionals as well as by students from all over the world, whereas the Cypriot Competition Section aims at supporting and projecting local productions, encouraging Cypriot film directors and enabling them to network at local and international level.

## **1.9 REGIONAL CULTURAL DEVELOPMENT**

In the course of 2016, the Cultural Services reviewed a large number of applications submitted by Municipalities for sponsoring various different cultural activities and events. 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 organised a series of important cultural events through targeted actions. The programme in 2016 included nine events in various communities. More specifically, the actions involved: a photography exhibition “Journey through time” by the Linous-Flasou community councils, a theatre performance “Manolakis the bomber” by the Lefkosia Folk Society, a concert by Kyros Patsalides entitled “Musical Colours of Love” by the Kalopanayiotis Cultural Centre, a theatre narrative “Crime and Punishment” by Rectus Centrum, “Paramythokores” by the Ayioi Omologites Cultural Workshop, a Concert entitled “Microcosm” by the Armos Community Council and a concert entitled “From Byzantium to the present times” by the Church Choir Romanos the Melodist, theatre one-act plays by the Stagones Zois Theatre Company and the Festival entitled “Pera stin plateia” by the Pera Orinis Open Artists Group.

### **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.

## **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 2016, the House of Cyprus hosted a hundred and forty events. In detail, at the House of Cyprus took place forty six book presentations, twelve exhibitions (six art exhibitions and two photograph exhibitions at the House of Cyprus, one art exhibition at the Michalis Cacoyiannis Foundation, one art exhibition at BIOS, one printmaking exhibition at the Arts Center of Athens, and one art exhibition at the Benaki Museum), six theatrical and cinema events, nine musical and dance events, ten literary events (tributes, discussions), thirteen lectures, one seminar, three one day conferences, eighteen hosting events and two press conferences.

Furthermore, the House of Cyprus organized at the Michalis Cacoyiannis Foundation eight events.

Also, the House of Cyprus supported fourteen events and cooperated with various bodies, Institutions and Universities in Greece and Cyprus: Cypriot Organisations in Greece (OKOE, EKE, EFEK), European Union National Institutes for Culture (EUNIC), National and Kapodistrian University of Athens, University of Piraeus, National Technical University of Athens, Technical Educational Institute of Piraeus, Hellenic Foundation for Culture, University of Cyprus, Cyprus University of Technology, European University of Cyprus, Cyprus Centre of the International Theatre Institute, Committee of Occupied Municipalities of Cyprus.

The House of Cyprus was represented at forty two events held abroad and at seven events 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**

In the course of 2016, the Cultural Section of the Cyprus High Commission (HC) in the UK organised a small number of activities aiming at promoting Cypriot culture in the United Kingdom. In particular, it hosted either independently or in association with other bodies various cultural events covering a large part of the spectrum of arts and letters, such as visual arts exhibitions, public lectures, cinema film screenings, theatre performances, book presentations and musical soirées.

Through the above events, on the one hand, the History and Civilisation of Cyprus were made known and, on the other hand, synergies were established with notable cultural bodies in the United Kingdom, such as the British Museum, the British Library, the EU Commission Representation, the Hellenic Centre in London and the Fitzwilliam Museum in Cambridge.

Special emphasis was given to the cooperation of the Hellenic Centre with higher education academic institutions in the United Kingdom where there is a Hellenic Studies tenure, or Departments of Modern Greek Studies, or which employ academics with a special interest in the history, language and culture of Cyprus. To this effect, public lectures, academic conferences and round table discussions were organized with the University of Reading, UCL, King's College London, Brubeck College and Royal Holloway College.

To optimise the networking of Cyprus at a European level, from 1<sup>st</sup> March to 31<sup>st</sup> August 2016 the High Commission chaired the European Union National Institutes of Culture network.

### **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.

One characteristic of the cultural programmes organised by the Office of the Cultural Attaché at the Cyprus Embassy in Germany is the frequent participation of artists of other nationalities, thus creating multicultural programmes focusing on Cyprus, building cultural bridges between countries and new synergies between artists.

## **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 a large number of 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 2016 was the Cyprus Symphony Orchestra.

#### **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 Board of Directors of 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 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, and special and have a European dimension at the same time.

The Pafos 2017 Programme of Events is completed and published. The Capital of Culture consists in the following thematic sections: Myth and Religion, World Travellers and Stages of the Future as well as The Travelling Stage, a symbolic expanded platform for cultural exchange which covers all three aforementioned thematic sections.

#### **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 to upgrade the services they provide and the work they perform. The law specifies the requirements that need to be satisfied in order for the museums falling into the above categories to obtain state recognition if they so wish. The Law also offers suitable incentives to the Museums to pursue their recognition, since recognized museums would be eligible for a state grant under terms and conditions specified in a special financing tool (Scheme for the Provision of State Grant to Recognised Museums).

During 2016 the Museums Committee recognised the Cyprus Medical Museum and the Costas and Rita Severis Museum – Centre of Visual Arts and Research (CVAR).

##### **1.15.2 Houses of Letters and Arts**

During 2016, 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 Archbishopric of Cyprus, inaugurated on 30<sup>th</sup> April, 2001. During 2016 it received roughly twenty

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.

This year, the Struggle Museum took part in the “International Tourism Day” as well as the Europe-wide celebrations of the European “Night of Museums” which was launched back in 2005 by the French Ministry of Culture and Communication.

At the same time, the museum run its regular activities, such as guided tours, screenings of educational films on the Liberation Struggle, and provides useful relevant information and facts to various researchers.

### **1.16 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 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.

#### **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 World Cultural and Natural Heritage (1972), Intangible Cultural Heritage (2003) and the Diversity of Cultural Expressions (2005) in cooperation with the Department of Antiquities, the Cultural Services of the 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 (impromptu oral poetry) (2011) and the Mediterranean diet (2013).

- **National Catalogue of Intangible Cultural Heritage**

The Commission coordinated the process of enriching the National Catalogue of Intangible Cultural Heritage (ICH), with the aim of recording and preserving traditional cultural expressions which constitute up until today part of the life of the inhabitants of Cyprus, through a democratic process involving the state services, local authorities, cultural organisations and other stakeholders. The applications submitted were reviewed by the Special ICH Committee which comprises experts in the field of intangible cultural heritage and representatives from the Cultural Services of the Ministry of Education and Culture, the Department of Antiquities and the Cyprus National Commission for UNESCO. Upon the completion of the process it was decided to inscribe the following elements on the National List of Intangible Cultural Heritage:

- Traditional red clay pottery
- Shadow Theatre - Karagiozis
- “Fervolites” lace

- Customs of a Cypriot traditional wedding
- Glazed pottery from Lapithos
- Weaving-loom embroideries from Fyti – *the fythkiotika woven patterns*
- The craft of basket-weaving in Mesogi

- **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 of 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”. The aim is to support organised bodies in implementing activities contributing to fostering the sustainability of elements of intangible heritage. The following actions were funded through the programme:

- “Flavours of the traditional heritage: Gastronomic walks along the footpaths of Mediterranean Nutrition” (Museum of Cypriot Food and Nutrition)
- Training for the identification and construction of dry stone walling (Neo Chorio and Nisou Community Council)
- “Archive of memories of celebrating the Kataklysmos - Pentecost” (Phivos Stavrides Foundation – Larnaka Archives)
- Documentary film on the “pipilla” lace (Lapithos Municipality)
- Temporary exhibition “Using the needle and thread. Seven narratives – seven works of art” (Athienou Municipality)
- Youth education on the craft of basket-weaving (Livadia Municipality)
- Craft Stories, Part A: *The “pipilla” lace* (Xarkis)
- Documentary film production “The *kapouthiotiko psathi*” (a type of matting)\_(Kapouti Community Council)
- Establishment of a Group of Adolescent Serenaders (Lemesos Municipality)

### 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.

- **UNESCO Associated Schools Project Network (ASPnet)**

In conjunction with the Ministry of Education and Culture, the Commission participates at planning the annual activities of the UNESCO Associated Schools Project Network, such as the event organised on the Human Rights Day and the annual two-day Symposium of the UNESCO Associated Schools Project which was held on 17 - 18 March 2016 in Agros on the “Troodos Geopark: Geological, Natural and Cultural Heritage”.

- **SEMPEP Network**

The environmental South Eastern Mediterranean Sea Project (SEMPEP), which is coordinated by UNESCO, focuses on research on technological, economic, historical, social and cultural issues and furthers scientific study and research on environmental issues. In addition, SEMPEP participates in the European research programme “Ark of Inquiry” which provides the possibility to associate research and teaching at European level.

- **UNESCO / UNITWIN CHAIRS**

This is the institution of UNESCO Chairs which aims at developing research activities and fostering inter-university cooperation and academic solidarity in areas under the competencies of the Organisation.

### **1.16.3 OTHER ACTIVITIES**

- **Cyprus Pupil Competition for the Design of a Poster on the “Troodos Geopark”**

On the occasion of the very significant inclusion of the Troodos Geopark in the UNESCO Global Geoparks network, the Cyprus National Commission of UNESCO, in the context of its action to promote and project the Troodos Geopark, particularly amongst young people, launched an all-Cyprus competition for the design of a poster addressed to state and private primary and secondary school pupils.

### **1.16.4 PUBLICATIONS/ LIBRARY**

- **Commemorative publication “70 years of UNESCO. Drawing from the past and shaping the future”**

On the occasion of its 70<sup>th</sup> Anniversary, UNESCO brought out a commemorative publication entitled “70 years of UNESCO. Drawing from the past and shaping the future”.

- **Library**

The Commission offices also host a library of UNESCO publications open to the public for free consultation. The collection includes to date 1100 book and periodical titles and the thematic subjects covered are related to UNESCO’s basic action in the field of Education, Cultures and Social Sciences, Humanities, Natural Sciences and Information and Communication Technologies. The primary mission of the Library is to serve the needs of the competent bodies to learn and become informed about UNESCO’s programmes, so that Cyprus can also benefit from these and the needs to inform the wider public about anything related to UNESCO. The Library is open to the public for on-site use and consultation. The library catalogue is available online ([www.unesco.org.cy](http://www.unesco.org.cy)).

# 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 to have the conclusions of the relevant research published on a systematic basis. Research programmes relevant to the fundamental disciplines of the culture of Cyprus, namely its history, folklore, language, literature, ethnography and social sciences are initiated and implemented at the C.R.C. as well as those concerning related disciplines, according to the country's requirements at any given time and within a broader regional context.

For realising the above aims the C.R.C. employs a permanent research staff as well as outside collaborators on a contractual basis, both within Cyprus and abroad. It promotes co-operation in the field of scholarship with universities, research centres and other academic institutions both within and outside Cyprus, and members of its permanent research staff take part in academic conferences related to their field of specialisation, as well as undertaking research missions overseas. The C.R.C. also organises conferences and seminars in Cyprus and abroad in co-operation with other academic institutions.

### 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, the Oral Tradition Archive and the Folklore 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, 38 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 2016

The Cyprus Research Centre organized a presentation of the publications of the C.R.C. for the year 2015 at the House of Cyprus in Athens on March 30<sup>th</sup>, 2016. A second presentation of the C.R.C.'s publications for the year 2015 also took place at the Cultural Foundation of the National Bank of Greece in Thessalonica on 1<sup>st</sup> April, 2016.

Within the context of publication and promotion of the conclusions of the research on Cyprus conducted at the Cyprus Research Centre the following five books have been published:

1. *Ottoman Documents from the Archives of the Venetian Consulate of Cyprus 1671-1765*, edited by Theocharis Stavrides
2. *Gênes et l' Outre-Mer: Actes notariés rédigés à Chypre par le notaire Antonius Folietta (1445-1458)*, edited by Michel Balard, Laura Balletto and Catherine Otten-Froux
3. *Annual Review of the Cyprus Research Centre*, vol. XXXVIII (2015)
4. *Pavlos Liasidis Collected Works*, Volume 2, edited by Constantinos Yiangoullis, 1<sup>st</sup> Reprint
5. Giorgios Kechagioglou - Lefteris Papaleontiou, *The History of the Newer Cypriot Literature*, 1<sup>st</sup> Reprint

In 2016 the measures taken for the C.R.C. to acquire a new warehouse for storing its publications were finally completed, putting an end to a chronic problem regarding the storage of these publications. Following the renovation of the new warehouse and the transfer there of all the C.R.C. publications, that were scattered formerly in five warehouses in various parts of Lefkosia, the issue of the safe keeping of C.R.C. publications in a secure and spacious environment has been resolved.

For additional information on the Cyprus Research Centre please visit the C.R.C. website: [www.moec.gov.cy/kee](http://www.moec.gov.cy/kee)

# 3.

## THE CYPRUS THEATRE ORGANISATION

### 3.1 ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION

#### 3.1.2 ARTISTIC ACTIVITIES DURING THE THEATRICAL PERIOD 1.10.2014 - 30.9.2015

##### MAIN STAGE

C/C Play	No. of Performances	No. of Audiences
1. LOXANDRA by Maria Iordanidou Direction: Efi Theodorou Period: 31.10.15-14.2.16	42	11.264
2. SWEET BIRD OF YOUTH by Tennessee Williams Translation: Efi Yiannopoulou Direction: Angela Brouskou Period: 5.3.16-20.5.16	25	3.110
3. MY DAUGHTER THE SOCIALIST by Alecos Sakellarios Direction: Achilleas Grammatikopoulos Period: 29.6.16-3.8.16	15	12.118
4. ANTIGONE by Sophocles Translation: Dimitris Maronitis Direction: Stathis Livathinos Period: 16.9.16- 30.9.16	9	7.853
TOTAL OF MAIN STAGE	91	34.345
COMPARATIVE FIGURES 1.10.14 - 30.9.15	49	20.741
COMPARATIVE FIGURES 1.10.13 - 30.9.14	106	23.513

## NEW STAGE

<b>C/C Play</b>	<b>No. of Performances</b>	<b>No. of Audiences</b>
1. THE PALACE OF THE END by Judith Thompson Translation: Stela Firogeni, Nikoleta kalatha Direction: A. Katsaris, L. Sorokou, S. Firogeni, N. Kalatha Period: 23.10.15-18.12.15	27	1.958
2. CASTING by Alexandre Galin Direction: Andreas Pantzis Period: 18.2.16-7.4.16	18	1.591
3. OUR CLASS by Tadeusz Slobodzianek Translation: Eri Kyrgia Direction: Yiannis Kalavrianos Period: 26.2. - 23.4.16	30	2.592
TOTAL OF NEW STAGE	75	6.141
COMPARATIVE FIGURES 1.10.14 - 30.9.15	92	8.403
COMPARATIVE FIGURES 1.10.13 - 30.9.14	170	15.246

## STAGE 018

<b>C/C Play</b>	<b>No. of Performances</b>	<b>No. of Audiences</b>
1. I, THE PRINCE by Vasilis Myriantopoulos Direction: Vasilis Myriantopoulos Period: 12.9.15-31.3.16	131	43.458
TOTAL OF STAGE 018	131	43.458
COMPARATIVE FIGURES 1.10.14 - 30.9.15	174	40.716
COMPARATIVE FIGURES 1.10.13 - 30.9.14	213	42.001

## NATIONAL THEATRE LIVE

JANE EYRE	1	253
LES LIAISONS DANGEREUSES	1	263
AS YOU LIKE IT	1	252
THE AUDIENCE	1	133
HANGMEN	1	169
A VIEW FROM THE BRIDGE	1	260
TOTAL	6	1.330
<b>GRAND TOTAL</b>	<b>303</b>	<b>85.274</b>
<b>COMPARATIVE FIGURES 1.10.14 - 30.9.15</b>	<b>315</b>	<b>69.860</b>
<b>COMPARATIVE FIGURES 1.10.13 - 30.9.14</b>	<b>489</b>	<b>80.760</b>

## PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEARS 2016, 2015 AND 2014

Play	No. of Performances	No. of Audiences
2016 Sophocles "ANTIGONE" Co-production: National Theatre of Greece, State Theatre of Northern Greece, Cyprus Theatre Organisation	-	-
Tadeusz Slobodzianek "OUR CLASS"	CANCELLED	-
2015 ---	-	-
2014 ---	-	-

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

1.10.15-30.9.16	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	91	-	34.345	-	34.345
New Stage	3	2	75	2	6.141	100	6.241
Stage 018	4	-	131	-	43.458	-	43.458
<b>TOTAL</b>	<b>11</b>	<b>3</b>	<b>297</b>	<b>2</b>	<b>83.944</b>	<b>100</b>	<b>84.044</b>

1.10.14-30.9.15	No. of Plays		No. of Performances		No. 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
<b>TOTAL</b>	<b>14</b>	<b>1</b>	<b>315</b>	<b>6</b>	<b>69.860</b>	<b>3.300</b>	<b>73.160</b>

1.10.13-30.9.14	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	-	85	-	19.710	-	19.710
New Stage	7	-	135	-	12.651	-	12.651
Stage 018	4	-	191	-	44.884	-	44.884
<b>TOTAL</b>	<b>15</b>	<b>0</b>	<b>411</b>	<b>0</b>	<b>77.245</b>	<b>0</b>	<b>77.245</b>

\* 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 plays in 2016:

Play	No. of Performances	No. of Audiences
1. SOCRATES APOLOGY	2	294
2. I, GOGO	3	344
3. OUR HOUSE	3	316
<b>TOTAL</b>	<b>8</b>	<b>954</b>

### 3.2 DEPARTMENT OF THEATRE DEVELOPMENT

#### SUBSIDISATIONS OF “THYMELI”

	2016 €	2015 €	2014 €
SATIRICO THEATRE	196.915	211.743	221.400
THEATRE ENA	165.500	199.643	212.900
ETHAL	206.800	218.363	232.000
THEATRE SKALA	174.000	207.051	225.000
THEATRE DIONYSOS	116.416	57.400	47.000
THEATRE ANEMONA	54.000	44.500	17.600
THEATRE VERSUS	20.000	37.000	13.000
THEATRE DENTRO LTD	-	5.000	7.000
THEATRE TAMASSOS	-	-	12.800
PARAVAN PROACTIONS	14.000	-	10.000
A.P. ATLANTIS PRODUCTIONS LTD	-	-	3.600
KAT' EKON	14.000	-	-
PERSONA THEATRE GROUP	20.000	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
IMAGINARY THEATRE	-	19.700	12.000
ACT THEATRE	-	15.000	-
FRESH TARGET THEATRE	39.200	11.500	-
EROS THEATRE FAMAGUSTA	-	10.000	-
PARAPLEVROS PRODUCTIONS	17.800	9.500	4.000
“OLVOS” THEATRE GROUP	-	7.700	8.500
ANTONIS GEORGIU	-	6.200	7.500
LEDRA MUSIC SOLOISTS	-	5.000	-
LITTLE MUSE THEATRE LARNACA	-	5.000	-
MARIOS METTIS	10.000	5.000	-
NICOS ZAVALLIS	-	5.000	-
MARIOS KAKOULLIS	-	5.000	-
CHRISTODOULOU YIOLANDA	-	5.000	-
ANDRIA ZENIOU	-	3.500	-
“SOLO GIA TRIS” THEATRE GROUP	28.000	3.000	8.000
EDEKANOU GROUP	-	3.000	-

SOFIA KALLI	-	2.000	-
ELEANA CHARALAMBOUS	-	1.500	-
“DROPS OF LIFE” THEATRE	-	1.500	-
MARINA FRANGESKIDOU	-		10.200
ALPHA SQUARE ORGANISATION LTD	41.272		7.000
MARIA KYRIAKOU	-		5.000
OPEN ARTS	10.000		16.500
FOTOS FOTIADES	-		13.400
ALEXIS SOPHOKLEOUS	-		4.000
“NIPETHE” THEATRE GROUP	-		3.000
“KRAMA” THEATRE GROUP	-		3.000
“ANTILOGOS” THEATRE GROUP	10.000	-	-
“LIBERTAD” THEATRE GROUP	10.000	-	-
PRIMA LUX	10.980	-	-
KENTRO PARASTATIKON TECHNON “MITOS”	14.000	-	-
<b>TOTAL</b>	<u>1.172.883</u>	<u>1.154.900</u>	<u>1.142.800</u>

### 3.3 INFRASTRUCTURE I

<b>CONSTRUCTION/RENOVATION OF NEW AND EXISTING THEATRE BULDINGS</b>	<b>2016 €</b>	<b>2015 €</b>	<b>2014 €</b>
• THOC NEW BUILDING	139.584	131.658	79.221
• THEATRO APOTHIKES THOC	24.568	50.000	14.701
• MAKARIOS III AMPHITHEATRE	6.769	1.673	10.040
<b>TOTAL</b>	<u>170.921</u>	<u>183.331</u>	<u>103.962</u>

### 3.4 OTHER SUBSIDIES AND ACTIVITIES

<b>AMATEUR THEATRE</b>	<b>2016 €</b>	<b>2015 €</b>	<b>2014 €</b>
29° PANCYPRIAN FESTIVAL AMATEUR THEATRE	20.330	-	-
28° PANCYPRIAN FESTIVAL AMATEUR THEATRE	468	30.027	-
27° PANCYPRIAN FESTIVAL AMATEUR THEATRE	-	742	27.758
26° PANCYPRIAN FESTIVAL AMATEUR THEATRE	-	-	3.164
<b>TOTAL</b>	<u>20.798</u>	<u>30.769</u>	<u>30.922</u>

<b>SCHOOL THEATRE</b>	<b>2016 €</b>	<b>2015 €</b>	<b>2014 €</b>
PANCYPRIAN STUDENT THEATRE GAMES	27.323	23.246	27.276
<b>TOTAL</b>	<u>27.323</u>	<u>23.246</u>	<u>27.276</u>

<b>SUBSIDISATION OF ORGANISATIONS</b>	<b>2016 €</b>
ANNUAL SUBSIDY OF THE CYPRUS CENTRE OF THE INTERNATIONAL THEATRE INSTITUTE	47.500
CYPRUS THEATRE MUSEUM	35.000
POPULAR THEATRE OF AGLANDJIAS	5.500
CYPRUS PLAYWRIGHTS COMPANY	4.000
ACTORS UNION OF CYPRUS	2.000
SI.DIK.K.E.K.	2.000
<b>TOTAL</b>	<b>96.000</b>

<b>OTHER ACTIVITIES</b>	<b>2016 €</b>
COLLABORATION WITH THE NATIONAL THEATRE OF GREECE AND THE STATE THEATRE OF NORTHERN GREECE "ANTIGONE"	85.549
TOUR – HELLENIC FESTIVAL "OUR CLASS"	33.107
SUBSIDISATION OF CYPRIOT PLAYWRIGHTS WHOSE PLAYS HAVE BEEN STAGED BY SUBSIDISED THEATRES	21.600
THEATRE AWARDS	15.296
WEBSITE	6.825
THEATRE SHELTER	2.680
THEATRE WORKSHOP FOR PROFESSIONAL ACTORS	2.481
<b>TOTAL</b>	<b>167.538</b>



Part C'

# Sports

# 1.

## THE CYPRUS SPORTS ORGANIZATION (CSO)

The Cyprus Sports Organization, being the Supreme Sport Authority in 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, National Developmental Sports Support Scheme, 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 depend financially on the CSO's subsidies amounting to €9.929.980,00 compared to €9.818.814,00 in 2015. In 2016 the under-mentioned sectors have being subsidized as follows:

**CSO's programmes - €1.864.480** Conferences, Insurance, Violence and Fair Play, National Developmental Sports Support Scheme, Talent National Scheme, High Performance Athletes Scheme, Researches, Volunteerism and European Sports Week.

**Subsidies – Sphere A: Bottom Sports (Clubs) - €2.581.181,75**

**Sphere B: Top Sports (Federations) - €5.484.318,25**

### **CSO's Programmes**

The CSO programs 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 & Fair Play**

In the context of this programme, debates, meetings and other events are co-organized with sport institutions and organized groups on topics related to the prevention and the suppression of violence incidents occurring on the grounds. The CSO's officer responsible for all these activities participates in the annual meetings held by the Council of Europe Department of Sports (TRV) in Strasbourg during which the various Conventions like the "Convention on the Manipulation of Sports Competitions" (Macolin Convention) and the "Convention on an Integrated Safety, Security and Service Approach at Football Matches and Other Sports Events" are drafted.

Furthermore, the CSO pursued its involvement in whatever has to do with the cost and the organizing of the superintendents' training, in accordance with the Regulations on the Grounds' Superintendents but also the decisions by the Commission of the Grounds' Superintendents, as it is defined in the Regulations. The CSO carried on with keeping and managing the Registry of the Grounds' Superintendents, while a Registry of the Grounds' Security Officers has been prepared upon a decision made by the Commission and from 2017 it will also be kept and managed.

In 2016 more Grounds' Security Officers and more Grounds' Superintendents were trained, further to the training pursued in order to have Identity Card of the current Grounds' Superintendents renewed, as it expired on 31/5/2016. The rule of the Grounds' Superintendents is applied for the 4<sup>th</sup> competitive period and has eased the Police's from some specific functions, which contributes to reducing the number of police officers committed to be on the grounds and consequently the policing cost during sport events. The sum of €30.000 was to be used for this project in 2016.

### **NATIONAL DEVELOPMENTAL SPORTS SUPPORT SCHEME**

The National Developmental Sports Support 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 Scheme 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 Scheme covers also partial fields like: training, scientific support, evaluation and motivation. The Scheme has since the 2013 – 2014 competitive period been operational, 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 2016 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 2016, according to the Scheme the sum of €1.200.000 was distributed to the sports as follows:

### 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	22	64	1,600	83,000	109,000	The following events took place in 2016: - Cyprus-scale coach and NSSD officials' meeting - Coaching Seminars - Evaluation of elite male/female NSSD athletes
				192,000		
HANDBALL	13	33	599	33,000	74,000	
				107,000		
VOLLEYBALL	26	65	1,274	70,000	130,000	
				200,000		
FOOTBALL	45	73	1,460	216,000		
INDIVIDUAL SPORTS	92	118	2,500	229,000		
ATHLETICS	6	29	1,500	82,000		
ADMINISTRATIVE				200,000		
<b>TOTAL</b>	<b>204</b>	<b>382</b>	<b>8,933</b>	<b>€1,226,000*</b>		<i>*Calculated</i>

#### High Performance Scheme

The aim of the Scheme is Cyprus to be represented by as many athletes as possible in big international events with the "RIO 2016" Olympic Games marking the culmination and excelling. The Scheme relies operationally entirely upon the "Operations Guide" and the Admission Competitive Criteria. In 2016 36 male/female athletes were classified in 4 categories; these athletes fulfilled the admission competitive criteria and 29 coaches were also classified. The Scheme is operational ten months annually (from January to October) and the 2016 budget amounted to €450,000, which was spent mainly as monthly allowances to the athletes/coaches, training expenses, but also their insurance cover. In 2016 the male/female athletes who were qualified to participate in the "RIO 2016" received a further subsidy to pursue training in Brazil aiming at getting used to the circumstances under which they would compete.

The Scheme was absolutely successful and supportive to the athletes more than expected, achieving, therefore, fully its objectives taking into account the:

- number of male/female athletes who were qualified for the "RIO 2016" Olympic Games, being seventeen (17), and
- achievements/ranking positions of the male/female athletes, the most important of which being two ranking 7<sup>th</sup>, one ranking 8<sup>th</sup> and one ranking 12<sup>th</sup> in athletics, one ranking 7<sup>th</sup> and one ranking 19<sup>th</sup> in sailing, one ranking 15<sup>th</sup> and one ranking 16<sup>th</sup> in target shooting and ranking in 23<sup>rd</sup> in the final of the all-around individual in the artistic gymnastics, which stands for the first time Cypriot athletes to participate in a sport final contest.

### **Young Champions in Individual Olympic Sports Support Scheme**

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 Scheme is operational nine months annually (January to September) and provides for two (2) categories regarding the classification of athletes (A & B), with the respective monthly benefits. The sum of €180,000 was provided for 2016 in the context of the Scheme and was spent in monthly benefits and coaching / training addressing 46 athletes and 35 coaches, ensuring the male and female athletes insurance cover.

### **Researches**

The organization carries out various scientific researches aiming at the systematic solution of the problems as regards sports and the enhancement of the scientific knowledge in relation to the Cyprus' reality, researches about violence on sports premises, about the participation of women in athletics and so on.

### **European Sports Week**

The above Scheme was included in this year's budget for a second time. The European Commission has fixed the objective to enhance physical activity and sporting on all levels.

### **Subsidizing Sport Institutions**

The above sector is divided in two spheres:

#### **Sphere A - Bottom Sports**

This is related to the subsidies granted to clubs, groups, associations, and so on. The sphere is operational on six (6) basic schemes.

#### **Coaching / training programme**

The remuneration of coaches recruited by clubs specializing in individual sports, by gymnastic and nautical clubs is partly covered under this programme.

### **Rewarding Champions of Clubs specializing in Individual Sports**

Financial assistance to clubs specializing in team sports like basketball, handball, volleyball, table tennis, female football and futsal for participating in the relevant European events following a specific planning.

### **Deportees' aid**

Supporting financially all sports deportees' clubs, which had been very active indeed before 1974 and pursued a competitive activity even afterwards. The programme is operational in four spheres:

- Supporting football clubs.
- Supporting clubs involved in other individual and team 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 specializing in basketball, handball and volleyball based on their competitive activity for both male and female team sports. The sum of €280.000 stands for semi-professionalism.

### **Clubs under the 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**

Supporting financially the individual sport clubs, the nautical and gymnastic clubs, taking into account their competitive evaluation, aiming at backing them financially, as they do not have any further income (competition attendance tickets and so on.)

### **Unforeseen needs**

It is deemed necessary that the sum of €135.000 to be considered «Unforeseen» to cover unforeseen needs coming up during the year and faced by our sport institutions.

### **SPHERE B - TOP SPORTS**

It is mostly related to your supporting our Federations and relies upon eleven (11) basic programme concepts. These eleven programme concepts – in relation to further fifteen (15), which were operational in 2012, have been in force following a decision 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 the Planning on the Approved Staff and Overall Expenses. Therefore, the above two sections are implemented as independent programmes.

### **Approved Staff's Pay Planning**

It is related to the way the Federations cover their staff's pay.

### **Overall expenses**

It is related to the support provided by the Federations in order to cover their overall expenses. Both the pay of the Federations' staff and the other overall expenses like T.T.T, the commitment trips of the Board Members, the office overall expenses, the office equipment, the stationery, and so on.

### **Athletes' motivation**

Supporting financially the Federations' champions according to their annual performance; the sum subsidized covers 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 Scheme is worked out by the Federations considering each sport's particularities as it is communicated to the Organization for approval.

### **Federations' Coaches**

This is related to the recruitment of coaches responsible for the national teams by the Federations; more precisely each Federation appoints national coaches and assistant national coaches who are responsible for implementing our national teams' planning. The Federations' Coaches are qualified and specialized in each sport.

### **Planning the National Teams**

#### **Cyprus a venue of International Games**

Providing support to the Federations to organize international games in Cyprus; it should be specified that our Federations 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. This helps in the sense that our athletes may acquire experience, providing them, therefore, with sport technical assistance but also providing organizational know-how in organizing international games and promoting the image of

Cyprus abroad. It is noted that according to the CSO, international games organized in Cyprus has become 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;

Our Federations enjoy membership in European and International Bodies and they are responsible as part of their obligations to participate in international games, which are organized by these international bodies. The CSO's aim is to achieve our athletes being involved in international sport events, which are substantially important for our athletes to achieve eventually an excellent performance or being simply involved in an experience-acquiring process.

### **Athletes' specialized training**

This is related to specific programmes favouring the athletes pursuing an international career, preparing themselves in view of specific international games; reference is made here to the fact that our athletes need special training in order to be able to participate in big sport events aiming at reaching the top performance ever. Therefore, they train in places / areas providing a suitable games environment but also in places where they can train with athletes coming from other countries equally efficient in order to push become more competitive.

### **Medical care**

Covering the medical treatments (vitamins etc.) administered to the Federations' athletes. The Federations are given the possibility to provide, through the said scheme, insurance cover for more 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, etc. It is noted that the sharp development of sports requires further scientific support to be provided to our athletes and the medical care and treatment administered to them prove a hugely important aspect of such support.

## **Development programmes planning**

### **Talents' Development**

Supporting specific programmes launched by the Federation, favouring the development of gifted athletes to be the future champions; Our Federations invent specific programmes through such planning concepts to identify and value new gifted athletes, helping them to become members of our country's future national teams. This planning covers specialized camping in Cyprus and abroad undertaken by qualified coaches, who are trained in both child education and psychology, in order that such planning 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 the Relevant Material**

It is related to the Federations' programmes on the inclusion of more children / athletes in a 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. This planning is at the same time useful for both the competitive aims of the Federations and the de-individualization 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 are taking place smoothly. As it is known, a pretty requiring organizational plan is imperative in order that the national championships may take place, which signifies high cost that must be paid by the organizer, being in this case the Federations. The countries’ preparation and the judges’/referees’/secretariat’s/observers’ compensation come under these expenses. The Cyprus-scale championships take place considering the international regulations applied by each Federation in order that the organizing may be valid and reliable.

#### **Conferences abroad**

It is related 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 the respective international bodies to support the position and interests of the Cypriot Sports. Yet, many of 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 granted 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. 2016 may be called a positive and successful year in terms of competitive sports and in the light of the new economic situation generated in our country. The most important victories won by our athletes in 2016 are stated in detail here below:

#### **Rio Olympic Games:**

Pavlos Kontides	Sailing	7 <sup>th</sup> place
Kyriakos Trajkovic	Athletics	7 <sup>th</sup> place
Apostolos Parellis	Athletics	8 <sup>th</sup> place
Dimítrios Chondrokoúkis	Athletics	12 <sup>th</sup> place

#### **Rio Paralympic Games:**

Karolina Pelendritou	Swimming	4 <sup>th</sup> place
Antonis Aresti	Athletics	6 <sup>th</sup> place

#### **Pan European Athletics:**

Milan Trajkovic	Athletics	5 <sup>th</sup> place
Dimítrios Chondrokoúkis	Athletics	7 <sup>th</sup> place

#### **Annual Pan European Shooting Championship:**

Konstantina Nicolaou	2 <sup>nd</sup> place
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**Pan European Taekwondo Championship:**

Ioannis Pilavakis 5<sup>th</sup> place  
Despina Pilavaki 5<sup>th</sup> place

**Pan European Paralympics Swimming Championship:**

Karolina Pelendritou 3<sup>rd</sup> place

**Pan European Paralympics Athletics Championship:**

Antonis Aresti 400m 2<sup>nd</sup> place 200m 4<sup>th</sup> place and 100m 5<sup>th</sup> place

**Subscriptions**

The Federations used to forward to the CSO by 2005 the relevant forms in relation to their subscriptions to the World and Paneuropean Federation. The CSO assumed to pay the subscriptions. Yet from 2006 onwards, these sums are given to the Federations in the form of subsidies in order that the process becomes more flexible and the Federations are the ones to decide how to carry out this task.

**Unforeseen needs**

It is deemed necessary that the above sum be considered «Unforeseen» to cover unforeseen needs likely to come up during the year and faced by our sport institutions.

**Sports for persons with disabilities and for vulnerable population groups 2016**

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 €345.000, compared to €300.000 in 2015. The following sectors were subsidized in 2016 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 in 2016 to €243.000, compared to €209.200 in 2015.

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 2016 the total amount reached €72.000, compared to €74.319 in 2015.

The detailed programmes as stated here below:

- Programme on «Coping with Addictive Substances»
- National Religious Groups Programme
- A new Programme on “Supporting Vulnerable Groups in the Population”
- A sum amounting to €30.000 is granted to cover the Paralympics Athletes’ expenses abroad.

**Mass Sports**

The “Sports-For-All” Programme is operating under the Cyprus Sports Organization for 31 successful consecutive years. The “Sports-For-All” Mass Sports Programme has been highly and significantly successful, having also a lasting fixed orientation, which is to accomplish its sport social, cultural, education and at the same time recreational mission. The Sports-For-All Programme 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 for a big majority of the Cypriot population to get involved in sports, benefiting from physical activity and providing 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 pupils, aiming mainly at guiding them to get involved in sport practising.

-The Specialized Programmes address the pupils who wish to practise constantly the sport they like, whenever this is possible; yet it becomes the option of the pupils who are gifted, having some special skills in sports. They are, therefore, given the opportunity to participate in regional, local and pan Cyprian-scale games.

-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 programmes, which are operational, are the following ones:

Aerobics, Pilates, Yoga, Zumba, Pound, Adapted Gymnastics, Basketball, Volleyball, Swimming, Tennis Futsal and Hapkido.

### **Programmes for Persons with Special Needs for Groups in view of their Reintegration and Tourists**

The Cyprus Sports Organization fosters special programmes to be 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. Special programmes addressing the pupils of the Special Schools are operational by the CSO. 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’s Trainer. Additionally, local, regional and pan Cyprian-scale sport events are held with a view to provide constant upgrading of the Staff Training Programme.

### **Members – Expenses – Income**

About 15.000 persons (children and adults) participated in the programme, attending at more than 530 centres, where 94 trainers and administrative staff provide their services. The Programme’s overall cost is expected to reach about €1.900.000. The Programme’s income is expected to reach €1.300.000.

### **Physical Education Programme for the 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, which has been operational for the 16<sup>th</sup> consecutive year. 25 trainers on a Cyprus-scale are working under this programme on military camps mainly special forces camps and big land army ones. Two trainers have been appointed to act as coordinators for better monitoring of the programme. The first coordinator is responsible for Larnaka, Lefkosia, and Ammochostos region and the second coordinator is responsible for Pafos and Lemesos regions.

The sport practising programme for the Security Bodies was also launched in order to give the Police Force, the Fire Brigade, the Civil Defence Unit, but also further Security Bodies the possibility to improve their operational skills, with a view to upgrade the programme itself. 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 programs, which are conceived to create a modern army, a strong defence system in the military environment in terms of fitness keep on improving and are readjusted according to the needs each time as required by the National Guard.

This year a pilot programme 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

1300 soldiers undergo physical training daily in the military camps all over 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 4000 soldiers, depending on the number of recruits at the Recruits Training Centres.

### **Sport Practising in the National Guard**

Morning sessions are held to push fitness. The aim is to improve:

- fitness (aerobic skills)
- the soldiers' motor skills
- their general strength

Afternoon games and play sessions are also held.

The basic principles governing the team games of basketball, volleyball, football and handball are taught.

The aim is to enhance:

- Sport practising – recreation,
- The development of leadership skills,
- Self-confidence,
- Team spirit, and
- to promote fair play

### **The objective 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, correct and fair behaviour are cultivated. The final aim is to staff the army 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:

- Organise local military championships amongst the units.
- Provide organizational assistance upon the recruits joining the Recruits Training Centres.
- Organise and monitor the selection tests for the candidates applying for the position of voluntary officer (five-year commitment volunteers) but also for the special forces of high ranking military.
- Evaluate the permanent high ranking military's fitness once a year.

### **Curriculum for the Army**

The officer responsible for the programme prepares the Syllabus for the coming year, which is forwarded to the Army's trainers to follow and comprises a typical Physical Exercises Programme, specialized training in Specific Sports and also instructions in relation to the planned events to take place next 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, with a view to improve the fitness of all the Security Bodies' members. These programmes are run for the fifth consecutive year. The Sport Practising Programme implemented for the Security Bodies aims at consolidating and improving fitness, physical appearance, less daily stress, better flexibility and last but not least, it aims at enhancing physical exercise and recreation spirit amongst the participants. Through this programme an effort is made to encourage the Security Bodies tackle security issues, as part of their duties as best as possible.

### **Social Sports Programme**

Sports are a powerful tool to help persons with special needs and particularities to be socially included and become socializing. 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 for the male and female personnel in 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 €520.000.

## **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 Schools is split in two basic sectors:

- The sector of Setting Privately-owned Sport Facilities and subsidizing non Privately-owned Sport Facilities
- The sector of Supervising Privately-owned Gymnastics Schools.

### **Sector of Setting Sport Facilities and Subsidizing Non-owned Ones**

This sector deals with Setting new Privately-own 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 N73(I)/2016 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 €1.150.000 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 2016.

### **Completed or under construction projects**

- Farmakas regional Ground
- Larnaka AEK Ground (Turf field, Collateral Works)
- Kapedon Village Ground
- Replacing the synthetic turf field at the Paralimni "Tasos Markou" stadium
- Larnaka Ayios Theodoros Regional Ground (Lighting)
- Structural sufficiency studies and reinforcing works of the Tsirion Stadium' canopy and tiered seating.

### **Mass/Social Sports Projects**

The CSO has subsidized small Mass/Social Sports projects (Playgrounds) like the Futsal ground in Apesia, the Futsal ground in Ayios Andreas in Lefkosa, the «Skate Park» in Lakatamia.

### **-Projects through Lending (€100, proactive sum)**

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 2016 budget. The construction of these projects will not be carried out unless funding is given by the implementing institution (CSO, Local Authority, Club). The repayment of these projects should be anticipated by the Minister of Finance's and the Council of Ministers' approval. 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 Katakopias football ground, the Livadia High School's Sports Centre and the construction of the Ammochostos stadium's south tiers.

### **Department for the submission of remarks on buildings in view of their use for Sport Activities**

This department put forwards suggestions to the Competent Authorities and the Surveyors / Applicants, pursuant to the Law and Regulations on the CSO, in the context of the inspection and monitoring of the Sport Facilities (Private Gymnastics Schools and further sport development projects). This department contributes to the creation of Sport Facilities, which comply with the relevant legislation and therefore, their operating legally may be ensured. In 2016, the Technical Services of the CSO have put forward 81 remarks in writing and many more orally.

### **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. Yet, a procedure has been established under this system and is followed according to the qualifications defined by the Private Gymnastics Schools Regulations aiming at keeping a register of accredited trainers / educators who are interested in being recruited by Private Gymnastics Schools. The detailed information of the activities under this sector for 2016 is stated here below.

**-Following up Private Gymnastics Schools.** The Private Gymnastics Schools are followed up by using software. The classification of the 724 Private Gymnastics Schools registered by the Organization by 27/12/16 appears on the following Table:

Private Gymnastics Schools which have a licence in force	61
Accredited Private Gymnastics Schools, which have not paid their licence fees	5
Private Gymnastics Schools which have been accredited but they have not applied to reissue / renew it.	25
Private Gymnastics Schools which have been accredited and they are under review to reissue / renew it.	25
Private Gymnastics Schools which have been accredited but they then are shut down.	8
Accredited Private Gymnastics Schools the file of which has been forwarded to the Legal Advisor to take measures.	1
Private Gymnastics Schools, which have applied but their application has been rejected. (lacking of data)	65
Accredited Private Gymnastics schools, the file of which has been forwarded to the Legal	83

Advisor to take measures	
Private Gymnastics Schools, the file of which has been returned to the legal Advisor for further investigation.	12
Private Gymnastics Schools which are shut down.	181
Private Gymnastics Schools which are under study, whether they operate within the context of the legislation.	82
Private Gymnastics Schools which operate and they have not applied to the Organisation for a licence,	176
<b>TOTAL</b>	<b>724</b>

### Inspecting Private Gymnastics Schools

Inspectors of the CSO 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 2016 and mainly by 27/12/16 appear per region on the Table here below.

VISITS	LEFKOSIA	LEMESOS	LARNAKA	AMMOCHOSTOS	PAFOS	TOTAL
	161	125	50	23	34	393

### Granting Licence 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 CSO's Technical Services Officers are those who carry out the suitability test of the premises / facilities; they also check the sport equipment and verify whether the educators' qualifications meet the requirements. The licence is issued for the specific sport or training provided by the school concerned and is valid for one year. 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 In 2016 and precisely by the 27/12/2016, 61 Private Gymnastics Schools were licensed by the CSO.

### 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). 367 cases were forwarded by 27/12/16 to the Legal Advisor, 185 out of which have been put on trial, 17 have been returned to the CSO by the Legal Advisor who asked for further data, 62 are under trial process; for 13 cases summons is about to be issued and delivered and 90 have been withdrawn, 35 have suspended their operation.

### Fitness Instructors/Trainers Registry

Further to the licence register for being operational, a further register is kept in accordance with the Regulations, with the name of the trainers/educators having applied to the CSO for recruitment by a gymnastics school. 862 persons have applied so far for registration. 700 applications have been approved, 55 have been rejected, while 107 are still under consideration.

### **Determining Future Development-related Decision by the Council**

The Organization's Board has fixed the future steps to follow in relation to the inspections performed and the Private Gymnastics Schools licencing and decided that the Regulations related to the Private Gymnastics Schools stipulate only the sport sector. The Organization aims by this decision at reducing the administrative cost for the State as two Institutions (the CSO & the Local Authority) require the same certificates and perform the same inspections. Additionally, it aims at:

- Avoiding extra burden and disturbance for the citizens / applicants.
- Focusing on the sport sector being after all the Organization's real mission.

The CSO's Board of Administration decided at its meeting dated 26/7/2016 to set up the CSO's Commission for Modernizing the Legislation. The Commission will consider, in the context of its mission, amending the Regulations, which govern the functioning of the Private Gymnastics Schools too, in order to comply with the decision by the Board of Administration, to meet the new requirements of the sport industry and fill the gap identified throughout time.

Moreover, at its meeting dated 7/11/2016 the Board of Administration assigned the task to "Conduct a Study on Modernizing the Qualifications of the Physical Educators as they are defined in the 1995 and 2012 Regulations of Private Gymnastics Schools". The relevant Agreement with the successful candidate was signed on the 25/11/2016 and the study is, therefore, currently carried out. The above has been deemed necessary because the issue of the Educators' qualifications is one of the most important matters that need to improve and be included within the Amending Bill of Law. The involved Institutions will be invited during the Public Consultation to express their views on the new regulations.

### **Preliminary views on the buildings**

The CSO expresses views, and submits them before the Competent Authorities and the researchers and / or applicants in the context of the inspection and the supervision undertaken in order to set up Sport installations in compliance with the CSO's Regulations. In 2016, the CSO's Technical Services have forwarded in writing 81 views and have expressed many more orally. This fact proves the responsiveness of the stakeholders to the anticipated compliance with the Regulations.

### **CSO-Owned Facilities Management**

#### **Functioning**

The Department of Management and Maintenance of the owned sport facilities has focused on the following important lines of approach:

- Complying with the new laws on the security of the sport grounds and premises in force.
- Consolidating and applying the readjustment of the charges for the use of the CSO-owned facilities – New Invoicing Policy.
- Reducing the sport facilities' expenses.
- Sport Tourism.
- Enhancing the sport opportunities in the CSO-owned grounds and facilities.
- Obtaining Security Certificates by the Grounds Licensing Authority for all the grounds where First League matches take place.

The sport facilities managed by the CSO either as the owner or through Management Agreements are located all over the territory of the Republic of Cyprus under the control of the legal government and are the following:



**LEFKOSIA REGION:**

“Evangelos Florakis” Multi-training Centre  
"Tassos Papadopoulos - Eleftheria" Closed Gymnasium  
"LEFKOTHEO" Closed Gymnasium  
Makario Sport Centre & Auxiliary Football Grounds (3)  
Lefkosia Olympic Swimming Pool

**LEMESOS REGION :**

“Spyros Kyprianou” Sport Centre  
Lemesos Closed Swimming Pool  
Lemesos Olympic Swimming Pool  
Lemesos Sailing Centre  
“Glafkos Clerides” Sport Centre in Agros  
Fytidio Sport Park – Old “GSO”

**LARNAKA REGION:**

“KITION” Sport Centre  
Larnaka Olympic Swimming Pool  
Larnaka Community Centre  
Old GSZ

**PAFOS REGION:**

Pafian Stadium  
“Aphroditi” Closed Gymnasium

Classes of the Sport School under the Ministry of Education and Culture are operational in the CSO's sport facilities, supporting and promoting, therefore, the development of the out-of-school Sports. Further to the various sport clubs: (Omonia, APOEL, ETHA, DOXA Katokopias, Olympiakos Lefkosias, AEK Karava, Nea Salamina, Anagennisi Germasoyias, AEK Larnakas, and so on), where they have their own ground, the CSO's national programmes: Sports-For-All & National Developmental Sports Support Scheme are also operational there.

**Events**

The following events took place in 2016:

- Event by various institutions within the framework of the European Sports Week (it takes place in September)
- Social and recreational events like: MAD MUSIC AWARDS, CYTA SANTA RUN
- The Charity event of the Danish acrobatic circus “Flying Superkids” takes place in Lemesos and Lefkosia
- OPAPA ALL STAR DAY “playing according rules, driving according rules”
- European Basketball and Tennis Championship
- International Badminton Tournament
- European U18 UEFA Youth League football competition
- European Rugby Games, International Swimming Games
- IFX expo 2016: an International Forex & Finance Fair

### **New Invoicing Policy**

The CSO's New Invoicing Policy has been suggested by the Sport Tourism and Sport Facilities Evaluation Committee and it has since 01/07/2015 been enforced. This new policy aims at rationalizing the CSO's budget, reducing the Organization's expenses, increasing its income and promoting the adoption by all the institutions of a reasonable and fair charge.

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 first two months of this adjustment, that is by the 31/08/2016, 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 CSO's Board invited the Clubs/Sport Institutions which claim they cannot afford to apply the invoicing policy, to submit audited financial statements proving they cannot afford to apply it indeed so that the Board may consider granting them a subsidy.

### **CSO's subsidy**

Further to OPAP Cyprus, the Cooperative Central Bank has also been a CSO's sponsor offering the sum of €30.000 annually.

### **Sport Tourism**

Following the conclusions and the experience of the Sport Symposium held in 2015 in conjunction with the CTO, a significant increase in those involved in the Sport Tourism "industry" has been observed: tourist agencies, tourist Organizations, other sport institutions, Federations, and so on.

The use of a Sport Map to submit an e-application in order to be authorized to use the CSO's sport facilities has from now on become an imperative tool in the hands of all those who are interested in using these facilities.

### **Maintenance of CSO-owned Facilities**

In the early 2016, the Department of Maintenance launched a European call of tender with a view of concluding a new maintenance contract for the CSO-owned facilities against the approximate amount of € 4.000.000 + VAT. This recently concluded comprehensive contract includes – for the first time – all the expert jobs together, (construction, engineering and electrological works), and the CSO's competent department may interfere at any moment in order to settle important malfunction and or wear problems experienced in the sport facilities. It may also interfere and fix directly the damage caused in the facilities due to outrage incidents during sport events.

During 2016 all the CSO's facilities hosting First League matches of the four team sports complied fully for the second consecutive year with the suggestions and the claims of the newly established Stadia Licensing Authority (Law 48(I)/2008-2014 articles 4A,(1) +4B, (1)); therefore Security Certificates were delivered by the 06/2016 and Operating licences by the 06/2019. These facilities are as follows:

- "TASSOS PAPADOPOULOS – ELEFThERIA" CLOSED GYMNASIUM
- LEFKOTHEO CLOSED GYMNASIUM
- "MAKARIO" STADIUM
- "SPYROS KYPRIANOU" SPORT CENTRE
- "KITION" SPORT CENTRE
- PAFIAN STADIUM

- “AFRODITI” CLOSED GYMNASIUM

Furthermore,

- A call of tender was launched to conclude a lease contract for services by experts in order to be delivered Energy Performance Certificates for the CSO’ owned administrative offices.
- The CSO’s competent Department has managed to include, in conjunction with the Energy Bureau of Cypriot Citizens through a European programme, the free energy inspection of the Larnaka Swimming Pool. A financial and technical study will be worked out in the context of this programme with sustainable recommendations in order to achieve energy saving in this very energy intensive place. During the implementation stage the possibility to be co-financed from European funds will be considered.

### 1.3 FINANCIAL MANAGEMENT SECTOR

<b>SUMMARY INCOME TABLE</b>				
		<b>2015</b>	<b>2016</b>	<b>2017</b>
	<b>Income per Capital</b>	<b>Real Income €</b>	<b>Approved Budget €</b>	<b>Budget €</b>
01	State subsidy	25.200.000	25.900.000	27.219.872
02	Income from CSO-owned and other Sport Facilities	782.080	706.950	797.070
04	Other Income	1.749.008	1.848.060	1.848.060
09	Bet National Authority	608.338	500.000	700.000
011	Enforcement of Law on Prevention and Suppression of Violence in Sport Facilities	-	50	50
012	State subsidy for having constructed a Football Stadium in Lemesos			206.250
	<b>Total Income</b>	<b>28.339.426</b>	<b>28.955.060</b>	<b>30.771.302</b>
<b>SUMMARY EXPENDITURE TABLE</b>				
		<b>2015</b>	<b>2016</b>	<b>2017</b>
	<b>Expenditure per Capital</b>	<b>Real Expenditure €</b>	<b>Approved Budget €</b>	<b>Budget €</b>
01	Regular-Administrative Expenditure/Maintenance	9.390.359	12.571.882	12.707.460
02	Regular-Subsidies	14.657.359	12.059.608	12.701.782
03	Development-Creation & Improving Sport Facilities	1.932.856	1.743.540	2.882.030
04	Regular-Loan & Other Liabilities Payment	2.166.522	2.280.000	2.280.000
06	Regular-Non-expected Expenditure	---	300.000	200.000

07	Regular-Law Enforcement Prevention and Suppression of Violence on Sport Grounds	---	20	20
08	Regular-Anti-violence Programs	---	10	10
	<b>Total Expenditure</b>	28.147.096	28.955.060	30.771.302

#### 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 being 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 2016 the following events took place:

##### Participation in the Council of the European Union

The CSO's national delegate participates in the Council for Sports (Working Group for Sports) preparatory body with the Ministry of Education and Culture Advisor for Sports who is detached at the State's Permanent Representation in Brussels. The Organization contributes, therefore, to the shaping of European-scale policies and making decisions followed and adopted by the Sport Ministers of the Council. Furthermore, the Organization undertook all the preparations for the Minister to participate in the formal and informal Council meetings held during the Netherlands and Slovakia Presidencies.

##### - Participation in the Sports Experts Groups

The CSO participated 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.
- 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, who follows up the implementation of the indexes for setting up a Board with a view 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 the Netherlands and the Slovakia Presidencies.

##### 2<sup>nd</sup> European Sports Week

Establishing the first European Sports Week (ESW) in 2015 has been an initiative by the Cyprus Presidency of the European Council and it is reported in the Conclusions of the Council drawn on the 27<sup>th</sup> November 2012, in relation to the promotion of physical activity in order to improve health. Implementing such a European initiative aims at taking drastic measures to raise awareness amongst the citizens and get them actively involved in sport practicing in order to reverse the concerning phenomenon of less European citizens getting involved in physical activity according to researches conducted on both European and EU member States-scale.

The Cyprus Sports Organization organized in its capacity as National Coordinating Institution the 2<sup>nd</sup> European Sports Week (19 - 25 September 2016), in the context of taking implementation actions of a broader policy in order to promote the physical activity and sports. The objective is to promote an active and healthy lifestyle for the citizens but also adopt the relevant European policies in order to improve the 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 etc) are involved and become active voluntarily in order to promote physical activity and sports through various 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 ahead, 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 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 its the general coordination and implementation on a Cyprus-wide. The activities of the European Sports Week are funded by the European Commission through the Erasmus + European Funding Program. The CSO submitted a proposal with a budget reaching the overall amount of €75,737.08 (80% funded by the EU and 20% by the CSO).

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. Giorgos Achilleos, shooting athlete, Kyriaki Kouttouki, Taekwondo athlete and Yiangos Georgiou, First Aids Trainer, were appointed European Sports Week Ambassadors for 2016.

48 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 Program, NDSSS, CSRC, 2016 Fair Play Ambassador
- Sport Federations, Sport Clubs / Unions / Academies
- Gymnasia (licensed by the CSO)

#### Education

- Ministry of Education and Culture
- Universities
- Secondary, Technical and Vocational Education
- Primary Education

- Pre-primary Education

Ministry of Health

Local Authority (Municipalities)

Private Enterprises

Non-governmental Organizations

Representation of the European Commission in Cyprus

The main organizers of these actions, got in their turn, more institutions dealing with the physical activity and sports involved, promoting, therefore, the intersectoral cooperation and synergies for better and desirable results, being in this case the public awareness-raising and ALL the citizens getting involved in physical activity and sports.

During the European Sports Week, 108 Cyprus-wide activities and events took place and it is estimated that approximately 113,430 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.

The CSO and more precisely the Sports-For-All programme was the institution that organized most of these activities on a Cyprus scale. The 108 activities which had taken 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 five flagship events that is Education, Workplace, Open Air Physical Activity, Sport Clubs and Gymnasia, Third age people / Persons with Special Needs / Persons with disabilities. Sport activities, information days and lectures were some of the activities carried out in the context of these events.

In 2016 there have been two innovations in the context of the European Sports:

- The #BeActive Awards on a national-scale aiming at identifying new sport practising programmes deemed attractive for the citizens so that to be carried out throughout the year.
- The National Web Site of the European Sports Week ([www.beactive.cy](http://www.beactive.cy)), which contributed hugely to promoting the activities undertaken during the Week, but also to diffusing directly information to all the citizens on a national-scale.

### **Participation in European Programmes**

The CSO participated in programmes financed by the European Commission through the Erasmus + : Section: Sports.

- «SCORE» programme.
- «SAVE YOU programme - Strengthening the anti-doping fight in fitness and exercise in youth».
- «Strengthening the Anti-Doping Fight in Fitness and Exercise in Youth» programme.
- «European – Fitness Badge - an effective way promoting the awareness of the importance of health enhancing physical activity» programme.
- «FIX the FIXING: Proactive quelling of sports events manipulation» programme.

The CSO was also involved as a partner in the BIS (Balance in Sports) programme, which has been an initiative in the context of the Enlarged Partial Agreement for Sports ( EPAS) of the Council of Europe (CoE).

## **Volunteerism in Sports**

Sports and Volunteerism are the biggest world social movements, which adopt common lines of approach: they foster the active involvement of the citizens in activities of public interest, invest in healthy hobbies, enhance social cohesion and integration, boost development, culture and human integration, play a catalyst role and are the main pillars for cultivating values mostly amongst young people. Almost the whole sport edifice relies upon volunteerism both in Cyprus and all over the world.

In 2016 the event “Riding for One Euro for One Smile” was held from the 1<sup>st</sup> to 5<sup>th</sup> June 2016 within the framework of the Strategic Agreement co-signed in 2014 by the CSO, the Volunteerism Commissioner and NGOs, aiming at supporting financially the PanCyprian Association for Children with Cancer and relevant diseases called after “One Dream One Wish”. The event took place with the active involvement of the Ministry of Education and Culture, the Cyprus Police Force, the Ministry of Health, the Local Authority, the Volunteerism Commissioner Bureau and Non-governmental Organizations, the PanCyprian Association called after “One Dream one Wish”, the Cyprus Cycling Federation and the OPAP CYPRUS.

### **1.5 PROTOCOLS**

In 2016 the CSO has activated the Sport Partnership Protocol with Greece, which was in force in 2015 and 2016. The CSO – 2016 has considered specific provisions on some sport athletes who prepare themselves a priority and they have been included in the Protocol. Our country relies upon these athletes and expects they will honour Cyprus in sport competitions held abroad. Particular reference is made to the athletes’ excellent performance in the Rio – Brazil Olympic Games. Stress is laid on the Protocol co-signed with Greece in order to share facilities, exchanges, similar practices and both countries’ participating in established international games.

The sport exchanges are related to training camps, participation in established international games held both in Cyprus and in Greece and concern sports like athletics, shooting, volleyball, weightlifting, cycling, wrestling, archery, boxing, badminton and skiing. It is highlighted that both countries have agreed on that sport exchanges further to the ones in the above sports, may be carried out following a written agreement between both parties. The provision on sport editing has also been updated.

Further to the substantial partnership on the sports, the CSO and the Greece Sports General Secretariat – SGS have agreed through this Protocol on enhancing our partnership even more expanding it to other sectors like education, scientific research, promotion of gender equality in sports, focusing on getting positions in the decision-making centres, preventing and suppressing violence incidents occurred on sport grounds, promoting the “Fair Play” in sports for persons with disabilities but also in the fight against doping, in achieving a balance between supporting championship and sport practising for all.

Further to the above, we will have interaction in the field of information, expertise and know-how, but also in the field of competitive sports through visits by experts, coaches and other professionals. As far as the mass sports is concerned, we have agreed on fostering the exchange of knowledge and information related to organizing, developing and launching marketing strategies in the case of “Sports-For-All” programmes.

Our involvement in whatever has to do with international issues of mutual interest is also important. In this case we will claim coping jointly with these issues before international institutions and

organizations like the European Union, the Enlarged Partial Sports Agreement (EPAS) of the Council of Europe and 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 in 2013 between the CSO and the Israel Sports Organization. A relevant meeting was made with the Israelis on the sidelines of the Ministerial Conference held in Budapest – Hungary at the end of November 2016. On the sidelines of the Conference, meetings took place with the Polish, Maltese and Rumanian delegation to launch sport partnership.

A meeting took place with the Bulgarian Ambassador too, during which both delegations appeared willing to promote a sport partnership through a sport partnership protocol to be signed. According to the CSO, signing such a protocol with Bulgaria seems to be also achievable.

According to these protocols the exchange of athletes and teams is promoted in order to enhance their training so that they may participate in games to be held either in Cyprus or abroad.

Collaborating in the sport field with as many countries as possible cannot be but positive and it will enhance sport development in Cyprus and foster the updating of the sport infrastructure.

## **1.6 OFFICIAL VISITS ABROAD**

The Organization ensures a follow up of the sport events and is responsive to the needs of sports, in partnership with the European and International Affairs Office of the Ministry of Education and Culture. Its officers attend seminars, meetings, conferences on sports. They also attend and get therefore involved 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 administration, fighting against sport betting and providing relevant guidance accordingly, the development of human resources in sports, sports financing, and so on. Its delegations attend the various Ministerial Informal Sport Conferences indeed. The CSO's delegations have participated in big European Conferences like the European Sport Conference, the Sport General Directors Meeting and the European Conference: "Woman & Sports". They have also attended the sport meetings of the Council of Europe Sport Division.

## **1.7 SPORTS ACADEMY**

In 2016 the CSO's Sport Academy pursued its activity in line with the objectives set some time ago in order to ensure the development of high coaching / training, 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 2016 the CSO kept on providing all its Federations with relevant information. The Federations were also notified about the work done by the EU, so that the National Sport Federations determine qualifications in compliance with the European and International Federations' standards.

Therefore, in 2016, subsidizing such training courses addressing the Sport Federations was a priority. The Commission kept taking action and reacting towards the real and current challenges faced by athletes, coaches and sport institutions. In 2016 the Commission approved the funding of training courses for coaches, referees, judges and other sport officers in Cyprus but also the attendance of training courses taking place abroad, with a view to improve their knowledge and help them acquire new skills and current coaching / training techniques to enhance the sports level in Cyprus.



Over fifty (50) such training courses addressing Sport Federations have been approved, like: Tennis, Aerosports, Weightlifting, Gymnastics, Table Tennis, Special Olympics, Sea Skiing, Sailing, Basketball, Karate, Jiu-jitsu, Swimming, Rowing, Badminton, Muay Thai, Mountaineering & Climbing, Volleyball, Cycling, Boxing, Sambo, Taekwondo, Taekwondo ITF, Judo, Archery, Handball, Social & Sport Dancing, Hokey and Waterpolo. The total cost has amounted to €67.000 being 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 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 CSO works out the study and a consultation with the Trade Unions will soon take place about the study's coming into force. The new organizational structure is believed to help the CSO become operational in a more efficient and effective way. Then the members of its staff will be given the opportunity to enhance their functionality in an improved environment.

The CSO was responsive, by submitting corrections and suggesting solutions to relevant remarks on staff issues, reported in the General Auditor's annual report. He also tackled other staff issues and problems regarding the CSO's smooth and efficient functioning.

The CSO tried to provide the athletes and the sport institutions with upgraded services. It, therefore, decided to follow a new health factsheet issue procedure aiming at easing this process and at facilitating and accelerating the issue of the health factsheet. It has introduced technology in carrying out these procedures and achieving its above stated objectives,

### **1.9 CYPRUS SPORT RESEARCH CENTRE (CSRC)**

#### **Summary**

This report refers briefly to the under stated topics:

- Establishment and operation rules of the Centre
- Organizational structure – Scientific staff
- Objectives and activities
- Scientific departments – Departments' operations
- Attracting male and female athletes
- Scientific lab equipment
- Research tasks and other activities
- Evaluating athletes on the competitive grounds
- Being represented by delegations attending International and European Conferences
- Places being operational

### **CSRC establishment – historical background**

The establishment of the CSRC derives from the resolution (73) 27 of the European Council upon a decision made by European Sports Ministers on 26/10/1973, according to which the member States should have at least one National Sport Medicine Research Centre.

The CSRC became operational in February 1993 as a result of a team of scientists from the Ginseng University in Germany collaborating together. Professor Paul Nowacki was leading the team. The professor was invited by the Cyprus Sports Medicine Association chaired by Doctor Costas Christodoulakis, who was also the Chairperson of the CSRC Council. Further to him, the CSRC Council was also composed of doctors: Pambis Nicolaidis, Evagoras Nicolaidis and Costas Schizas. The opening of the Centre met a great need in the sport sector in Cyprus but also the international requirements in relation to constantly developing scientific sports.

The CSRC looks in fact to improving people's standard of living and the athletes' competitive performance based on scientific knowledge, research and applying its findings. The CSRC is the only state Sport Medicine Centre in our country and falls under the administrative jurisdiction of the Cyprus Sports Organization, which is a counselling body in order to provide scientific information on issues related to sport and sport medical science and research.

### **Necessity to establish the Centre**

Enforcing the scientific methodology in sports has always been a necessity for the Cypriot Sports. A necessity absolutely understood by the developed countries, which pushed them to found Sport Medical Research Centres, which deal exclusively with the regular follow up of the athletes mainly those achieving high competitive performance, considering and assessing all those factors that play a determining part in the sport performance, providing knowledge in the sport science and particularly in the coach's tasks. The Centre's organizational structure and its functioning rely upon the principle that the sport performance is multidimensional. Therefore, knowledge and collaborating closely with all sport sectors and the sport & medical science like Ergophysiology, Kinesiology, Biochemistry, Medicine, Sport Nutrition, Sport Psychology, Sport Sociology, and so on.

The athlete who aims at achieving high competitive scoring should undertake a medical check-in at the Centre for many reasons:

- Health check-in – prevention of injuries.
- Fitness check-in.
- Verifying the competitive preparedness.
- Verifying the efficiency of the coaching / training programme and ensuring the athletes' health following the exhaustion resulting from training / fatigue.
- Checking the athletes' nutrition and the nutritional supplements administered to them, protecting and informing them about the risk of consuming prohibited substances, but also about their correct coaching / training and competitive orientation through discussion.

The athletes' physical weaknesses and potential are identified via the ergometric testing and the coaching / training appropriateness as applied based on the organism's operational adaptability, which may be controlled indirectly. Then, the suitable coaching / training guidance is provided, which helps eliminating the athletes' weaknesses identified so that they may be performing better in their sport.

## **Organizational Structure and Operating Regulations**

The organizational structure and the CSRC's operating regulations relied upon the Greek Law governing the functioning of the Public Institutions' Research Centres (**L.1514/1985**) but also of the relevant National Sport Research and Technology Centre in Greece (NSRTC), which has its centre in Athens, its headquarters being located in the Olympic Athletic Center of Athens (OACA). Furthermore, elements from the operating regulations of the Cyprus Scientific Research Centre – CSRC placed under the jurisdiction of the Ministry of Education and Culture, have been considered.

The CSRC is run by the Scientific Head of the Centre, who must be a scientist enjoying as such prestige wide-spread, being holder of a PhD in Sport Medical Science and having a long lab and research experience. The other members of the Centre's staff are scientists having specialized in various sectors of the Sport and Sport Medical Science.

The CSRC's staff comprises currently of six persons: one permanently employed person being the Scientist Head and PhD holder in Medical Physiology & Ergophysiology, one Scientist Partner and PhD holder in Ergophysiology, one doctor – partner of the Ergophysiology Department having specialized in Sport Medicine, one postgraduate Clinical Sport Nutritionist, one postgraduate lab auxiliary in the Ergophysiology Department and one temporary employed Clerk / Secretary at the Centre.

### **-The CSRC's objectives**

The first CSRC's objective is to serve Championship and High Sport Performance in general. This is achieved by providing the coaches with education and training on Sport Coaching and Sport Medical Science:

- Periodic checking of all the athletes' fitness no matter the sport they are involved in.
- Understanding the ergometric lab findings and applying them while attending training.
- Evaluating and maximizing the efficiency of the coaching / training programmes, which are followed in order to enhance the athletes' competitive performance.
- Preventing the exhaustion and getting the athletes involved methodically in rehabilitation, taking, therefore, care of contusions resulting from sport practicing, but also of their healthy living conditions.
- Drafting instructions to follow the right sport diet by consuming nutritional supplements and be aware of the risk faced when consuming prohibited substances.
- Identifying, selecting, developing and guiding new sport talents.
- Developing the scientific thought and developing the scientific research in sports in our country.
- Following up the progress accomplished by the Sport and Sport Medical Science, but also the developments and trends in the various sports.

The above stated may be achieved through the coaches' and athletes' involvement with the CSRC on a daily basis, but also through training seminars, lectures and scientific congresses organized from time to time.

The CSRC coming into existence has brought about the conditions leading to the consolidation of the scientific infrastructure in Cypriot Sports. A significant number of research projects has been undertaken so far and have examined more than 20.000 male and female athletes practicing all the sports. The CSRC carries out approximately 1000 ergonomic tests annually and collecting or classifying and working out such a huge number of data has caused the source of these data into a source of knowledge and experience.

## **CSRC's Departments**

- Department of athletes' sport medical check-in.
- Department of Ergophysiology and Ergometrics.
- Department of Biochemistry – Dynamometry.
- Department of Sport Nutrition – Somatometry.
- Department of Sport Psychomotor Check-in.
- Secretariat and Data Processing Department.

### **Department of athletes' sport medical check-in**

It comprises the athlete's health general check-in. All the organism's systems are checked, yet giving particular importance to those organs and functions that are mostly overcharged by the sport concerned. The athlete is referred to special medical tests when it is deemed necessary.

### **Department of Ergophysiology and Ergometrics**

It is the core department of the Centre, as all the athlete's physical and physiological skills are determined by the tests carried out there. The organism's vital functions related to the basic sport skills affecting the body's performance are tested here. The objective is to enhance and maximize the athlete's competitive performance.

### **Department of Biochemistry – Dynamometry**

It deals with enlarging the mechanical and biological parameters that determine the human movement. The sport technique is considered and assessed aiming at making it perfect. Our athletes' particular motor and dynamic characteristics while are involved in sport practising are recorded precisely by using a specific software, cine camera and modern electronic dynamometer.

### **Department of Sport Nutrition – Somatometry**

Somatometric measurements are effected to calculate the body's fat in % of the athlete, to determine the sport diet per case and to give guidance regarding the need to take or not nutritional supplements and all these in collaboration with the department of Ergophysiology and the one of Medical Check-in.

### **Department of Sport Psychomotor Check-in**

The athlete's various psychomotor skills and neuromuscular potential are recorded and assessed accordingly like the responsiveness tie, the self-concentration skill, the motor skill, the balance and all these by using electronic devices.

### **Secretariat and Data Processing Department**

It is operational as a Co-ordination and Data Processing Department, where the athletes undergo a check-in. All the results of the ergometric checking are recorded and assessed by using specific data processing software. These data are evaluated statistically and worked out for research assessment purposes by the CSRC.

## **Male and female athletes undergoing ergometric checking**

963 ergometric tests, for different sports and categories, male and female athletes, were carried out by 19<sup>th</sup> December 2016 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:

415 athletes under the National Teams,  
356 athletes used to be active under Clubs jurisdiction, and  
192 persons involved in Research Projects by the CSRC.

The National Teams' athletes but also the persons involved in research projects of the Centre undergo the tests free so far.

### **Measurements and assessments of athletes, which do not take place in the lab**

The scientific follow-up of the athletes is carried out constantly and is not limited to the ergometric tests. Therefore, outdoor ergometric assessments are regularly carried out on the coaching / training and competitive field in order to evaluate the biological adaptation of the athletes during their training sessions or during the game / completion. The aim is to diagnose any specific problems and fix them. In 2016 the number of outdoor measurements carried out has been the higher compared to any other previous year mainly in the case of the elite swimmers.

Having all the athletes undergo a medical test while attending their coaching / training sessions or during the real games / competitions is an activity followed over the last years and is very much beneficial as it enhances the coaching / training knowledge, but also understanding the athletes' operational potential under real competition circumstances. This very method is used all over the world and helps substantially the scientific upgrading of the training programme followed.

### **Scientific Equipment**

The CSRC is equipped with the most specialized modern technology devices, with which a lab evaluation is carried out accurately based on ergometric findings, providing concrete guidance to the coaches in relation to the sports practised, with a view to maximize the involved athletes' performance. The Centre's needs in terms of purchasing scientific equipment are not big, as the CSRC has almost all the necessary equipment. The needs likely to come up from time to time are related to consumables or instruments for extreme fatigue resulting to deficient and need maintenance or manufacturing repair.

### **Research projects and other activities**

Research assignments presented by CSRC's delegates before various international and local sport and sport medical conferences are:

- Physical Fitness and Health related factors of the Adult population of Cyprus - Council of Europe. Finland. 4<sup>th</sup> Sport Medical Conference held in North Greece.
- Adult Eurofit exercise testing in Cyprus Council of Europe – held in Bulgaria.
- Structural and physiological characteristics of Cypriot women athletes – International Conference on Women – held in Lefkosia.
- Diagnosis and Prognosis of the Biological performance capacity in Elite athletes-Sport Medical Conference held in Thessalonica – North Greece.
- Evaluation of maximal physical and cardiovascular performance capacity of Elite Cypriot athletes; European Sport Medical Conference (Fims) – held in Lefkosia.
- Somatotype characteristics of top Cypriot athletes – World Sport Medical Conference held in Athens.
- Comparison of Aerobic and Anaerobic capacity of Elite athletes of Cyprus with the International level standards; European Sport Medical Conference (Fims).
- Interrelationship between 100m and 200m achieved times and statistical estimations - European Sport Medical Conference (Fims) – held in Lefkosia.

- Young People and Sport. Council of Europe – held in Bulgaria
- Tests for the evaluation of Physical and Cardiovascular performance capacity - Council of Europe – held in Tampere – Finland.
- Lung Function values of male and female Cypriot athletes; world Sport Medical Conference held in Athens.
- Participation in sport: Cyprus National Survey in Leisure time activity- Council of Europe SRONET.
- Evaluation of physical Fitness in Elite Cypriot Soccer players – Pan European Sport Medical Conference held in Spain.
- Anaerobic capacity in Elite athletes of various sports activity- Pan European Sport Medical Conference held in Spain.
- Characteristics of the Organised Physical effort. Council of Europe – held in Turkey.
- Evaluation of the Jumping ability of Elite Cypriot athletes- Balkan Sport Medical Conference – Rumania.
- Women participation in Executive sport boards; local conference by the CSO.
- Significance of Sports for Society. Council of Europe SRONET.
- Fitness and Cardiovascular Adaptations for adult Cypriots not involved in sport practising; Council of Europe - Eurofit for Adults – held in Turkey.
- Multiple Regression Analysis and Correlation of the Reaction Time Movement.- Maximum Cycling Speed and 30 metres dash.
- The response of the immune system to the training stimulus - Democritus University of Thrace Department of Physical Education and Sports, Aristotle University of Salonica - Faculty of Medicine, Greek National Athletic Research Centre, - Cyprus Sport Research Centre.
- The effect of weight training on the immune system - Democritus University of Thrace, Cyprus College, – Cyprus Sport Research Centre, Cyprus Olympic Committee, Cyprus Weight Lifting Federation, Cyprus Football Federation
- “Factors that influence the physical performance levels of school children in Cyprus, between the ages 6 - 12.” Cyprus College, Cyprus Olympic Committee, Cyprus Sport Research Centre, Cyprus Ministry of Education and Culture.
- A Comparison of vD50 VS  $vo_{2max}$  Training Intensities for Optimal Endurance Running.
- Low Back pain incidence in Elite Cypriot Junior Athletes” (Cyprus Sport Research Center, Research Center of Physiotherapy and Rehabilitation)
- A comparison of Exercise Performance using different types of Ergometers in competitive Cyclists, Runners, Rowers and Swimmers. ( Cyprus Sports Medicine & Research Centre)

Further to the purely scientific and specialized research projects carried out by the Centre, mainly dealing with the Sport and Sport Medical Science, it carries out research of general social and sport interest as regards directly both the Competitive Club Sports and the Recreational Sports under the Mass Sports programme. Some of them deal, briefly, with the following subjects:

- Study on the fitness of the general population in Cyprus.
- Study on the fitness of the Junior School male and female pupils.
- Evaluation of the fitness of the Cyprus Police Special Tactics Team.
- Evaluation of the fitness of the firemen.
- Evaluation of the counter-terrorism squad men’s fitness.
- Evaluation of the First and Second League footballers’ fitness.
- Study on the Cypriot athletes taking nutritional supplements.

The CSRC has been a pioneer on a European scale in carrying out the research on the fitness level and health state of the Cyprus Police Force men, the Fire Brigade men, the Cyprus Police Special Tactics Team members and the Counter-terrorism Squad members. A recommendation will be submitted in order to set up new recruitment criteria in the Police Force based on the data collected in the context of the above stated research. Yet, more than 40 lectures took place all over Cyprus. The lectures dealt with the training of all Police departments' staff on issues like enhancing fitness & health, controlling the body weight, aiming at ensuring better health conditions through getting them all involved in physical activity and increasing, therefore, their operational skills.

A similar research project is planned to be carried out soon in the National Guard Special Forces in partnership with the Staff of the Ministry of Defence.

The CSRC collaborating with the Physical Education and Sports Inspectors of the Ministry of Education and Culture, carried out a research on the fitness levels of the male and female pupils attending Primary Education, according to which important findings have been drawn, that were presented openly during Cyprus Presidency of the European Union.

The CSRC collaborating with the Biology Inspectors of the Ministry of Education and Culture was involved in drafting the new detailed curricula, according to which, the Biology syllabus will include the CSRC's activities, objectives and mission for which it was established. How important is the basic knowledge of the physical activity for society will be highlighted. The real benefits of the physical activity will also be underlined aiming at improving health, body robustness and mental well-being.

The CSRC has currently carried out a research in partnership with the Physical Education and Sports Inspectors of the Ministry of Education and Culture, aiming at detecting, evaluating and developing sport gifted male and female pupils attending the Primary Education

In 2016 the CSRC has become operational even for the Cypriots who did not practise sport, but also in favour of recreational and social sports. All the sport practicing or not Cypriots were welcome to visit the Centre and take advantage of its services by paying a small fee depending on the test to be effected. A special pricing list for the services provided by the Centre has been established, so that a bigger number of male and female athletes may be provided with the opportunity to undergo a check-in. The number of athletes undergoing a free check-in more than once has been limited, as they were members of either national teams or organised sport clubs.

### **Representing the CSO in international conferences and in the European Union**

The CSRC delegates usually participate once a year in at least one European Sport Medical conference during which the research work done is presented. These research projects deal with Sport and Sport Medical Science but also on the main subject-areas in which the CSRC becomes mostly active, like Ergophysiology, Sport Medicine, Sport Nutrition, Sport Psychology, Kinesiology, preventive Medicine & Traumatology, Physiotherapeutic Rehabilitation, Molecular Biology & Physiology, Genetics Science and Doping.

The scientific Head of the Centre has recently been appointed by the CSO's Council as Focal Point for the European Union to deal with issues related to the Physical Activity and Health, the so called in Europe HEPA: Health Enhancement Physical Activity. He has also been appointed as Member of the HEPA Expert Group for Europe to deal with physical activity and health.

### **CSRC operating places**

Some building upgrading interventions need to be done in the current place, as well as some renovation works.

### **CSRC enjoying financial support by the CSO**

The CSRC is now, thanks to the support by the CSO, equipped with the most specialized modern technology devices, to carry out the lab evaluation accurately. Then clear and specific guiding instructions are given to the coaches of all sports in order to maximize their athletes' sport performance based on the ergometric findings.

### **Scientific partnerships**

The CSRC enjoys membership in the International Federation of Sports Medicine (FIMS) and also in the European College of Sports Science (ECSS) in Greece. Furthermore, it is a partner of the Departments of Physical Education and Sports at the University of Athens, Thessalonica and Komotini, while in Cyprus it is collaborating closely with the Cyprus Sports Medicine Association (CSMA), the Cyprus Sport Science Society (CSSS), the University of Cyprus and the Lefkosia General Hospital. It is noted that the Centre's collaboration with other scientific organizations, but also with centres abroad sharing the same objectives and competences contributes hugely towards diffusing its goals and claims and promoting our country internationally.

### **Protocols**

It is very important that the collaboration protocol agreements co-signed from time to time by the CSO and other countries include inter alia provisions on the partnership between the Sport Medical Centres and Scientific Research Stakeholders, in the fields of Education and Training.

### **Evaluation / Efficiency**

All the works and procedures carried out by the CSRC are ISO9001 certified. This certification testifies that there is an efficient and successful system providing the sport practising Cypriots and society with relevant services, despite the economic crisis and the dramatic reduction of the Centre's budgets.

- The Centre's close collaboration with Medical, Sport, Scientific, Academic, Education, Public and Social Institutions of the State and its recognition by all of them.
- The continuous increase in high performance athletes' number who undertake the medical test.
- The big number of athletes and sport practising persons who undergo the medical test each year.
- The constantly increasing ergometric test undergone by members of new Teams and Clubs.
- Rival teams' members undergoing the medical test simultaneously the same period.
- Coaching training getting improved on a scientific basis.
- The coaching evaluation method getting improved relying on scientific criteria.
- Getting the athletes' fitness improved each year.
- The constantly increasing demand of tests carried out for athletes on the competitive grounds.
- A bigger and bigger number of sport practising persons are involved in sport practising for the first time each year.
- The acknowledgment letters and messages received by the persons undergoing the medical test.
- The positive messages received from questionnaires, in which satisfaction for the CSRC's services is expressed.
- The zero complaints for 21 years since the Centre's becoming operational.



## Cost

The approved budget for **2016 was €151.020** though it was reduced compared to €154.020 in 2015. The cost is related, in fact, to non-permanent employees' staff, which for 2016 amounted to **€133.000**. The non-permanent Centre's staff is composed of the following ones:

- A scientific partner, holder of PhD in Ergophysiology,
- A doctor – partner of the Ergophysiology Department,
- A clinical sport dietician,
- A lab assistant at the Department of Ergophysiology, and
- A non-permanent clerk / secretary as secretary of the Centre.

It is noted that the Centre remains dramatically understaffed, with almost half of the employees they should normally work there, as about five scientific partners do not do any more work for the CSRC:

- Two scientific partners appointed at the CSRC for a concrete number of hours, today they work at the CSO.
- A lab auxiliary resigned because he found a job elsewhere and he has never been replaced.
- A female scientific partner – sport psychologist, was, in fact, fired as her contract was not renewed upon expiration, and
- The Centre's doctor, who retired this year has not been replaced.

It is also noted that over the last years, the Centre has not bought any scientific equipment. Yet, despite the fact that it is a research Centre, no budget for research was available. With the remaining €18.000 the following need to be done. To:

- buy consumable pharmaceutical enzymes for the test of 1000 athletes.
- maintain and repair the scientific equipment.
- pay all the Centre's administrative operational expenses (telephone, water, cleaning & antiseptic stuff, alarm, subscriptions, and so on.)
- The participation of the Centre's delegates in scientific conferences abroad was almost null for many years, though a relevant budget was available for the Centre.
- The sport protocols co-signed with other countries did not include partnerships with other scientific or academic institutions in the field of education, training and scientific research.
- Though the Centre's staff is classified amongst the most highly qualified ones in the CSO, their pay is not in line with others working in the public sector at similar positions.
- Not all the Centre's temporary staff work full time:
  - The sport dietician works from 08:00 to 11:00
  - The female doctor working at the Ergophysiology Department works from 08:00 – 13:00
  - The lab auxiliary works from 08:00 to 13:00
  - The doctor of the Centre was working before his retirement from 08:00 to 12:00

## Income of the Centre

The income of the Centre was approximately €8000 in 2014. In fact, the income of the Centre would be much more if we consider a big number of athletes undergoing a free test because they are members of National Teams or they are involved in the CSO's national programmes. It is noted that the CSRC has reconsidered the charges for the provided services to the athletes and readjusted both the prices and the services in order to become more competitive and more accessible to a big number of athletes and sport practising people. It did so in the context of the efforts made by the CSO to apply a new economic policy based on new economic data.

Furthermore, it expanded its services to meet the needs of people who are involved in recreational sports or intend to start practising sports and wish to undergo an ergometric check-in to find out their fitness level and be accordingly informed about the right way of practising sports considering their age, their fitness level, but also their health state. Payments to the accounts departments will be effected according to the approved pricing lists prior to or after the ergometric check-in, upon consultation with the person in charge at the CSRC when the appointment is fixed, in order to achieve the above objective as best as possible.

In case of emergency or exceptional test cases (e.g. tests to be carried out during the weekend or during afternoon hours), a special payment arrangement will be made after informing accordingly the CSO's Director General and obtaining his approval. The above stated readjustment of the services pricing, done by the Centre, is expected to give a substantial boost to the CSRC's income the new year.

Furthermore, the Centre will continue to try to get involved in various European Research Programmes in order to be able to take advantage with other partners of the European funds available for research. It is noted that recently the Centre was involved in a European research project as partner of the Erasmus Plus Programme related to the protection of young people's health in Europe against the dangerous overuse of prohibited substances during training sessions at gymnasia.

Yet, in accordance with the Bill of Law on the New Sports Law suggested recently by the Greek Secretary of State for Sports, regarding the implementation of the relevant National Sport Research and Technology Centre in Athens (NSRTC), the Sport Medical Centre should have exclusively the responsibility to follow up the issue of the athletes' Health Factsheet and its economic management & utilization. It should also be responsible for creating units with a view to act proactively and fight against the use of prohibited substances in sports.

The Law on CSO provides that the Organization *«regulates whatever has to do with the persons practising any sport being administered or having obtained stimulants and determines the sanctions imposed on them»* (Law 1969 – 2002, Part 3 paragraph 2 passage [kg] in the context of the responsibility assumed with a view to act proactively and fight against Doping.

It has been evidenced that the issues related to health and security of the athletes, like the Health Factsheets and the Doping question should be followed up by the Supreme Sport Authorities of a country, as they dispose an organized monitoring infrastructure, but also scientific experts amongst their staff who can carry out specialized tests and draft relevant reports to submit before the competent State Authorities.

The close collaboration between the Centre and the Police Force over the last years, considering all the Cyprus Police Force departments, has generated the necessary prerequisites for the police officers coming constantly to the Centre for a test upon payment if they wish so and efforts are made to cover partially the expenses from their welfare fund.

An effort will be made next year to expand these tests carried out at the Centre in order to verify the fitness and the good health state of the military troops, starting from the Special Forces of the Army, other corps inclusive. This programme is undertaken in collaboration with the Army Staff and the Ministry of Defence.

Lastly, the involvement of the Centre with the «Sports For All» (SFA) programme could be enhanced in order to provide special prices to persons who participate in this programme so that they may undergo an ergonomic test. This is how their fitness level and their health state may be followed up through lab tests, as they are factors related to the coronary disease and their premature biological degeneration.

### **Benefits from the Centre's being operational**

Reference has been made above to the research programmes and the Centre's consequent beneficial activities in relation to the benefits from the provided services to both the competitive and social sports. Then, reference is made to the Centre's contribution as a Sport Medical Centre to whatever has to do with the society and the public health and not only the competitive performance. Considering all the above, over the last years, the Centre carries out tests for persons amongst the general population within the framework of a check-in focusing on their fitness and the predisposition factors damaging their health. The Centre complies with the basic guidelines as given by the White Book on Sports by the EC, in which stress is laid on promoting the social sports but mainly on improving the public health through a sport activity and sports in general.

The Centre has helped acting proactively in favour of the health of thousands of athletes and people practising sports by referring them all to a further medical check-in after detecting pathological disorders symptoms during the cardiorespiratory fatigue test carried out at the CSRC. This test is enough to observe the huge benefit offered by the Centre to society and the citizen practising sports, but also to act proactively in case of premature degenerating diseases.

The Centre's contribution is not limited to just act proactively in favour of the health of people who undergo the check-in. It goes farther and undertakes protective measures by providing scientific advice and launching physical activity healthy programmes as a therapeutic means in order to act proactively against the Coronary Disease in people who practise or not any sport or who do not practise any sport at all and experience symptoms of premature fatigue, degenerating diseases and predisposition factors to suffer from a cardiovascular disease in the coming years.

The CSRC provides prevention services against the degenerating and chronic diseases deriving from underactivity, which is a scourge indeed in modern society. No other State health service in the world focuses on studying the human body while moving and carrying out a work, mainly when the person looks healthy. This is an advantage for timely diagnosis and prevention against the coming biological decay before it is too late.

Some assignments presented by the Centre in international sport conferences in relation to the «Exercise - induced Hypertension» are typically referred to below:

Persons who look healthy but while in relaxed mood have no symptoms of high blood pressure, when they start a physical activity they suffer from excessive increase in the blood pressure resulting to their heart being overcharged functionally, jeopardizing their health. Therefore, persons with no symptoms of high blood pressure in relaxed mood may become dangerously hypertensive when they get tired and are not aware about this risk. According to clinical studies these persons will start in the next years having symptoms of high blood pressure even while in relaxed mood. Yet, an ergometric test may detect these symptoms pretty early before even the persons concerned may take the recommended measures and protect his / her health prior to the disease appears.

According to many experimental and epidemiological researches there is a very close relationship and interaction amongst the physical activity, robust health and man's health in general. Consequently, acting proactively against the diseases affecting the cardiovascular, respiratory and musculoskeletal system, but also against any metabolic and neurological disorders brings about a balanced psychosomatic development of the person too.

An increased mobilisation amongst the police officers to get involved in physical activity, try to reduce their body weight and follow a more healthy diet has been observed by the competent coordinating Health Bureau of the Police Academy, following many tests carried out and lectures given by the Centre's expert staff on a Cyprus-scale addressing the Cyprus Police Force.

The above stated remarks are scientifically evidenced through many research projects. They were not limited to the above mentioned observations but went farther, tackling deeper analyses related to the evaluation of the economic efficiency, being the result of improved health factors and enhanced fitness. The main conclusion of the researches has been that: Each euro spent on physical activity offers an incomparably bigger benefit in the health sector. These conclusions have relied upon the following findings according to the International Bibliography, clinical studies, database considering data drawn from patients' questionnaires, information provided by experts' committees, and so on.

- Reduction of sick leave – lost working hours.
- Reduction of the duration of hospitalisation and medical visits.
- Reduction of the total treatment cost.
- Reduction in morbidity and mortality.
- Faster recovery and rehabilitation.
- Curing certain diseases.
- Less side-effects of a disease.
- Coping with new diseases.
- Cost of lost productivity.
- Hospitalisation cost, which will not be reimbursed by the patient.
- Psychological stress reduction due to pain and deficient viability.
- Increased productivity and mental & physical well-being.

Further to what has been mentioned, physical activity aims at improving fitness and the body's functioning. However, physical activity as a strong natural stress for organism may cause disorders affecting all the body's systems, mainly if the suitable prevention and protection measures are not taken. The sport medical check-in acts proactively against this negative influence by the physical activity through the right guidance, in order to avoid useless injuries, excessive training syndromes and fatigue, but also other exercise-induced pathogeneses.

#### **Comparing initiatives taken by other countries:**

Most of the European countries dispose advanced Sport Medical Centres with high sport facilities duly equipped with modern scientific and technical devices. The CSRC is duly equipped in terms of technical equipment, with specialised high technology organs, by which the lab check-in and evaluation are carried out accurately. The CSRC compared to the National Sport Research and Technology Centre in Greece (NSRTC) carries out almost double the number of athletes annually. The Centre disposes a high level department of Ergophysiology, which is the nucleus indeed of each such Sport Medical Centre's operations. The CSRC does not have any Department of Sport Psychology.

### **Opportunities for improvement for further development and strategy recommendations**

The improvement and strategy measures, already enforced by the Centre in 2016 are expected to become more extensive in 2017 and even expand further. Some of them are briefly stated below:

- Readjusting the pricing of services provided by the CSRC depending on the demand and the needs observed.
- Continuing the efforts to get the Centre involved in various European Research Programmes in order to be able to take advantage of the Research Funds provided by the European Union jointly with other partners.
- The Sport Medical Centre being exclusively responsible for the athletes' Health Factsheet and the follow up of its economic management is recommended. Further to the above the Sport Medical Centre would also deal with Doping issues but also with education and training questions.
- The Centre's close collaboration over the past years with the Police Force and with almost all the departments of the Cyprus Police Force, has entailed the prerequisites for more and more police officers being willing to pay and undergo a check-in carried out at the Centre. Efforts are made to have part of their expenses paid by their welfare fund.
- During the past year efforts were made to extend to the army these tests carried out by the Centre in order to verify the fitness and the health factors starting from the Special Forces and then proceeding with other corps of the army in partnership with the National Guard Staff and the Ministry of Defence.
- The Centre collaborating with the Sports For All (SFA) Programme could be enhanced by offering special prices to persons who are involved in programmes so that they may undergo the ergometric check-in and check the lab level of the physical activity skill, but also their health parameters related to the coronary disease and their premature biological degeneration.
- Thinking of the CSRC going private aiming at ensuring its financial self-maintenance is not doomed feasible because commercializing a common utility Scientific Centre will bring about an unavoidable deterioration of the provided services' quality, but also a significant restriction of the sectors, which are currently active in favour of the Society and Sports. The reason for this is the unbearable cost compared to the provided services currently.

A stunning example from the recent history of the CSO is that when some years ago the latter tried to concede the right to carry out scientific and ergometric tests to a private company, the result was exactly what I have just described above. The price to pay was very high, as later the CSO had to suspend the partnership contract with the said company and pay damages amounting to hundred thousands of pounds. We will try next year to use as much as our few financial sources give to us and be as productive as possible by working as efficiently as we can and keeping the provided services at a high level.

### **Conclusion**

Considering the sport leadership's will for constant support and scientific sports upgrading in our country and considering the declared will of the Centre's scientific staff to endeavour in both the lab measurements and the scientific research, it is sure that the Centre will keep on providing Society with even better services, becoming a plus value with its expertise and know-how for Sports in Cyprus.

### **1.10 SENIOR COUNSEL FOR ATHLETES' HEALTH (SCAH)**

Information regarding the SCAH and its 2016 activities are stated here below:

**The SCAH's objectives and competences:**

The SCAH (Senior Counsel for Athletes' Health), is operating for the 25<sup>th</sup> 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 in the care of sport practising people. It organizes seminars and deals with lectures related to sport medicine issues being delivered. 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 counseling on the protection of the athletes on the sport grounds.

**Health Fiche**

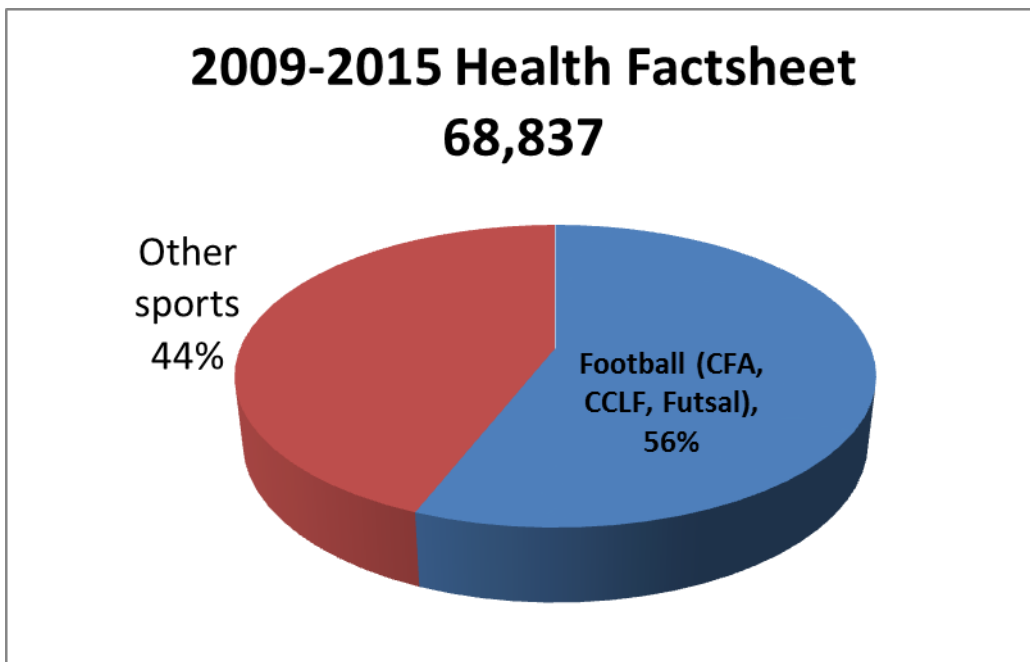
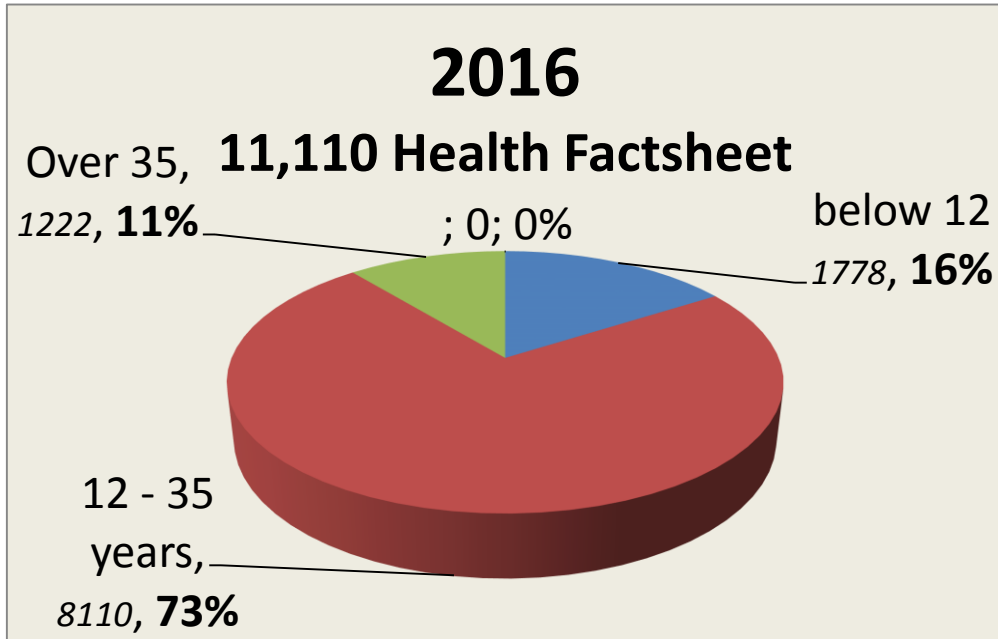
One of the SCAH's main objectives is to provide all the athletes participating in the formal domestic events with a Health Factsheet provided by the Sport Federations under the CSO. No athlete may be entitled to get involved in competitions unless he/she presents the Health Factsheet prior to the commencement 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.

**Procedure followed to have a Health Factsheet issued:**

The SCAH's special form should be completed by the club's or any other doctor.

- Completing the "Application Form" in order to have a Receipt Advice issued
- Paying "service fees" (€5 for a normal issue, €30 for an accelerated issue, and €3 in order to have the Factsheet in force re-issued).
- Submitting the paraclinical tests as requested in anticipation (see attached table)
- Evaluating the findings by a team of doctors, who decide whether the health factsheet will be issued for the athlete concerned .
- In case the evaluation team of doctors deem it necessary, the athlete is referred to for further medical exams.
- Once the evaluation form is signed by the team of doctors who will certify that the athlete may compete, a special SCAH identity card is issued (plastic form).
- The Health Factsheet is valid for three years for athletes younger than 35 and two years for the athletes older than 35 years.

In 2016, the SCAH has issued approximately 11,000 Health Factsheets. See below some statistical data:



Full name	Subject area
<b>Evaluation team 1</b>	
<b>Dr Petros Agathangleou</b>	Cardiologist
<b>Dr Fivos Christofides</b>	General Practitioner
<b>Evaluation team 2</b>	
<b>Dr Giorgos Georgiou</b>	Cardiologist – Pathologist
<b>Dr Costas Schizas</b>	Pathologist
<b>Evaluation team 3</b>	
<b>Dr Argyris Kythreotis</b>	Cardiologist - Pedocardiologist
<b>Dr. Giorgos Miltiadous</b>	Pathologist
<b>Evaluation team 4</b>	
<b>Dr Ioannis Stefanou</b>	Cardiologist
<b>Dr Era Eracleous</b>	Cardiologist
<b>Evaluation team 5</b>	
<b>Dr Loizos Antoniadis</b>	Cardiologist – Pathologist
<b>Dr Georgia Daniel</b>	Cardiologist

Evaluation teams have increased from three to four in November 2016 and each one of them is composed of one Cardiologist and one Pathologist/General Practitioner. The reason for this is the intention to help increase the number of evaluations and provide a better service to the public. The evaluation teams are stated on the table here below:

**In 2016 still paying service fees to have the Health Factsheet issued as enforced from 1<sup>st</sup> September 2014.**

- €3 Re-issue
- €5 Normal Issue
- €30 Sped-up Issue

It is estimated that the **Department's annual income from the above service fees amount approximately to €125,000**. These extra charges **make the SCHA's Department self-sufficient** (see table below), all the Department's activities inclusive, with a **Surplus amounting to €45,749** too. The Surplus observed provides the Department with the possibility to support further its staff becoming operational 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 & EGGs)	€22,000
		SCAH doctors' fees (Evaluation & EGGs)	€22,000
		SCAH medical material(for the CSO's privately-owned Stadia)	€4,500
		Stadia's Staff & Stadia's Doctors Training	€1,500
<b>TOTAL</b>	<b>€125,300</b>		<b>€79,551</b>
<b><u>BALANCE: + €45,749</u></b>			

**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. 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. It has a three-year term. In November 2016, the CSO's Board appointed a new SCAH Counselling Committee, whose mandated expires on 31/10/2019 and is composed by the following doctors:

CHAIRPERSON – Dr Petros Agathangelou, Cardiologist (Chairperson of the PanCyprian Medical Association)

MEMBER - Dr Loizos Antoniadis, Cardiologist (Chairperson of the Cyprus Cardiology Society)

MEMBER - Dr Fivos Christofides, General Practitioner

MEMBER - Dr Giorgos Moustras, Pathologist

MEMBER - Dr Argyris Kythreotis (Pedocardiologist)

MEMBER - Dr Marios Lemoniatis (Pathologist)

MEMBER - Dr Aram Katsios (Pathologist)

In 2016 the Committee met five times and took decisions on issues related to the Health Report. It also took decisions on the smooth functioning of the department and on fighting against deserting the army, collaborating to this end with the Staff and the Ministry of Defence.

A seminar was held in 2015. Yet, the SCAH is collaborating closely with the Cyprus Sport Medicine Association regarding the “Stadium Sport Doctors Training Programme”, which is financed partially by the CSO Sports Academy. The SCAH recognized this training course and considers obtaining the relevant diploma a necessary prerequisite for the sport doctors providing their services during all the official championships.

Part D'

# Youth Board

# THE CYPRUS YOUTH BOARD

## 1.1 Who We Are

The Youth Board of Cyprus (YBC) is a public organisation, responsible for youth issues. It was founded in 1994 and since then it has actively contributed to the Cyprus youth empowerment in multiple ways.

The main objectives of the Youth Board are:

- Progress and welfare for all young people in Cyprus.
- Provision and facilitation of opportunities to all young people and youth organisations in order to have an active role in social, economic and cultural development and progress of their community and the country, in general.
- Creative and healthy activities and entertainment for young people in Cyprus.
- Providing fast and effective solutions to youth related problems.

The Organisation is governed by a Board of Directors of seven people who are appointed by the Council of Ministers.

## 1.2 Contribution to youth policy

One of the main aims of the YBC is the creative contribution towards forming youth policies that focus on modern day challenges, and that have a positive impact to youth. Only if the state is well aware of the young people's real needs it can offer effective solutions to youth related problems. The YBC is responsible for giving the state suggestions and proposals on youth empowerment policies. To this purpose, it conducts specialised surveys and is in constant contact and consultation with young people, through the use of multiple tools, such as its Counselling Services, the National Youth Conference, the National Team of Structured Dialogue, open discussions and public consultations.

As a result, in 2016 the following were realised:

### A. Surveys

One of the most significant issues for the Youth Board of Cyprus is youth participation. For this reason, a survey on active youth participation in society and democracy was conducted. The survey was run in the period 22<sup>nd</sup> September – 19<sup>th</sup> October, 2016, by IMR Company of the University of Nicosia. The survey results were presented on October 9<sup>th</sup>, 2016, and will be taken into consideration for the development of further actions by the YBC.

Moreover, taking into account the importance of protecting young people's mental health, the policy proposal "Young People's Mental Health" was drafted and submitted to the Ministry of Health. The proposal outlines suggestions for improvement in the field of mental health of young people. The implementation of these suggestions will result to young people's welfare and empowerment in order to enable them to be actively involved and contribute to their community. The suggestions derived from the Youth Board's long experience in the field of mental health, international bibliographic research and taking into account the current situation in Cyprus.

### B. 2<sup>nd</sup> National Youth Conference

One of the YBC's priorities is the enhancement of young people's opportunities for participation and contribution in social life, through participatory consultation processes. The enhancement of youth involvement in decision making processes is both the Organisation's and the state's duty for the development of active citizenship.

On these premises, the YBC organized the 2<sup>nd</sup> National Youth Conference on November 16<sup>th</sup> 2016, under the auspices of the President of the Republic. More than 500 young participants attended one of the following workshops:

- **Apathy or Participation:** Agenda for a vibrant democracy.
- **Cyprus Question:** Perspectives for a reunited Cyprus.
- **Exclusion or Access:** Tackling youth unemployment.

- **Stagnation or Innovation:** Tomorrow's world of work through young people's innovative business ideas.
- **Collapse or Success:** New ways for a sustainable Cyprus.

The workshops' results will be studied by the YBC, and will later be communicated to the state, in the context of the Board's advisory role.

### **C. National Youth Strategy (NYS)**

The National Youth Strategy (NYS) of Cyprus defines the national vision for youth and is a commitment by the government to implement actions that secure quality life and opportunities for young people in our country. It is an institutionalised framework which brings together all state initiatives and actions on youth related topics, from which common aims and policies will derive.

For the preparation of the NYS a series of actions were made, such as: investigation on international practices, the 1<sup>st</sup> National Youth Conference and a research on identifying the main features of young people, which were held in 2015, the National Strategy Steering Committee with the participation of representatives of the YBC Board of Directors, the Cyprus Youth Council and the Ministry of Education and Culture, the creation of an Inter-disciplinary Team, consisting of representatives from all the Ministries and public bodies, the mapping of current strategies/ policies and governmental programmes and the creation of local focus-groups and electronic consultation with young people.

By the end of 2016, a NYS first draft was submitted for revision by the inter-disciplinary team, and in 2017 there will be a final consultation with young people that will lead to its finalisation and submission to the Minister of Education and Culture and later to the Council of Ministers.

## **1.3 European and International Relations and Policies**

### **Participation in Working Groups on Youth Related Issues**

The YBC participates in the Working Groups on Youth related issues that are held in Brussels during every Presidency of the European Council, as well as in Youth Conferences and in General Directors' meetings that are hosted by each Presidency. In 2016 the YBC participated in Youth Working Groups and conferences held during the Presidencies of the Netherlands and Slovakia. The youth policy documents that were drafted during these meetings were sent for approval and adoption by the Council of Ministers.

### **Youth Wiki**

In the context of the renewed framework for European cooperation in the field of youth, the Education, Audio-visual and Culture Executive Agency has created the Youth Wiki network in order to promote comprehensive knowledge and understanding on youth policies. It aims at collecting data on youth policies in every member state. To this purpose a special platform was created in order to improve information access, publicity, implementation and renewal of these policies and their results.

The YBC has been a member of this Network since the end of 2016.

### **Participation at the European Steering Committee for Youth (CDEJ)**

The YBC participates at the meetings of the Steering Committee for Youth of the Council of Europe twice a year, where policies and other youth related issues are discussed and strategies are put forward in the member states.

### **European Knowledge Centre on Youth Policy (EKCYP) of the Council of Europe**

The YBC attended the annual meeting of the national correspondents of the Centre in order to monitor the drafting and implementation of national policies on youth.

### **United Nations**

The YBC takes the United Nations policies under consideration and tries to include them in the general framework of its youth policy.

## **Commonwealth**

The YBC pays its annual financial contribution to the Commonwealth Programme for Youth and takes into account the relevant youth related programmes.

### **Programmes and Services**

#### **1.4 Funding Opportunities**

##### **Youth Initiatives Projects**

The “Youth Initiatives Project” funds activities of young people and youth organisations. It aims at promoting active citizenship through volunteerism by providing incentive to young people to have an active role in cultural, sport, political and social activities in Cyprus.

The beneficiary categories are the following:

1. Youth Organisations – Members of the General Advisory Body
2. Cyprus Youth Council
3. Municipal and Community Youth Councils
4. Youth centres/clubs
5. Cultural Bodies and Organisations (under certain circumstances)
6. Departments of Youth Societies /Associations
7. Young Overseas Cypriots (NEPOMAK)
8. Informal Youth Groups
9. Non-Profit and Non-Governmental Organisations
10. Bodies dealing with young people with less opportunities and bodies that develop related specialised programmes.
11. Greek-Cypriot and Turkish-Cypriot political youth organisations

The Programme also supports individuals who want to attend non-formal learning, conferences and trainings abroad.

In 2016 there were four rounds of applications, and the amount of **€926,661** was distributed to more than **800 approved programmes**.

##### **European Programme Erasmus+ Youth**

The European Programme Erasmus+ funds activities in the fields of education, training, youth, and sports for the period 2014 -2020. The YBC is the responsible National Agency for funds allocation in the fields of youth and non-formal learning. All the information about the European Programme Erasmus+ can be found on [www.erasmusplus.cy](http://www.erasmusplus.cy).

It is worth mentioning that in 2016 all funds, that were allocated to the YBC for the Erasmus+ Youth Programme by the European Commission, were fully absorbed.

More specifically, 234 applications were submitted, out of which 76 were approved, based on the available budget. From the approved proposals, 60 were youth mobility projects, five were strategic partnerships, and 11 were projects in the framework of Structured Dialogue. As far as the 2016 Mobility projects are concerned, their participants' number was 1.415, whereas the number of youth workers was 492.

The 2016 beneficiaries were non-governmental / non-profit organisations from all over Cyprus, youth organisations, informal youth groups and private organisations.

Furthermore, the YBC supported the participation of 36 youth workers, youth organisation leaders, in 22 training activities organised by the National Agencies of Erasmus+ in cooperation with Salto-Youth Network.

In addition, the Agency organised informative events and training seminars on Erasmus+. It also cooperated with other services and bodies such as the Foundation for the Management of European Lifelong Learning Programmes and the European Commission's Representation in Cyprus for the organisation of various events, such as the Europe Day celebrations and the event for Erasmus+ good practices promotion.

### **European Voluntary Service (EVS)**

European Voluntary Service (EVS) is one of the main activities of Erasmus+. It addresses people between 17 and 30 years old who want to volunteer in non-governmental organisations and public bodies overseas, for two - 12 months, in order to acquire experience and skills. The volunteer's accommodation, transport and food costs, as well as a large part of air tickets, are covered by the Programme, in addition to a monthly allowance for personal expenses. The volunteer is registered in a special insurance plan and can attend free language classes in the hosting organisation's working language.

2016 was a milestone for EVS as it marked its 20<sup>th</sup> anniversary with celebrations and information events throughout Europe. In Cyprus special EVS celebrations were held during the 2<sup>nd</sup> Youth Festival of the YBC, while in the framework of EVS Training and Evaluation, volunteers were informed about the 20 years and organised dissemination events. The National Agency commissioned a video and a comic, and it launched a digital promotion campaign. The EVS was also promoted through articles, TV and radio shows and hangouts. Finally, EVS volunteers in Cyprus won the first prize in the International EVS Film Festival 2016.

In 2016 the hosting organisations in Cyprus rose to 12, where 111 foreign volunteers were hosted.

### **Youth Entrepreneurship Programmes**

The YBC supports the Youth Entrepreneurship Programme of the Ministry of Energy, Commerce, Industry and Tourism, providing information on the Programme and support to young people during their application process. The Programme aims at the development, support and promotion of entrepreneurship through funding and training in order to create new and sustainable small and medium businesses.

## **1.5 Information**

### **Youth Information Centres (YIC)**

The main purpose of the Centres is to provide general information on issues of interest to young people, guiding them towards a complete social inclusion as independent entities. They also offer information and counselling services, and so on. Youth Information Centres can be found in Lefkosia, Lemesos, Larnaka, Pafos and Agros. YICs operate in the framework of the European Youth Information and Counselling Agency (ERYICA). YICs can be contacted via email, which can be found on the YBC's website, through social media and on the pancyprian number 77 77 27 57. In 2016, the YICs organised 38 events on topics such as Work, Entrepreneurship, Education, Social Media and European Programmes, which were attended by 1233 people (513 male and 720 female).

### **Eurodesk Cyprus**

Eurodesk aims at providing information to young people and youth workers regarding European policies and opportunities, giving immediate access to specialised and accurate information on topics such as work, studies, mobility, volunteerism, funding, exchanges, non-formal learning, and so on. Those interested may contact Eurodesk at [eurodeskcy@eurodesk.eu](mailto:eurodeskcy@eurodesk.eu) or visit the European Youth Portal, or call 77772757. Eurodesk is co-funded by the European Commission, it operates in 34 European countries and in Cyprus it is operated by the YBC.

### **European Youth Portal**

The European Youth Portal contains information and opportunities that interest people who live, study and work in Europe. There are nine main information categories: education and professional training, creativity and culture, health and welfare, employment and entrepreneurship, volunteerism, participation, travelling, and so on. The Youth Portal covers 34 countries and is available in these countries' languages. The YBC is responsible for the operation of the European Youth Portal for Cyprus.

## 1.6 Counselling Services

### Career Counselling and Career Management Services

Career Counselling and Career Management Services are provided to young people up to 35 years old, aiming at helping them to take the best possible decisions in terms of education and professional development, while they are planning their professional career and during job hunting. They offer guidance and support, personal and professional skills development, they help identify and create opportunities, assist in drafting CVs, in job search and job interview, enhance the development of entrepreneurial initiative, and inform on European and local opportunities, and so on.

### 1410 Help Line & E-Counselling

1410 is dialled by young people in search for responsible answers on daily life matters, but also on more complex issues such as addictive substances, sexuality issues, eating disorders, and so on. The line consultants handle all the cases with professionalism, without any discrimination, operate on confidential basis and never ask for personal details. The line operates all year round, Monday to Sunday and the calls are free.

The website of 1410 is found at [www.onek.org.cy](http://www.onek.org.cy). It deals with the same issues and follows the same principles and deontology with the Help Line 1410. The conversation with the consultant is conducted through software that supports confidentiality, hence, no one has access to it, apart from the caller and the consultant.

1180 calls were made to the two programmes (1085 on the phone and 95 online). The majority of the callers were female (59%). From the callers who disclosed their age, 37% were teenagers and young people (15 - 31 years old), and 28% were adults (31 – 40 years old). 23% were middle-aged people (41 - 50). Children were 12% of the callers. The main topics of concern were family relations (37%), peer relations (35%), stress and phobias (28%), school bullying (27%), physical or psychological abuse (26%) and self-confidence (26%). Unemployment and financial difficulties fell substantially, as they barely reached 5% of the matters raised by callers. Moreover, 18% of callers raised issues such as learning difficulties, school dropping-out and failure. Finally, addictive substances were the main topic of discussion for the callers (14%).

### “Protasi” Counselling Services

The aim of “Protasi” Counselling Services is to provide support and counselling to young people, couples and families that face difficulties and wish to speak to a professional counsellor confidentially on issues such as (a) relationship problems (friendships, sexual relationships or marriages), (b) substances dependence issues, (c) family violence, (d) antisocial / delinquent behaviour, (e) any other issue of concern.

PROTASI CS received 260 calls, from which 165 led to a face-to-face consultation meeting. 155 people were served, with a W:M ratio 3:1. 724 meetings were conducted during the year as follows: 69,7% personal, 21,3% parents (couple), 10,3% parent (only one), 5,2% couple and 3,9% family meetings (in the presence of both parents and children). As far as the cases development is concerned, 27 cases were interrupted (17,4%), four cases were referred to a different service and immediately interrupted (2,5%), 60 cases completed the process (38,7%) and 64 cases are in process and are expected to conclude in 2017 (41,2%). When it comes to demographic details, 58% of the people contacted the Lemesos - Pafos Complex. 48,3% of the people stated that they were in a long relation or married. Regarding their educational background, 37,4% were degree owners from a tertiary education institution (3 years+) and 45,8% had a full-time job, while 14,8% stated that they were unemployed.

### Programme of Psychosocial Empowerment “Mikri Arktos”

The aim of the Programme of Psychosocial Empowerment “Mikri Arktos” refers to personality development, improvement of social skills, confidence boosting and personal empowerment that will enable individuals to deal with the daily challenges successfully. Through psychoeducational groups and experiential workshops, young participants have the chance to discover and develop their personal skills, identify and improve their weaknesses, discuss their concerns and search for solutions.



The programme addresses young people, aged 16 - 35 years old, who wish to participate individually, as well as groups and organisations.

667 participants attended the various activities that started in July 2016. The male to female ratio was 1:4 and their regional distribution was the following:

Lefkosia	130
Larnaka	325
Ammochostos	87
Lemesos	112
Pafos	25

A more detailed analysis of attendance indicates that 570 participants attended fragmented lectures, which included an experiential training, while 97 people participated in group psychoeducational meetings of five topical sessions. Most of the activities were held in the YBC premises, but a significant number of activities was conducted at Youth Centres and schools.

“Mikri Arktos” took part in Alcohol Week, which was organised by the Cyprus Anti-Drugs Council and in awareness raising events that the YBC organised at the University of Cyprus, the Technological University of Cyprus and at the Mall of Cyprus.

## 1.7 Creative Activity

### Youth Multicentres

Youth Multicentres are places where young people can spend their time in a creative way and can freely express themselves, leading to a more active social involvement. In the Multicentres of Lefkosia, Lemesos and Pafos professional educators offer workshops (Music, Sports, Computers, Art, and so on.). The offered topics depend on the young people’s demand and needs. The Multicentres can also be used by young people and youth organisations who want to organise their own events.

In 2016, 270 workshops were conducted in Lefkosia, Lemesos and Pafos as follows:

Youth Multicentre	Number of Workshops	Number of Participants
Lefkosia	100	400
Lemesos	50	180
Pafos	120	500

### Toy Libraries

Toy Libraries are organized places, equipped with toys, where children and teenagers from four to 12 years old can spend their time creatively, either individually or in groups, with the help of specially trained adults and their parents. There are five Toy Libraries in Cyprus: Lefkosia, Larnaka, Lemesos (Agios Ioannis), Lemesos (Agios Athanasios) and Paralimni.

In 2016 the YBC conducted substantial upgrading to its services and formed an operational framework based on theoretical, research and practical levels, for a more high-quality and effective operation of Toy Libraries. This process is expected to be completed in 2017.

Toy Libraries operated offering a wide variety of alternative activities to children, in many of which parents participated as well. The Toy Libraries were enriched with new psychoeducational and entertaining toys, taking into consideration the needs of participants.

The total capacity of the Toy Libraries across Cyprus is 150 children at the same time (25 - 35 in each Toy Library). In 2016, a large number of children enrolled, exceeding the daily number of children that the Toy Libraries can accommodate.

## **1.8 Other Benefits for Young People**

### **European Youth Card**

The European Youth Card for young people aged 13 - 30 years old offers benefits and discounts on plenty of products and services in Cyprus and 37 other European countries. In addition, the YBC, in cooperation with the Ministry of Education and Culture, issues a free student card, which is connected with the European Youth Card and is distributed to all the students of recognised and accredited institutions.

In 2016, 5216 cards were issued for students and young people. Furthermore, after an agreement between the Youth Board of Cyprus and the Ministry of Defence, about 4500 cards were issued and distributed to young conscripts. Moreover, in 2016, the Youth Board of Cyprus attended the 32<sup>nd</sup> General Assembly of the European Youth Card Association (EYCA) which was held in Gdansk, Poland on June 3 - 5.

In 2016 there were various promotional activities, such as the launching of the Card's website [www.europeanyouthcard.org.cy](http://www.europeanyouthcard.org.cy), as well as the creation of social media pages (Facebook, Twitter, Instagram, and YouTube). In addition, new brochures and application forms were printed, and the card was redesigned, following EYCA guidelines. The list of benefits in Cyprus was updated, and new important discounts by big brands were added (e.g. Pizza Hut, Starbucks, Burger King, Famous Sports, and so on.).

Finally, in an attempt to provide card holders with more benefits, the YCB distributed well-appreciated presents (tablets, smartphones, laptops, and so on.) through online contests, something that will continue in 2017.

### **Open Air Youth Events Venue**

The YBC has obtained and installed the relevant required equipment at Ammochostos Gate in Lefkosia, in order to facilitate the organisation of events by young people and youth organisations. The YBC can provide this equipment to youth organisations free of charge and to other organisations with a fee. The equipment can also be provided for the purposes of events in other locations outside Ammochostos Gate.

### **Municipal and Community Youth Councils**

Municipal and Community Youth Councils are an institution that contributes towards a constant and substantial connection and dialogue between local authorities and the youth. Through this institution young people and their organisations have an active involvement in issues of their interest and decision-making processes within their community. The YBC provides financial, technical and advisory support to the Municipal and Community Youth Councils.

### **Youth Festival**

The 2<sup>nd</sup> Youth Festival was held on Saturday, September 17<sup>th</sup> in Lefkosia Municipal Gardens. Following the previous year's success, the Youth Festival was organised again, offering young people the opportunity to learn more about the Youth Board's mission, programmes and activities. More than 50 organisations participated at its NGO & Youth Fair that gave visitors the chance to learn about Youth Organisations, Civil Society Organisations, their work, the opportunities they offer and ways to support them.

The Festival visitors enjoyed live performances by renowned bands: Big Band Theory, Atoutaleme and Windcraft, as well by Rebel Dancers. They also took part in a Literature Walk and a Youth Hunt that were organised for the festival. At the Festival venue, people could visit the "Human Library" and watch live science experiments and presentations on science, technology and entrepreneurship.

### **Career Academy**

The educational programme «**Career Academy**» was organised by the Youth Information Offices of the Youth Board on **2 - 4 December 2016** at E-Hotel in Pervolia, Larnaca. With the help of specialists in HR management, accredited trainers, career consultants and renowned business people, a comprehensive and insightful training was offered on career development for young people.

The creation of a well-structured CV, tips for a successful job interview, the right social networking, the need for professional adaptability and the use of social media for self-promotion were some of the key-topics of the Career Academy. Participants also had the chance to develop their social skills, identify their competences, work in groups and think creatively, boosting their prospects in entrepreneurship.



# Παραρτήματα

ΠΑΡΑΡΤΗΜΑ Α΄: ΔΗΜΟΣΙΑ ΚΑΙ ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2015-2016

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>							
<b>ΠΟΛΗ</b>							
1	Αγία Μαρίνα	2	50			30	
2	Άγιος Ανδρέας	2	50			35	
3	Άγιος Αντώνιος	2	45			23	
4	Άγιος Βασίλειος - Λοιζίδειο	3	69	1	21	40	0
5	Άγιος Δημήτριος	2	48			28	
6	Άγιος Δομέτιος Α΄	1	24	1	25	23	0
7	Άγιος Δομέτιος Β΄	2	50			39	
8	Άγιος Δομέτιος Γ΄	1	20			10	
9	Άγιος Κασσιανός (ΔΡΑ.Σ.Ε.)	1	21			7	
10	Άγιος Σπυρίδωνας	2	37			18	
11	Αγλαντζιά Α΄ - Αγίου Γεωργίου	1	21			4	
12	Αγλαντζιά Δ΄	3	73			45	
13	Αγλαντζιά Ε΄	3	72	2	29	58	0
14	Αγλαντζιά ΣΤ΄	4	97	1	20	75	0
15	Ακρόπολη	2	48	1	19	36	0
16	Απόστολος Βαρνάβας	2	45	1	25	36	
17	Απόστολος Λουκάς	2	48	1	23	40	0
18	Αρχάγγελος	2	49			25	
19	Δασούπολη	3	75	1	21	56	0
20	Έγκωμη Α΄	2	46	1	12	34	
21	Έγκωμη Β΄	2	49	1	19	29	
22	Ελένειον	1	24			15	
23	Εξόρμηση Στροβόλου	1	20	2 (1 πρωινό τμ. και 1 απογ. τμ.)	24	11	0
24	Καϊμακλί *	4 (3 πρωινά τμ. και 1 απογ. τμ.)	75	2 (1 πρωινό τμ. και 1 απ.)	18	47	0
25	Καϊμακλί Γ΄	2	50			37	
26	Κοινωνική Μέριμνα Αγίων Ομολογητών Στρόβολος III	1	23			5	
27	Κοινωνική Μέριμνα Αγίων Ομολογητών *	7 (5 πρωινά τμ. και 2 απογ. τμ.)	125			45	
28	Κωνσταντινουπόλεως	2	50			43	
29	Μακεδονίτισσα Α΄	3	51			31	
30	Μακεδονίτισσα Β΄	2	50	1	21	36	0
31	Μακεδονίτισσα Γ΄ - Στυλιανού Λένα	3	75			48	
32	Μάνα *	8 (5 πρωινά τμ. και 3 απογ. τμ.)	89			38	
33	Νοσοκομείο Μακάρειο	1	0			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 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
34	ΠΑ.ΣΥ.ΔΥ - ΑΓΛΑΝΤΖΙΑΣ	1	20	3	68	19	0
35	ΠΑ.ΣΥ.ΔΥ - ΛΕΥΚΩΣΙΑΣ	1	21	1	11	0	0
36	Παιδομάννα	1	15			11	
37	Παλουριώτισσα Α΄	1	25			21	
38	Παλουριώτισσα Β΄	2	42			33	
39	Περνέρα	2	48			38	
40	«Πεύκιος Γεωργιάδης»	2	44			44	
41	Σταυρός	2	50			40	
42	Φανερωμένη (ΔΡΑ.Σ.Ε.)	1	23			8	
43	«Χατζηγεωργάκης Κορνέσιος»	1	21			21	
44	Χρυσελεύσα	2	47			34	
<b>ΥΠΑΙΘΡΟΣ</b>							
45	Αγία Βαρβάρα	1	25			12	
46	Αγία Μαρίνα Ξυλιάτου	1	4			3	
47	Άγιοι Τριμιθιάς	2	50	1	11	29	0
48	Άγιος Επιφάνιος	1	12			4	
49	Άγιος Μάρωνας	1	15	1	14	15	0
50	Ακάκι	3	69			29	
51	Αλάμπρα	1	23			16	
52	Ανάγια	1	24			11	
53	Ανθούπολη	5	114	1	20	48	0
54	Αρεδιού	1	16	1	16	16	0
55	Ασίνου	2	25			8	
56	Αστρομερίτης	2	48			25	
57	Γέρι Α΄	2	49	2	34	33	0
58	Γέρι Β΄	2	50			32	
59	Δάλι Α΄ - Αντρέα Παναγίδη	3	75	1	24	40	0
60	Δάλι Β΄	2	46	1	23	29	0
61	Δάλι Γ΄ - Αγίων Κωνσταντίνου και Αγίας Ελένης	4	98	1	25	67	0
62	Δευτερά Πάνω	2	47	1	18	33	0
63	Εργάτες	1	23			13	
64	Ευρύχου	1	21			8	
65	Κακοπετριά	1	25			10	
66	Καλό Χωριό Ορεινής	1	15			10	
67	Καμπιά	1	13			6	
68	Κάμππος	1	6			1	
69	Καπέδες	1	24			13	
70	Κλήρου	2	50			28	
71	Κοκκινοτριμιθιά	3	75	2	44	64	0
72	Κοράκου	1	18			5	
73	Λακατάμεια Α΄	4	98	2	47	95	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 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
74	Λακατάμεια Β΄ - Αγίου Μάμα	3	63			29	
75	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	2	50	1	15	33	0
76	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσοστόμου	3	75	1	11	49	0
77	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	2	46			33	
78	Λακατάμεια ΣΤ΄	2	43			30	
79	Λατσιά Α΄	3	75			50	
80	Λατσιά Β΄	2	50	1	25	50	
81	Λατσιά Γ΄	2	50			31	
82	Λατσιά Δ΄	2	50			50	
83	Λυθροδόνας	2	50	1	25	50	0
84	Λύμπια	2	50	2 (1 πρωινό τμ. και 1 απογ.)	11	36	1
85	Μαθιάτης	1	25			9	
86	Μάμμαρη	2	50			32	
87	Μένικο	1	24			8	
88	Μπισερό - Κουρέλλιο	1	24			12	
89	Μουτουλλάς	1	5			2	
90	Ορούντα	1	16			2	
91	Παλαιομέτοχο Α΄	2	45			25	
92	Παλαιομέτοχο Β΄	1	23	1	22	21	0
93	Παλαιχώρι	2	29			14	
94	Παπασταύρου Παπαγαθαγγέλου	1	25	1	22	18	0
95	Πέρα Χωριό Νήσου Α΄	2	49	2	40	31	0
96	Πέρα Χωριό Νήσου Β΄	1	25	1	20	22	
97	Περιστερώνα	2	48			27	
98	Ποταμιά	1	24			13	
99	Σια	1	23			4	
100	Ταμασός	2	50			29	
101	Τεμβριά	1	24			10	
102	Τσέρι	3	73	1	19	43	0
103	Φαρμακάς	1	17			5	
104	Ψιμολόφου	2	49			20	
<b>104</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ</b>	<b>202</b>	<b>4433</b>	<b>46</b>	<b>851</b>	<b>2815</b>	<b>1</b>
<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>							
<b>ΠΟΛΗ</b>							
1	Αγία Μαρίνα Καψάλου	4	99			50	
2	Λεμεσός Α΄	1	22	1	11	13	0
3	Λεμεσός Β΄	3	69			37	
4	Λεμεσός Γ΄	2	42			30	
5	Λεμεσός Δ΄ - «Λητώ Παπαχριστοφόρου»	3	75	1	21	34	0



A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
	(ΔΡΑ.Σ.Ε.)						
6	Λεμεσός Ε΄ - Αγίου Ιωάννη	3	73			43	
7	Λεμεσός ΣΤ΄ - Αγίου Νικολάου	3	72	1	23	58	0
8	Λεμεσός Ζ΄ - Αποστόλου Ανδρέας	3	75			43	
9	Λεμεσός Η΄ - Ομόνοιας	2	49	1	11	37	0
10	Λεμεσός Θ΄ - Καψάλου	1	25			24	
11	Λεμεσός ΙΓ΄ - Αγίου Σπυριδωνα Α΄	3	71			37	
12	Λεμεσός ΙΣΤ΄ - Ζακακίου	3	69			40	
13	Λεμεσός ΙΗ΄ - Αγίου Αντωνίου (ΔΡΑ.Σ.Ε.)	1	21			10	
14	Λεμεσός ΙΘ΄ - Αγίας Φύλαξης	3	66	1	20	36	0
15	Λεμεσός Κ΄ - Αγίου Παντελεήμονα	2	50			39	
16	Λεμεσός ΚΑ΄ - Κοντοβάθεια	3	75			74	
17	Λεμεσός ΚΒ΄ - Αγίου Γεωργίου	2	50			24	
18	Λεμεσός ΚΓ΄ - Αγίου Σπυριδωνα Β΄	2	48			33	
19	Λεμεσός ΚΕ΄ - Εκάλης	3	75			71	
20	Λεμεσός ΚΣΤ΄ - Παναγίας Τριχερούσας	4	94			87	
21	Λεμεσός ΚΖ΄ - Τιμίου Προδρόμου	3	75			57	
22	Καλογερόπουλος	3	61			46	
<b>ΥΠΑΙΘΡΟΣ</b>							
23	«Άγιοι Ανάργυροι» - Μονή - Μοναγρούλλι	1	24			9	
24	Άγιος Αθανάσιος	5	114	2	31	88	0
25	Άγιος Τύχων	1	22			14	
26	Αγρός	1	25			9	
27	Ακρωτήρι	1	23			10	
28	Ασγάτα	1	11			3	
29	Αυδήμου	1	24			8	
30	Γερμασόγεια	3	72			59	
31	Επισκοπή	3	72	1	25	58	
32	Ερήμη	2	49			27	
33	«Ιαματική»	1	20			5	
34	Καλό Χωριό	1	21			7	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
35	Καντού	1	18			3	
36	Κιβίδες	1	25	1	14	13	
37	Κολόσσι Α΄ - Αποστόλου Λουκά	2	49	1	23	31	
38	Κολόσσι Β΄ - Αποστόλου Ανδρέα και Αγίας Φωτεινής	2	50			25	
39	Κυπερούντα	2	30			15	
40	Λινόπετρα	3	73	1	14	38	0
41	Μουταγιάκα	2	50			27	
42	Παλόδεια	2	48			30	
43	Παρεκκλησιά	1	25	1	25	22	0
44	Πάχνα	1	21			10	
45	Πελένδρι	1	18			10	
46	Πεντάκωμο	1	20			8	
47	Πισσούρι	1	17			4	
48	Πλάτρες Κάτω	1	10			5	
49	Πολεμίδα Κάτω Α΄	2	47			19	
50	Πολεμίδα Κάτω Β΄	1	24	1	23	24	0
51	Πολεμίδα Κάτω Γ΄	3	75	1	22	48	0
52	Πολεμίδα Κάτω ΚΗ΄ - Αρχαγγέλου Μιχαήλ	2	50	1	21	47	0
53	Πολεμίδα Πάνω-Καρμιώτισσα	4	100			58	
54	Ποταμός Γερμασόγειας Α΄	2	50			37	
55	Ποταμός Γερμασόγειας Β΄	3	74			62	
56	Πύργος	2	50			24	
57	Σπιτάλι - Παραμύθα	1	25			12	
58	Τραχώνι	3	75			57	
59	Τριμήκληνη	1	19			10	
60	Ύψωνας Β΄	4	98			98	
61	Ύψωνας Γ΄	3	73			57	
<b>61</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ</b>	<b>130</b>	<b>3047</b>	<b>15</b>	<b>284</b>	<b>2014</b>	<b>0</b>
<b>ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ</b>							
<b>ΠΟΛΗ</b>							
1	Άγιοι Ανάργυροι	2	50			31	
2	Άγιος Γεώργιος	2	49			17	
3	Άγιος Ιωάννης	2	48			24	
4	Άγιος Λάζαρος Α΄	1	23			18	
5	Άγιος Λάζαρος Β΄	2	47			29	
6	Δροσιά	3	75			75	
7	Εθνάρχης Μακάριος Γ΄- Κόκκινες	1	24			18	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
8	Εθνάρχης Μακάριος Γ΄-Τσιακκιλερού	1	21			11	
9	Ζήνων	2	45			32	
10	Καθαρή - Δημήτρη Λιπέρτη	2	51			51	
11	Καλογεράς	2	43			25	
12	Καμάρες	2	50			41	
13	Παυλίδειο	2	49			19	
14	Πρόδρομος - Φλωρίδειο	3	74			45	
15	Σωτήρος	2	50			22	
<b>ΥΠΑΙΘΡΟΣ</b>							
16	Αγγλισίδες	1	25			13	
17	Άγιος Θεόδωρος	1	22			11	
18	Αθηνίου	3	70	2	50	45	0
19	Αλεθρικό	2	50			20	
20	Αναφωτίδα	1	25			7	
21	Αραδίππου Α΄	4	99	2	45	59	0
22	Αραδίππου Β΄	2	50			32	
23	Αραδίππου Γ΄	2	50			41	
24	Αραδίππου Δ΄ - Αγίου Φανουρίου	3	73			69	
25	Αραδίππου Ε΄ - Αγίων Αυξεντίου και Ευσταθίου	3	75			56	
26	Βορόκληνη	3	75	1	25	71	0
27	Δρομολαξιά	3	75			53	
28	Ζύγι	1	22			6	
29	Καλαβασός	1	16			5	
30	Καλό Χωριό	1	17	1	19	11	0
31	Κίτι	3	74			62	
32	Κόρνος	2	48			21	
33	Κοφίνου	1	25			18	
34	Λεύκαρα Πάνω	1	20			8	
35	Λιβιάδια Α΄	3	75	1	23	51	0
36	Λιβιάδια Β΄	2	50	1	25	42	
37	Μαζωτός	1	18			9	
38	Μαρώνι	1	21			7	
39	Μενεού	2	50			31	
40	Μοσφιλωτή	1	24	1	18	11	0
41	Ξυλοτύμβου Α΄	2	49			25	
42	Ξυλοτύμβου Β΄	1	20			14	
43	Ξυλοφάγου	2	48	1	21	42	0
44	Ορμίδεια Α΄	2	50			25	
45	Ορμίδεια Β΄	1	25			19	
46	Περιβόλια	2	48			26	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
47	Πύλα	2	43			25	
48	Πυργά	1	22			7	
49	Τερσεφάνου	1	25			21	
50	Τόχνη	1	10			2	
51	Τρούλλοι	2	38			12	
52	Χοιροκοπία	1	24			11	
53	Ψευδάς	2	38			21	

#### ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ

1	Αγία Νάπα	3	75	3 (2 πρωινά και 1 απογ. τμ.)	48	58	0
2	Αυγόρου Α΄	2	50			29	
3	Αυγόρου Β΄	2	35			18	
4	Βρυσούλες	1	24	1	22	18	0
5	Δάσος Άχνας - «Φώτης Πίπτας»	2	48			22	
6	Δερύνεια	3	58	2 (1πρωινά και 1 απογ. τμ.)	22	27	0
7	Δερύνεια Γ΄	2	40			25	
8	Λιοπέτρι	4	89	1	23	53	0
9	Παραλίμνι Α΄	2	49			39	
10	Παραλίμνι Β΄	2	50			37	
11	Παραλίμνι Γ΄	2	50			36	
12	Παραλίμνι Δ΄	2	43			32	
13	Παραλίμνι - Γιώρκειο	2	46	6 (5 πρωινά και 1 απογ.)	102	25	0
14	Σωτήρα	3	75	1	21	73	0
15	Φρέναρος	3	74	1	13	47	0
<b>68</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ Λ/ΚΑΣ-ΑΜΜ/ΣΤΟΥ</b>	<b>132</b>	<b>3094</b>	<b>25</b>	<b>477</b>	<b>2006</b>	<b>0</b>

#### ΕΠΑΡΧΙΑ ΠΑΦΟΥ

#### ΠΟΛΗ

1	Πάφος Α΄	4	94			56	
2	Πάφος Γ΄ - Αποστόλου Παύλου	4	100			45	
3	Πάφος Δ΄ - Κάτω Περβολιών (ΔΡΑ.Σ.Ε.)	3	75			47	
4	Πάφος Ε΄ - Αγίου Δημητρίου (ΔΡΑ.Σ.Ε.)	2	35			13	
5	Πάφος ΣΤ΄ - Κάτω Πάφου (ΔΡΑ.Σ.Ε.)	2	49			34	
6	Πάφος Η΄ - Αναβαργός	3	75	1	25	51	0
7	Πάφος Θ΄ - Πετρίδειο	5	125			85	
8	Πάφος Ι΄ - «Ευαγόρας Παλληκαρίδης»	3	73			41	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
9	Πάφος ΙΑ΄	2	49	1	25	41	0
10	Πάφος ΙΒ΄ - «Πεύκιος Γεωργιάδης»	2	50			35	
11	Πάφος ΙΓ΄	2	49	1	25	38	0
<b>ΥΠΑΙΘΡΟΣ</b>							
12	Αγία Μαρίνα Χρυσοχούς	1	22			9	
13	Αργάκα	1	22	1	14	22	0
14	Γεροσκήπου Α΄	3	75			50	
15	Γεροσκήπου Β΄	4	93			56	
16	Γιόλου	1	20			9	
17	Δρούσεια	1	14			7	
18	Έμπα	2	49	1	25	28	0
19	Ίνεια	1	5			2	
20	Κισσόνεργα	2	50			25	
21	Κονιά	2	50			36	
22	Κούκλια	1	14			4	
23	Μανδριά	1	25			11	
24	Μεσόγη	2	50			31	0
25	Παναγιά	1	4			1	
26	Πέγεια	2	50			35	
27	Πολέμι	1	24	1	13	15	
28	Πόλη Χρυσοχούς	3	66			44	
29	Πομός	1	10			5	
30	Πύργος Κάτω	1	17			9	
31	Στρομπί	1	19			9	
32	Τάλα	1	25			11	
33	Τίμη	2	40			18	
34	Τσάδα-Κοίλη- «Ευαγόρας Παλληκαρίδης»	1	12			5	
35	Χλώρακα-Αγίου Νικολάου	2	49	1	25	22	
36	Χλώρακα-Λέμπα Αγίου Στεφάνου	3	68			32	
37	Χολέτρια	1	9			4	
<b>37</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ</b>	<b>74</b>	<b>1656</b>	<b>7</b>	<b>152</b>	<b>986</b>	<b>0</b>
	<b>ΚΑΤΕΧΟΜΕΝΑ</b>						
1	Ριζοκάρπασο	1	3			2	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
<b>ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΠΟΥ ΛΕΙΤΟΥΡΓΟΥΝ ΑΝΕΞΑΡΤΗΤΑ ΑΠΟ ΤΑ ΔΗΜΟΣΙΑ</b>							
<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>							
1	Αγλαντζιά Α΄	.....	.....	3	69	.....	0
2	Ελέναιο Τσερίου	.....	.....	1	24	.....	24
3	Λάιονς	.....	.....	4 (2 πρωινά και 2 απογ. τμ.)	50	.....	0
4	ΝΑΡΕΚ	.....	.....	1	19	.....	3
5	ΣΚΕ Αγίου Δομετίου	.....	.....	1	24	.....	4
6	«Λητώ Παπαχριστοφόρου»	.....	.....	1	25	.....	22
<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>							
7	Γερμασόγεια	.....	.....	1	25	.....	0
8	Θεοτόκος	.....	.....	1	4	.....	0
9	Τραχώνι	.....	.....	1	24	.....	0
<b>ΕΠΑΡΧΙΑ ΠΑΦΟΥ</b>							
10	Μεσόγη	.....	.....	1	20	.....	0
11	Πόλη Χρυσοχούς	.....	.....	1	17	.....	0
<b>Σύνολο Κοινοτικών νηπιαγωγείων που λειτουργούν ανεξάρτητα από τα δημόσια</b>		.....	.....	<b>16</b>	<b>300</b>	.....	<b>53</b>
<b>ΣΥΝΟΛΑ</b>							
<b>ΛΕΥΚΩΣΙΑ</b>		202	4433	57	1053	2815	53
<b>ΛΕΜΕΣΟΣ</b>		130	3047	18	337	2014	0
<b>ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ</b>		132	3094	25	477	2006	0
<b>ΠΑΦΟΣ</b>		74	1656	9	189	986	0
<b>ΚΑΤΕΧΟΜΕΝΑ</b>		1	3	0	0	2	0
<b>ΣΥΝΟΛΟ</b>		<b>539</b>	<b>12233</b>	<b>109</b>	<b>2056</b>	<b>7823</b>	<b>53</b>

#### ΣΧΟΛΙΚΕΣ ΜΟΝΑΔΕΣ ΝΗΠΙΑΓΩΓΕΙΩΝ

ΕΠΑΡΧΙΑ	ΔΗΜΟΣΙΑ ΝΗΠΙΑΓΩΓΕΙΑ	ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ
<b>ΛΕΥΚΩΣΙΑ</b>	<b>104</b>	<b>42</b>
<b>ΛΕΜΕΣΟΣ</b>	<b>61</b>	<b>17</b>
<b>ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ</b>	<b>68</b>	<b>15</b>
<b>ΠΑΦΟΣ</b>	<b>37</b>	<b>9</b>
<b>ΚΑΤΕΧΟΜΕΝΑ</b>	<b>1</b>	<b>0</b>
<b>ΠΑΓΚΥΠΡΙΑ ΣΥΝΟΛΑ</b>	<b>271</b>	<b>83</b>

\* Δημόσια νηπιαγωγεία με απογευματινά τμήματα

ΔΡΑ.Σ.Ε. = Δράσεις Κοινωνικής και Σχολικής Ένταξης

**ΠΑΡΑΡΤΗΜΑ Β΄: ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2015-2016**

<b>A/A</b>	<b>ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ</b>	<b>ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ</b>	<b>ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ</b>
<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>			
1.	Αγία Μαρίνα (ΚΑ)	6	104
2.	Αγία Μαρίνα (ΚΒ)	5	94
3.	Άγιοι Ομολογητές (ΚΑ)	6	123
4.	Άγιοι Ομολογητές (ΚΒ)	6	129
5.	Άγιος Ανδρέας (ΚΑ)	6	124
6.	Άγιος Ανδρέας (ΚΒ)	6	122
7.	Άγιος Αντώνιος	6	106
8.	Άγιος Βασίλειος (ΚΑ)	10	215
9.	Άγιος Βασίλειος (ΚΒ)	8	156
10.	Άγιος Δημήτριος	12	261
11.	Άγιος Δομέτιος Α΄	6	115
12.	Άγιος Δομέτιος Β΄ (ΚΑ)	5	80
13.	Άγιος Δομέτιος Β΄ (ΚΒ)	6	97
14.	Άγιος Δομέτιος Γ΄	6	92
15.	Άγιος Κασσιανός (ΔΡΑ.Σ.Ε.)	4	58
16.	Άγιος Σπυρίδωνας	7	121
17.	Αγλαντζιά Α΄ - Αγίου Γεωργίου	6	99
18.	Αγλαντζιά Γ΄	10	196
19.	Αγλαντζιά Δ΄ (ΚΑ)	9	205
20.	Αγλαντζιά Δ΄ (ΚΒ)	9	200
21.	Αγλαντζιά Ε΄ - Άκη Κλεάνθους	13	269
22.	Αγλαντζιά ΣΤ΄	18	369
23.	Ακρόπολη (ΚΑ)	6	140
24.	Ακρόπολη (ΚΒ)	6	132
25.	Απόστολος Βαρνάβας	12	223
26.	Απόστολος Λουκάς	15	303
27.	Αρχάγγελος	12	254
28.	Δασούπολη (ΚΑ)	9	170
29.	Δασούπολη (ΚΒ)	8	150
30.	Έγκωμη Α΄ (ΚΑ)	8	152

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
31.	Έγκωμη Α΄ (ΚΒ)	9	187
32.	Έγκωμη Β΄	7	124
33.	Ελένειον	6	79
34.	Καΐμακλί Α΄ (ΚΑ)	4	78
35.	Καΐμακλί Β΄ (ΚΒ)	5	89
36.	Καΐμακλί Γ΄ (ΚΑ)	8	165
37.	Καΐμακλί Γ΄ (ΚΒ)	9	184
38.	Κωνσταντινουπόλεως	17	365
39.	Λυκαβηττός (ΚΑ)	6	92
40.	Λυκαβηττός (ΚΒ)	6	112
41.	Μακεδονίτισσα Α΄	14	300
42.	Μακεδονίτισσα Β΄	13	266
43.	Μακεδονίτισσα Γ΄ - Στυλιανού Λένα	18	397
44.	Νοσοκομείο (Μακάρειο)		
45.	Παλουριώτισσα Α΄ (ΚΑ)	6	91
46.	Παλουριώτισσα Α΄ (ΚΒ)	6	114
47.	Παλουριώτισσα Β΄ (ΚΑ)	4	79
48.	Παλουριώτισσα Β΄ (ΚΒ)	6	98
49.	Παλουριώτισσα Γ΄	10	185
50.	Περνέρα	13	278
51.	«Πεύκιος Γεωργιάδης» (Ενιαίο Ολοήμερο) (Ε.Ο.Σ.)	14	259
52.	Σταυρός (ΚΑ)	6	139
53.	Σταυρός (ΚΒ)	6	133
54.	Φανερωμένη (ΔΡΑ.Σ.Ε.)	4	48
55.	«Χατζηγεωργάκης Κορνέσιος»	9	174
56.	Χρυσελεύσα (ΚΑ)	7	163
57.	Χρυσελεύσα (ΚΒ)	7	132
58.	Αγία Βαρβάρα	9	160
59.	Αγία Μαρίνα Ξυλιάτου (Αγία Μαρίνα Ξυλιάτου, Λαγουδερά, Ξυλιάτος, Σαράντι)	3	31
60.	Άγιοι Τριμιθιάς	7	117
61.	Άγιος Επιφάνιος	3	33
62.	Άγιος Ιωάννης Λευκωσίας	2	22



<b>A/A</b>	<b>ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ</b>	<b>ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ</b>	<b>ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ</b>
63.	Άγιος Μάρωνας	6	83
64.	Αγροκηπιά	2	28
65.	Ακάκι	12	194
66.	Αλάμπρα	6	91
67.	Ανάγεια	7	94
68.	Αναλιόντας	2	29
69.	Ανθούπολη (ΚΑ)	6	105
70.	Ανθούπολη (ΚΒ)	5	89
71.	Αρεδιού	6	87
72.	Ασίνου (Νικητάρι, Αγία Ειρήνη Λευκωσίας, Άγιος Γεώργιος Καυκάλλου, Βυζακιά, Καννάβια, Κουτραφάς Κάτω, Ποτάμι)	6	99
73.	Αστρομερίτης	6	89
74.	Γέρι Α΄	12	222
75.	Γέρι Β΄	10	187
76.	Δάλι Α΄	12	204
77.	Δάλι Β΄	12	250
78.	Δάλι Γ΄	20	419
79.	Δένεια	2	22
80.	Δευτερά (Δευτερά Πάνω, Δευτερά Κάτω)	13	268
81.	Εργάτες	6	90
82.	Ευρύχου (Ευρύχου, Άγιος Δημήτριος, Άγιος Θεόδωρος Σολέας, Γερακιές, Καλοπαναγιώτης, Καμινάρια, Κατύδατα, Λεμίθου, Ληνού, Μουτουλλάς, Μυλικούρι, Οίκος, Παλαιόμυλος, Σκουριώτισσα, Τεμβριά, Τρεις Ελιές, Φλάσου)	6	97
83.	Κακοπετριά (Κακοπετριά, Γαλάτα, Καλιάνα, Κούρδαλι, Πεδουλάς, Πρόδρομος, Σιναόρος, Σπήλια)	6	106
84.	Καλό Χωριό Ορεινής	4	53
85.	Καμπιά - Εθνομάρτυρα Κυπριανού	2	19
86.	Κάμπος (Κάμπος, Τσακίστρα)	2	5
87.	Καπέδες (Ε.Ο.Σ.)	2	29
88.	Κλήρου (Κλήρου, Γούρρη, Λαζανιάς, Φικάρδου)	6	125
89.	Κοκκινотριμιθιά Α΄	7	135
90.	Κοκκινотριμιθιά Β΄	10	163
91.	Κοράκου	3	43

<b>A/A</b>	<b>ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ</b>	<b>ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ</b>	<b>ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ</b>
92.	Λακατάμεια Α΄ (ΚΑ) - Αγίας Παρασκευής και Αγίου Νικολάου	8	174
93.	Λακατάμεια Α΄ (ΚΒ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	148
94.	Λακατάμεια Β΄ - Αγίου Μάμα	11	193
95.	Λακατάμεια Γ΄ - Αγίου Γεωργίου	15	336
96.	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	12	257
97.	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσοστόμου	18	407
98.	Λακατάμεια ΣΤ΄ - Αγίου Στυλιανού	16	365
99.	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	18	321
100.	Λατσιά Α΄ (ΔΡΑ.Σ.Ε.)	12	232
101.	Λατσιά Β΄ (ΚΑ) (ΔΡΑ.Σ.Ε.)	6	120
102.	Λατσιά Β΄ (ΚΒ) (ΔΡΑ.Σ.Ε.)	7	149
103.	Λατσιά Γ΄ (ΔΡΑ.Σ.Ε.)	12	229
104.	Λατσιά Δ΄ (ΔΡΑ.Σ.Ε.)	15	297
105.	Λυθροδόνας - «Μελέπιον»	12	216
106.	Λύμπια	12	196
107.	Μαθιάτης	3	39
108.	Μαλούντα	2	12
109.	Μάμμαρη	6	130
110.	Μένικο	6	67
111.	Μιτσερό (Μιτσερό, Αληθινού, Άλωνα, Λιβάδια Λευκωσίας, Πλατανιστάσα)	4	47
112.	Ορούντα	2	20
113.	Παλαιομέτοχο Α΄	7	121
114.	Παλαιομέτοχο Β΄	6	76
115.	Παλαιχώρι (Περιφερειακό Ενιαίο Ολοήμερο) (Παλαιχώρι Μόρφου, Παλαιχώρι Ορεινής, Απλίκι, Ασκάς, Φτερικουόδι) (Ε.Ο.Σ.)	4	47
116.	Πέρα Χωριό Νήσου Α΄	12	196
117.	Πέρα Χωριό Νήσου Β΄	8	124
118.	Περιστερώνα (Περιστερώνα Λευκωσίας, Κάτω Μονή)	9	142
119.	Ποταμιά	2	23
120.	Σια	3	49
121.	Ταμασός (Περιφερειακό) (Πέρα Ορεινής, Επισκοπειό, Πολιτικό)	8	140

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
122.	Τσέρι Α΄	12	231
123.	Τσέρι Β΄ (Μέρος Τσερίου, Κοτσιάτης, Μαργί)	12	191
124.	Φαρμακάς - Καμπί	3	36
125.	Ψιμολόφου	8	139
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ</b>		<b>986</b>	<b>18448</b>
<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>			
1.	Λεμεσός Α΄	6	105
2.	Λεμεσός Β΄ (ΚΑ)	7	147
3.	Λεμεσός Β΄ (ΚΒ)	8	155
4.	Λεμεσός Γ΄	10	166
5.	Λεμεσός Δ΄ (ΚΑ) <a href="#">(ΔΡΑ.Σ.Ε.)</a>	7	144
6.	Λεμεσός Δ΄ (ΚΒ) <a href="#">(ΔΡΑ.Σ.Ε.)</a>	7	145
7.	Λεμεσός Ε΄ (ΚΑ) - Αγίου Ιωάννη	6	99
8.	Λεμεσός Ε΄ (ΚΒ) - Αγίου Ιωάννη	5	93
9.	Λεμεσός Στ΄ (ΚΑ) - Αγίου Νικολάου <a href="#">(ΔΡΑ.Σ.Ε.)</a>	6	133
10.	Λεμεσός Στ΄ (ΚΒ) - Αγίου Νικολάου <a href="#">(ΔΡΑ.Σ.Ε.)</a>	7	159
11.	Λεμεσός Ζ΄ (ΚΑ) - Αποστόλου Ανδρέα	6	137
12.	Λεμεσός Ζ΄ (ΚΒ) - Αποστόλου Ανδρέα	7	142
13.	Λεμεσός Η΄ (ΚΑ) - Ομόνοιας	6	104
14.	Λεμεσός Η΄ (ΚΒ) - Ομόνοιας	5	98
15.	Λεμεσός Θ΄ (ΚΑ) - Καψάλου	5	98
16.	Λεμεσός Θ΄ (ΚΒ) - Καψάλου	6	88
17.	Λεμεσός Ι΄ (ΚΑ) - Χαλκούτσας	6	128
18.	Λεμεσός Ι΄ (ΚΒ) - Χαλκούτσας	6	112
19.	Λεμεσός ΙΑ΄ (ΚΑ) - Τσίρειο	8	178
20.	Λεμεσός ΙΑ΄ (ΚΒ) - Τσίρειο	9	174
21.	Λεμεσός ΙΒ΄ (ΚΑ) - Λανίτειο	5	110
22.	Λεμεσός ΙΒ΄ (ΚΒ) - Λανίτειο	7	139
23.	Λεμεσός ΙΓ΄ (ΚΑ) - Αγίου Σπυριδωνα Α΄ <a href="#">(ΔΡΑ.Σ.Ε.)</a>	4	87
24.	Λεμεσός ΙΓ΄ (ΚΒ) - Αγίου Σπυριδωνα Α΄ <a href="#">(ΔΡΑ.Σ.Ε.)</a>	6	109
25.	Λεμεσός ΙΔ΄ - Μέσα Γειτονιά	7	114

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
26.	Λεμεσός ΙΣΤ΄ - Ζακακίου - Πολύκαρπου Βλάχου	15	334
27.	Λεμεσός ΙΗ΄ - Αγίου Αντωνίου (ΔΡΑ.Σ.Ε.)	5	64
28.	Λεμεσός ΙΘ΄ - Αγίας Φυλάξεως	14	284
29.	Λεμεσός Κ΄ - Αγίου Παντελεήμονα	12	243
30.	Λεμεσός ΚΑ΄ - Κοντοβάθεια	20	438
31.	Λεμεσός ΚΒ΄ - Αγίου Γεωργίου	11	201
32.	Λεμεσός ΚΓ΄ - Αγίου Σπυρίδωνα Β΄ (ΔΡΑ.Σ.Ε.)	12	246
33.	Λεμεσός ΚΕ΄ - Εκάλης	17	376
34.	Λεμεσός ΚΣΤ΄ - Παναγίας Τριχερούσας	20	456
35.	Λεμεσός ΚΖ΄ - Τιμίου Προδρόμου (Μέρος Δήμου Μέσα Γειτονιάς, Φασούλα Λεμεσού)	14	304
36.	Νοσοκομείο Λεμεσού		
37.	«Άγιοι Ανάργυροι» Μονή- Μοναγρούλλι (Περιφερειακό)	5	77
38.	Άγιος Αθανάσιος Α΄	11	198
39.	Άγιος Αθανάσιος Β΄	20	433
40.	Άγιος Αμβρόσιος	2	22
41.	Άγιος Τύχων	5	84
42.	Αγρός (Αγρός, Άγιος Θεόδωρος Λεμεσού, Άγιος Ιωάννης Λεμεσού, Μύλος Κάτω, Πολύστυπος)	3	50
43.	Ακρωτήρι	3	47
44.	Απεσιά (Περιφερειακό Ενιαίο Ολοήμερο) (Απεσιά, Κορφή) (Ε.Ο.Σ.)	3	37
45.	Ασγάτα (Ασγάτα, Βάσα Κελλακίου, Πλατιές Μεταλλεία, Σανίδα)	2	11
46.	Ασώματος	3	30
47.	Αυδήμου (Περιφερειακό) (Αυδήμου, Άγιος Θωμάς, Αλέκτορα, Ανώγυρα, Παραμάλι, Πλατανίστεια, Πραστιό Αυδήμου)	4	47
48.	Αψιού (Περιφερειακό Ενιαίο Ολοήμερο) (Αψιού, Γεράσα, Μαθικολώνη) (Ε.Ο.Σ.)	2	24
49.	Γερμασόγεια (Γερμασόγεια, Ακρούντα, Φοινικάρια)	13	276
50.	Επισκοπή (Επισκοπή Λεμεσού, Καντού, Σωτήρα Λεμεσού)	14	269
51.	Ερήμη (Ε.Ο.Σ.)	9	158
52.	«Ιαματική» (Περιφερειακό Ενιαίο Ολοήμερο) (Επταγώνεια, Ακαπνού, Αρακαπάς, Διερώνα, Κελλάκι, Κλωνάρι, Μελίνη, Οδού, Πραστιό Κελλακίου, Προφήτης Ηλίας, Συκόπετρα) (Ε.Ο.Σ.)	4	57

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
53.	Καλό Χωριό (Καλό Χωριό Λεμεσού, Άγιος Κωνσταντίνος, Άγιος Παύλος, Ζωοπηγή, Λουβαράς)	3	50
54.	Κάτω Πολεμίδια Α΄ - Παναγίας Ευαγγελίστριας	11	206
55.	Κάτω Πολεμίδια Β΄ - Αγίου Γεωργίου	7	117
56.	Κάτω Πολεμίδια ΙΕ΄ (ΚΑ) - Αγίου Νεοφύτου	6	110
57.	Κάτω Πολεμίδια ΙΕ΄ (ΚΒ) - Αγίου Νεοφύτου	7	137
58.	Κάτω Πολεμίδια ΙΖ΄ - Μελίνας Μερκούρη	11	190
59.	Κάτω Πολεμίδια ΚΔ΄ - Αποστόλου Βαρνάβα	10	187
60.	Κάτω Πολεμίδια ΚΗ΄ - Αρχαγγέλου Μιχαήλ	14	294
61.	Κιβίδες Πάνω (Κιβίδες Πάνω, Κιβίδες Κάτω, Άγιος Θεράπων, Άγιος Νικόλαος Πάφου, Βουνί, Κέδαρες, Κισσούσα, Μαλιά, Μούσερε, Όμοδος, Ποταμιού, Πραιτώρι, Φιλούσα Κελοκεδάρων)	5	65
62.	Κολόσσι Α΄ - Αποστόλου Λουκά	12	192
63.	Κολόσσι Β΄ - Αποστόλου Ανδρέα και Αγίας Φωτεινής	11	204
64.	Κυπερούντα (Περιφερειακό Ενιαίο Ολοήμερο) (Κυπερούντα, Αγγίδια, Δύμες, Χανδριά) (Ε.Ο.Σ.)	5	71
65.	Λινόπετρα	11	191
66.	Μουτταγιάκα (Μουτταγιάκα, Αρμενοχώρι)	8	124
67.	Παλόδεια	7	114
68.	Πάνω Πολεμίδια - Καρμιώτισσας (Πολεμίδια Πάνω, Άλασσα, Λόφου)	12	274
69.	Παραμύθα - Σπιτάλι	3	51
70.	Παρεκκλησιά	7	137
71.	Πάχνα (Πάχνα, Άρσος Λεμεσού, Βάσα Κοιλανίου, Δωρά)	3	41
72.	Πελένδρι (Πελένδρι, Ποταμίτσα) (Ε.Ο.Σ.)	3	36
73.	Πεντάκωμο	3	35
74.	Πισσούρι	5	65
75.	Πλάτρες Κάτω (Πλάτρες Κάτω, Πλάτρες Πάνω, Μανδριά Λεμεσού)	2	11
76.	Ποταμός Γερμασόγειας Α΄	12	212
77.	Ποταμός Γερμασόγειας Β΄	18	391
78.	Πύργος	8	134
79.	Σούνι - Ζανακιά	2	27
80.	Τραχώνι Α΄	9	177
81.	Τραχώνι Β΄	7	115

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
82.	Τριμήκλινη (Περιφερειακό Ενιαίο Ολοήμερο) (Τριμήκλινη, Άγιος Γεώργιος Λεμεσού, Άγιος Μάμας, Αμιάντος, Δωρός, Καπηλειό, Κοιλάνι, Κουκά, Λάνεια, Λιμνάτης, Μονάγρι, Μονιάτης, Πέρα Πεδί, Σαϊττάς, Σιλίκου, Φοινί) (Ε.Ο.Σ.)	6	91
83.	Ύψωνας Α΄	17	352
84.	Ύψωνας Β΄	12	254
85.	Ύψωνας Γ΄	12	239
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ</b>		<b>674</b>	<b>12824</b>
<b>ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ</b>			
1.	Άγιοι Ανάργυροι - «Μιχάλης Κακογιάννης»	11	188
2.	Άγιος Γεώργιος	6	118
3.	Άγιος Ιωάννης	8	148
4.	Άγιος Λάζαρος Α΄	9	148
5.	Άγιος Λάζαρος Β΄ (ΔΡΑ.Σ.Ε.)	8	135
6.	Δροσιά (ΚΑ)	12	276
7.	Δροσιά (ΚΒ) - «Μιχαλάκης Παρίδης»	12	272
8.	Εθνάρχης Μακάριος Γ΄ (ΚΑ)	6	95
9.	Εθνάρχης Μακάριος Γ΄ (ΚΒ)	6	114
10.	Ζήνων	12	250
11.	Καθαρή - Δημήτρη Λιπέρη	14	306
12.	Καλογεράς (ΚΑ)	3	61
13.	Καλογεράς (ΚΒ)	4	71
14.	Καμάρες	14	308
15.	Νοσοκομείο Λάρνακας		
16.	Πρόδρομος (ΚΑ)	6	104
17.	Πρόδρομος (ΚΒ)	6	123
18.	Σωτήρος	12	215
19.	Αγγλισίδες (Αγγλισίδες, Μενόγεια)	6	102
20.	Αγία Άννα	2	25
21.	Άγιος Θεόδωρος	3	40
22.	Αθηνού (ΚΑ)	8	170
23.	Αθηνού (ΚΒ)	8	165
24.	Αλαμινός - Δημητράκη Γεωργίου	2	8

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
25.	Αλεθρικό (Αλεθρικό, Κιβισίλι, Κλαυδιά)	8	123
26.	Αναφωτίδα	3	34
27.	Αραδίππου Α΄	12	262
28.	Αραδίππου Β΄ (Μέρος Δήμου Αραδίππου, Αβδελλερό)	12	269
29.	Αραδίππου Γ΄	14	279
30.	Αραδίππου Δ΄ - Αγίου Φανουρίου	18	414
31.	Αραδίππου Ε΄ - Αγίων Αυξεντίου και Ευσταθίου	15	316
32.	Βορόκληνη	16	337
33.	Δρομολαξιά Α΄	6	88
34.	Δρομολαξιά Β΄	6	123
35.	Ζύγι (Ζύγι, Βασιλικό, Μαρί) (Ε.Ο.Σ.)	3	48
36.	Καλαβασός	3	35
37.	Καλό Χωριό (ΔΡΑ.Σ.Ε.)	7	125
38.	Κελλιά	2	27
39.	Κίτι	15	314
40.	Κόρνος	7	127
41.	Κοφίνου - «Μιχαλοπούλειο»	6	94
42.	Λεύκαρα Πάνω (Λεύκαρα Πάνω, Λεύκαρα Κάτω, Βαβασιτιά, Βάβλα, Κάτω Δρυς, Λάγεια, Σκαρίνου)	3	57
43.	Λιβιάδια (ΚΑ)	11	240
44.	Λιβιάδια (ΚΒ)	11	231
45.	Μαζωτός	3	30
46.	Μαρώνι - Ψεματισμένος	4	57
47.	Μενεού	11	190
48.	Μοσφιλωτή	6	99
49.	Ξυλοτύμβου Α΄	7	128
50.	Ξυλοτύμβου Β΄	6	113
51.	Ξυλοφάγου Α΄ (ΔΡΑ.Σ.Ε.)	13	280
52.	Ξυλοφάγου Β΄ (ΔΡΑ.Σ.Ε.)	9	153
53.	Ορμίδεια Α΄	7	137
54.	Ορμίδεια Β΄	7	116
55.	Περιβόλια	9	155
56.	Πύλα	7	134

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
57.	Πυργά	6	81
58.	Τερσεφάνου	6	87
59.	Τόχνη	2	28
60.	Τρούλλοι	6	90
61.	Χοιροκοιτία (Χοιροκοιτία, Άγιοι Βαβατσινιάς, Ορά) (Ε.Ο.Σ.)	4	57
62.	Ψευδάς	6	106
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΑΡΝΑΚΑΣ</b>		<b>475</b>	<b>9026</b>
<b>ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ</b>			
1.	Αγία Νάπα - Αντώνη Τσόκκου	15	304
2.	Άγιος Γεώργιος - Βρυσούλες - Αχερίτου (Αχερίτου, Βρυσούλες, Στροβίλια)	6	100
3.	Αυγόρου Α΄	12	181
4.	Αυγόρου Β΄	11	180
5.	Δάσος Άχνας - «Φώτης Πίπτας»	11	168
6.	Δερύνεια Α΄	6	122
7.	Δερύνεια Β΄	6	96
8.	Δερύνεια Γ΄	10	170
9.	Λιοπέτρι Α΄ (ΔΡΑ.Σ.Ε.)	11	185
10.	Λιοπέτρι Β΄ (ΔΡΑ.Σ.Ε.)	11	173
11.	Παραλίμνι Α΄	15	280
12.	Παραλίμνι Β΄	12	267
13.	Παραλίμνι Γ΄	12	225
14.	Παραλίμνι Δ΄	13	254
15.	Σωτήρα Α΄	11	172
16.	Σωτήρα Β΄	7	125
17.	Σωτήρα Γ΄ (Ενιαίο Ολοήμερο) (Ε.Ο.Σ.)	6	105
18.	Φρέναρος	13	280
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΑΜΜΟΧΩΣΤΟΥ</b>		<b>188</b>	<b>3387</b>
<b>ΕΠΑΡΧΙΑ ΠΑΦΟΥ</b>			
1.	Πάφος Α΄ - Νεοφύτειο	6	128
2.	Πάφος Β΄ - Δημήτριο	9	166



A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
3.	Πάφος Γ΄ (ΚΑ) - Αποστόλου Παύλου	6	128
4.	Πάφος Γ΄ (ΚΒ) - Αποστόλου Παύλου	6	104
5.	Πάφος Δ΄ - Κάτω Περβολιών (ΔΡΑ.Σ.Ε.)	13	264
6.	Πάφος Ε΄ - Αγίου Δημητρίου (ΔΡΑ.Σ.Ε.)	6	98
7.	Πάφος ΣΤ΄ - Κάτω Πάφου (ΔΡΑ.Σ.Ε.)	12	218
8.	Πάφος Ζ΄ - Αγίου Κενδέα	6	100
9.	Πάφος Η΄ - Ιορδάνειο	12	265
10.	Πάφος Θ΄ - Κουπάτειο	17	358
11.	Πάφος Ι΄ - «Ευαγόρας Παλληκαρίδης»	15	330
12.	Πάφος ΙΑ΄ - Αγίου Σπυριδωνα	11	188
13.	Πάφος ΙΒ΄ - «Πεύκιος Γεωργιάδης» (Μέρος Δήμου Πάφου, Άγιος Γεώργιος Πάφου, Κιδάσι, Μαμώνια, Φασούλα Πάφου)	12	251
14.	Πάφος ΙΓ΄	12	237
15.	Αγία Μαρίνα Χρυσοχούς (Αγία Μαρίνα Χρυσοχούς, Γιαλιά, Νέα Δήμματα)	5	56
16.	Αναρίτα	3	31
17.	Αργάκα (Αργάκα Κάτω, Αργάκα Πάνω)	5	74
18.	Γεροσκήπου Α΄ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	13	282
19.	Γεροσκήπου Β΄ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	15	288
20.	Γιόλου (Περιφερειακό Ενιαίο Ολοήμερο) (Γιόλου, Μηλιού) (Ε.Ο.Σ.)	3	55
21.	Δρούσεια (Δρούσεια, Κρίτου Τέρα, Τέρα)	3	44
22.	Έμπα	12	204
23.	Ίνεια (Ίνεια, Αρόδες Κάτω, Αρόδες Πάνω)	2	23
24.	Κισσόνεργα (Κισσόνεργα, Ακουρός)	7	129
25.	Κονιά (Κονιά, Άρμου, Επισκοπή Πάφου, Μαραθούντα)	11	184
26.	Κούκλια (Κούκλια, Αρχιμανδρίτα, Νικόκλεια, Χα Ποτάμι)	3	32
27.	Μανδριά	3	59
28.	Μεσόγη (Μεσόγη, Μέσα Χωριό)	7	142
29.	Παναγιά (Παναγιά, Άγιος Φώπιος, Αμπελίτης, Ασπρογιά, Βρέτσια, Γαλαταριά, Κοιλίνια, Πενταλιά, Στατός)	2	14
30.	Πέγεια	9	177
31.	Πολέμι (Πολέμι, Άγιος Δημητριανός, Δρυινιά, Κάθικας, Καναβιού, Κρίτου Μαρότπου, Λάσα, Μηλιά Πάφου, Ψάθι)	6	118

<b>A/A</b>	<b>ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ</b>	<b>ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ</b>	<b>ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ</b>
32.	Πόλη Χρυσοχούς (Πόλη Χρυσοχούς, Ακουρδάλεια Κάτω, Ακουρδάλεια Πάνω, Ανδρολίκου, Γουδί, Κυνούσα, Λατσί, Λυσός, Μακούντα, Μελάδεια, Νέο Χωρίο Πάφου, Πελαθούσα, Περιστερώνια Πάφου, Προδρόμι, Σαραμά, Σκούλλη, Στενή, Φυλούσα Χρυσοχούς, Χόλη, Χρυσοχού)	18	345
33.	Πομός (Πομός, Παχύαμμος)	2	14
34.	Πύργος Κάτω (Πύργος Κάτω Τηλλυρίας, Πύργος Πάνω Τηλλυρίας, Μανσούρα, Μοσφίλι, Πιγένια)	3	39
35.	Σίμου (Σίμου, Δρύμου, Φύτη)	2	12
36.	Στρουμπί (Στρουμπί, Θελέτρα)	2	13
37.	Τάλα	4	59
38.	Τίμη (Περιφερειακό) (Τίμη, Αγία Μαρίνα Κελοκεδάρων, Αμαργέτη, Αξύλου, Ελεδιό, Νατά)	6	103
39.	Τρεμιθούσα	2	20
40.	Τσάδα-Κοίλη «Ευαγόρα Παλληκαρίδη» (Περιφερειακό) (Τσάδα, Καλλέπεια, Κοίλη, Κούρτακα, Λεμώνια, Λετύμβου, Χούλου)	3	44
41.	Χλώρακας - Αγίου Νικολάου	11	212
42.	Χλώρακας - Λέμπα - Αγίου Στεφάνου (Χλώρακας, Λέμπα)	13	235
43.	Χολέτρια (Χολέτρια, Άγιος Ιωάννης Πάφου, Αρμίνου, Κελοκέδαρα, Μέσανα, Πρασσιό Κελοκεδάρων, Σαλαμιού, Σταυροκόκνου, Τραχυπέδουλα)	2	25
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ</b>		<b>320</b>	<b>5868</b>
<b>ΚΑΤΕΧΟΜΕΝΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ</b>			
1.	Ριζοκάρπασο (Ριζοκάρπασο, Αγία Τριάδα)	2	14

## ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΔΗΜΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ

Α/Α	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
1	Λευκωσία	125	986	18448
2	Λεμεσός	85	674	12824
3	Λάρνακα	62	475	9026
4	Αμμόχωστος	18	188	3387
5	Πάφος	43	320	5868
6	Κατεχόμενα	1	2	14
<b>ΓΕΝΙΚΟ ΣΥΝΟΛΟ</b>		<b>334 *</b>	<b>2645</b>	<b>49567</b>

**ΔΡΑ.Σ.Ε.** = Δράσεις Κοινωνικής και Σχολικής Ένταξης

**Ε.Ο.Σ.** = Ενιαίο Ολοήμερο Σχολείο

\* Στον αριθμό περιλαμβάνεται το Μακάρειο Νοσοκομείο στη Λευκωσία και τα Νοσοκομεία Λεμεσού και Λάρνακας.

**ΠΑΡΑΡΤΗΜΑ Γ΄: ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2015-2016**

<b>A/A</b>	<b>ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ</b>	<b>ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ</b>
	<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>	
1	«Ευαγγελισμός»	75
2	Ειδικό Σχολείο Λευκωσίας	46
3	Σχολή Κωφών	20
4	Σχολή Τυφλών	4
	<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>	
1	«Απόστολος Λουκάς»	67
2	«Παιδικό Αναρρωτήριο Ερυθρού Σταυρού»	22
	<b>ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ</b>	
1	«Άγιος Σπυρίδωνας»	73
	<b>ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ</b>	
1	«Απόστολος Βαρνάβας»	42
	<b>ΕΠΑΡΧΙΑ ΠΑΦΟΥ</b>	
1	«Θεοσκέπαστη»	36
	<b>ΣΥΝΟΛΟ</b>	<b>385</b>

**ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΓΙΑ ΤΑ ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ**

<b>A/A</b>	<b>ΕΠΑΡΧΙΑ</b>	<b>ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ</b>	<b>ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ</b>
1	Λευκωσία	4	145
2	Λεμεσός	2	89
3	Λάρνακα	1	73
4	Αμμόχωστος	1	42
5	Πάφος	1	36
	<b>ΓΕΝΙΚΟ ΣΥΝΟΛΟ</b>	<b>9</b>	<b>385</b>



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/τριες	Τμήμ.	Μ.Ο	Μ/τριες	Τμήμ.	Μ.Ο	Μ/τριες	Τμήμ.	Μ.Ο							
26 Λαόνειο Γυμν.	48	51	99	5	19,8	77	53	130	6	21,67	68	64	132	6	22	193	168	361	17	21,24
27 Γυμν. Καλογεροπούλου	51	55	106	5	21,2	67	55	122	5	24,4	60	42	102	5	20,4	178	152	330	15	22
28 Γυμν. Αγ. Ιωάννη	71	54	125	6	20,83	72	52	124	6	20,67	67	61	128	6	21,3	210	167	377	18	20,94
29 Γυμν. Νεάπολης	61	65	126	6	21	43	44	87	4	21,75	43	39	82	4	20,5	147	148	295	14	21,07
30 Γυμν. Καθολικής	66	75	141	6	23,5	64	75	139	6	23,17	75	61	136	6	22,7	205	211	416	18	23,11
31 Γυμν. Πολεμικών	76	70	146	7	20,86	62	84	146	6	24,33	84	79	163	7	23,3	222	233	455	20	22,75
32 Γυμν. Τσίρειο Γυμν.	43	41	84	4	21	60	62	122	6	20,33	59	58	117	5	23,4	162	161	323	15	21,53
33 Γυμν. Αγ. Αντωνίου	25	31	56	3	18,67	24	24	48	3	16	30	27	57	3	19	79	82	161	9	17,89
34 Γυμν. Θεόκλειο Γυμν.	40	37	77	4	19,25	35	35	70	3	23,33	39	23	62	3	20,7	114	95	209	10	20,9
35 Γυμν. Λινόπετρας	80	66	146	7	20,86	120	103	223	10	22,3	92	89	181	9	20,1	292	258	550	26	21,15
36 Γυμν. Αγ. Αθανασίου	83	62	145	7	20,71	82	75	157	7	22,43	83	64	147	7	21	248	201	449	21	21,38
37 Γυμν. Αγ. Βαρβάρας Λεμεσού	22	29	51	3	17	45	31	76	4	19	37	31	68	4	17	104	91	195	11	17,73
38 Γυμν. Αγ. Φυλάξεως	66	59	125	6	20,83	67	79	146	6	24,33	76	55	131	6	21,8	209	193	402	18	22,33
39 Γυμν. Αγ. Νεοφύτου	44	43	87	4	21,75	51	50	101	5	20,2	58	55	113	5	22,6	153	148	301	14	21,5
40 Γυμν. Επισκοπής	44	46	90	4	22,5	38	61	99	5	19,8	52	53	105	5	21	134	160	294	14	21
41 Γυμν. Ζακακίου	70	42	112	5	22,4	69	60	129	6	21,5	40	55	95	5	19	179	157	336	16	21
42 Γυμν. Τραχυκώλου	64	32	96	5	19,2	59	43	102	5	20,4	53	46	99	5	19,8	176	121	297	15	19,8
43 Γυμν. Υψωνα	76	63	139	6	23,17	61	61	122	5	24,4	64	57	121	5	24,2	201	181	382	16	23,88
44 Γυμν. Ομόδοι (Εξεταξίο)	1	3	4	1	4	9	8	17	1	17	6	8	14	1	14	16	19	35	3	11,67
45 Γυμν. Αγρού (Εξεταξίο)	19	21	40	2	20	28	22	50	3	16,67	21	23	44	2	22	68	66	134	7	19,14
46 Σχολή Μισση Λεμεσού (Εξεταξίο)	14	10	24	1	24	5	5	10	1	10	12	11	23	1	23	31	26	57	3	19
<b>ΣΥΝΟΛΟ Επ. ΛΕΜΕΣΟΥ</b>	<b>1064</b>	<b>955</b>	<b>2019</b>	<b>97</b>	<b>20,81</b>	<b>1138</b>	<b>1082</b>	<b>2220</b>	<b>103</b>	<b>21,55</b>	<b>1119</b>	<b>1001</b>	<b>2120</b>	<b>100</b>	<b>21,2</b>	<b>3321</b>	<b>3038</b>	<b>6359</b>	<b>300</b>	<b>21,2</b>
47 Γυμν. Δροσιάς	71	63	134	6	22,33	64	76	140	6	23,33	58	73	131	6	21,8	193	212	405	18	22,5
48 Ευρυβιάδειο Γυμν.	29	35	64	3	21,33	26	32	58	3	19,33	28	28	56	3	18,7	83	95	178	9	19,78
49 Γυμν. Φανερωμένης	30	27	57	3	19	32	29	61	3	20,33	26	24	50	3	16,7	88	80	168	9	18,67
50 Γυμν. Λιβαδιών	74	81	155	7	22,14	90	64	154	7	22	72	91	163	7	23,3	236	236	472	21	22,48
51 Γυμν. Πετράκη Κυπριανού	87	76	163	7	23,29	77	85	162	7	23,14	80	82	162	7	23,1	244	243	487	21	23,19
52 Γυμν. Βεργίνας	80	95	175	8	21,88	81	89	170	7	24,29	97	66	163	7	23,3	258	250	508	22	23,09
53 Γυμν. Αραδίππου	86	86	172	7	24,57	89	86	175	7	25	83	87	170	7	24,3	258	259	517	21	24,62
54 Γυμν. Κίτιου	77	92	169	7	24,14	90	88	178	8	22,25	76	72	148	7	21,1	243	252	495	22	22,5
55 Γυμν. Αθηνέου	33	27	60	3	20	20	27	47	2	23,5	29	25	54	3	18	82	79	161	8	20,13
56 Γυμν. Ξυλοτύμπου (Περ.)	48	56	104	5	20,8	60	54	119	5	23,2	69	57	126	6	21	177	172	349	16	21,81
57 Γυμν. Ξυλοτύμπου (Περ.)	37	57	94	5	18,8	57	54	111	5	22,2	71	53	124	6	20,7	165	164	329	16	20,56
58 Γυμν. Λευκάρων (Εξεταξίο)	31	20	51	3	17	26	23	49	2	24,5	21	34	55	3	18,3	78	77	155	8	19,38
<b>ΣΥΝΟΛΟ Επ. ΛΑΡΝΑΚΑΣ</b>	<b>683</b>	<b>715</b>	<b>1398</b>	<b>64</b>	<b>21,84</b>	<b>712</b>	<b>712</b>	<b>1424</b>	<b>62</b>	<b>22,97</b>	<b>710</b>	<b>692</b>	<b>1402</b>	<b>65</b>	<b>21,6</b>	<b>2105</b>	<b>2119</b>	<b>4224</b>	<b>191</b>	<b>22,12</b>

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	Τμημ.	Μ.Ο
59 Γυμν. Παραλιμνίου	94	84	22,25	108	94	22,44	95	108	22,6	297	286	22,6	26	22,42
60 Γυμν. Κοκκινόχωριών	64	52	23,2	62	54	23,2	66	64	21,7	192	170	21,7	16	22,63
61 Γυμν. Δερύνειας	71	60	21,83	68	60	21,33	83	54	22,8	222	174	22,2	18	22
62 Ριζοκάρπασο (Εξατάξιο)	3	2	5	2	3	5	0	2	2	5	7	2	3	4
<b>ΣΥΝΟΛΟ Επ. ΑΜΜΟΧΩΣΤΟΥ</b>	<b>232</b>	<b>198</b>	<b>21,5</b>	<b>240</b>	<b>211</b>	<b>21,48</b>	<b>244</b>	<b>228</b>	<b>21,5</b>	<b>716</b>	<b>637</b>	<b>21,5</b>	<b>63</b>	<b>21,48</b>
63 Γυμν. Α. Αγίου Θεοδώρου	66	78	24	78	73	21,57	82	66	21,1	226	217	21,1	20	22,15
64 Νικολαΐδειο Γυμν.	51	44	23,75	46	43	22,25	60	58	23,6	157	145	23,6	13	23,23
65 Γυμν. Αποστόλου Παύλου	102	93	24,38	100	87	23,38	112	80	24	314	260	24	24	23,92
66 Γυμν. Γερασκήπου	70	86	22,29	68	76	24	74	65	23,2	212	227	21,2	19	23,11
67 Γυμν. Έμιτας (Περιοφρ.)	75	71	24,33	77	76	21,86	70	60	21,7	222	207	22,2	19	22,58
68 Γυμν. Παργιάς Θεοσκεπαστής	64	42	21,2	48	36	21	49	38	21,8	161	116	21,8	13	21,31
69 Γυμν. Πόλης Χρυσοχούς	35	35	23,33	57	56	22,6	44	41	21,3	136	132	21,3	12	22,33
70 Γυμν. Πολέμου (Εξατάξιο)	33	14	23,5	17	19	18	14	13	13,5	64	46	13,5	6	18,33
71 Γυμν. Κάτω Πύργου (Εξστ.)	4	5	9	5	2	7	6	5	11	15	12	11	3	9
<b>ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ</b>	<b>500</b>	<b>468</b>	<b>23,05</b>	<b>496</b>	<b>468</b>	<b>21,91</b>	<b>511</b>	<b>426</b>	<b>21,8</b>	<b>1507</b>	<b>1362</b>	<b>21,8</b>	<b>129</b>	<b>22,24</b>
ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ	1325	1216	22,49	1331	1312	22,59	1382	1371	22,8	4038	3899	22,8	351	22,61
ΣΥΝΟΛΟ Επ. ΛΕΜΕΣΟΥ	1064	955	20,81	1138	1082	21,55	1119	1001	21,2	3321	3038	21,2	300	21,2
ΣΥΝΟΛΟ Επ. ΛΑΡΝΑΚΑΣ	683	715	21,84	712	712	22,97	710	692	21,6	2105	2119	21,6	191	22,12
ΣΥΝΟΛΟ Επ. ΑΜΜΟΧΩΣΤΟΥ	232	198	21,5	240	211	21,48	244	228	21,5	716	637	21,5	63	21,48
ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	500	468	23,05	496	468	21,91	511	426	21,8	1507	1362	21,8	129	22,24
<b>ΓΕΝΙΚΟ ΣΥΝΟΛΟ</b>	<b>3804</b>	<b>3552</b>	<b>21,89</b>	<b>3917</b>	<b>3785</b>	<b>22,2</b>	<b>3966</b>	<b>3718</b>	<b>21,9</b>	<b>11687</b>	<b>11055</b>	<b>21,9</b>	<b>1034</b>	<b>21,99</b>

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
<b>ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ</b>	<b>1058</b>	<b>1253</b>	<b>2311</b>	<b>97</b>	<b>23,82</b>	<b>959</b>	<b>1196</b>	<b>2155</b>	<b>105</b>	<b>20,524</b>	<b>1028</b>	<b>1288</b>	<b>2316</b>	<b>110</b>	<b>21,055</b>	<b>3045</b>	<b>3737</b>	<b>6782</b>	<b>312</b>	<b>21,737</b>
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
<b>ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ</b>	<b>169</b>	<b>249</b>	<b>418</b>	<b>19</b>	<b>22</b>	<b>172</b>	<b>228</b>	<b>400</b>	<b>20</b>	<b>20</b>	<b>169</b>	<b>252</b>	<b>421</b>	<b>22</b>	<b>19,136</b>	<b>510</b>	<b>729</b>	<b>1239</b>	<b>61</b>	<b>20,311</b>
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
<b>ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ</b>	<b>466</b>	<b>660</b>	<b>1126</b>	<b>50</b>	<b>22,52</b>	<b>425</b>	<b>577</b>	<b>1002</b>	<b>51</b>	<b>19,647</b>	<b>437</b>	<b>650</b>	<b>1087</b>	<b>54</b>	<b>20,13</b>	<b>1328</b>	<b>1887</b>	<b>3215</b>	<b>155</b>	<b>20,742</b>



ΠΑΡΑΡΤΗΜΑ Δ΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΛΥΚΕΙΑ																				
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2014/2015																				
ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ										
	Μ/τες	Μ/τριες	Σύνολο	Μ.Ο	Μ/τριες	Μ/τριες	Σύνολο	Μ.Ο	Μ/τριες	Μ/τριες	Σύνολο	Μ.Ο	Μ/τριες	Μ/τριες	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 Πολεμίδων	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 Λεμύθου (Εξατάξιο)	5	12	17	1	17	7	13	20	1	20	4	8	12	1	12	16	33	49	3	16,333
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ</b>	<b>787</b>	<b>1023</b>	<b>1810</b>	<b>86</b>	<b>21,05</b>	<b>808</b>	<b>1016</b>	<b>1824</b>	<b>91</b>	<b>20,044</b>	<b>851</b>	<b>1106</b>	<b>1957</b>	<b>91</b>	<b>21,505</b>	<b>2446</b>	<b>3145</b>	<b>5591</b>	<b>268</b>	<b>20,862</b>
38 Λύκειο Εθνάρχη Μακαρίου 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 Γεροκρήπου	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
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ</b>	<b>354</b>	<b>420</b>	<b>774</b>	<b>34</b>	<b>22,76</b>	<b>325</b>	<b>452</b>	<b>777</b>	<b>39</b>	<b>19,923</b>	<b>351</b>	<b>488</b>	<b>839</b>	<b>42</b>	<b>19,976</b>	<b>1030</b>	<b>1360</b>	<b>2390</b>	<b>115</b>	<b>20,783</b>
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
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
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
ΣΥΝΟΛΟ ΕΠ. 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 ΕΠ. 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
<b>ΓΕΝΙΚΟ ΣΥΝΟΛΟ</b>	<b>2834</b>	<b>3605</b>	<b>6439</b>	<b>286</b>	<b>22,51</b>	<b>2689</b>	<b>3469</b>	<b>6158</b>	<b>306</b>	<b>20,124</b>	<b>2836</b>	<b>3784</b>	<b>6620</b>	<b>319</b>	<b>20,752</b>	<b>8359</b>	<b>10858</b>	<b>19217</b>	<b>911</b>	<b>21,094</b>

**ΠΑΡΑΡΤΗΜΑ Ε΄ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΤΕΧΝΙΚΗΣ  
ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ 2015 – 2016**

ΣΧΟΛΕΣ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ			ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ
	ΓΕΝΙΚΑ ΜΑΘΗΜΑΤΑ	ΤΕΧΝΟΛΟΓΙΚΑ ΜΑΘΗΜΑΤΑ	ΕΡΓΑΣΤΗΡΙΑΚΑ ΜΑΘΗΜΑΤΑ	
<b>Επαρχία Λευκωσίας</b>				
1. Α΄ Τεχνική Σχολή Λευκωσίας	25	39	47	489
2. Εσπερινή Τεχνική Σχολή Λευκωσίας	7	10	12	126
3. Β΄ Τεχνική Σχολή Λευκωσίας	10	15	15	186
4. Τεχνική Σχολή Μακάριος Γ΄ Λευκωσίας	29	38	51	554
<b>Σύνολο</b>	<b>71</b>	<b>102</b>	<b>125</b>	<b>1355</b>
<b>Επαρχία Λεμεσού</b>				
1. Α΄ Τεχνική Σχολή Λεμεσού	29	33	42	545
2. Εσπερινή Τεχνική Σχολή Λεμεσού	6	8	8	107
3. Β΄ Τεχνική Σχολή Λεμεσού	17	23	26	290
4. Γ΄ Τεχνική Σχολή Λεμεσού	21	25	38	391
5. Απεήτειο Γυμνάσιο Αγρού	2	3	4	36
<b>Σύνολο</b>	<b>75</b>	<b>92</b>	<b>118</b>	<b>1369</b>
<b>Επαρχία Λάρνακας</b>				
1. Τεχνική Σχολή Λάρνακας	27	31	46	507
2. Τεχνική Σχολή Αγίου Λαζάρου	17	24	29	314
<b>Σύνολο</b>	<b>44</b>	<b>55</b>	<b>75</b>	<b>821</b>
<b>Επαρχία Αμμοχώστου</b>				
1. Τεχνική Σχολή Παραλιμνίου	12	15	23	230
2. Τεχνική και Γεωργική Σχολή Αυγόρου	15	26	28	257
<b>Σύνολο</b>	<b>27</b>	<b>41</b>	<b>51</b>	<b>487</b>
<b>Επαρχία Πάφου</b>				
1. Τεχνική Σχολή Πάφου	29	44	51	571
2. Τεχνική Σχολή Πόλης Χρυσοχούς	7	9	12	96
<b>Σύνολο</b>	<b>36</b>	<b>53</b>	<b>63</b>	<b>667</b>