The Development of Education

National Report of Cyprus

By

The Ministry of Education and Culture

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ORGANISATION AND STRUCTURE OF THE CYPRUS EDUCATIONAL SYSTEM

1.1. Introduction

The Cyprus Educational System, in its present form, is very much related and it is the outcome of the developments that established the Republic of Cyprus in 1960. In this context the legal framework, the structure, the material and building infrastructure, the curriculum, the staffing and the practices are the outcome of the effort of the country to raise the quality and create the necessary background needed to respond to the demands and challenges of the society. The system reflects the dynamic elements of the Cyprus society and, in spite of the problems it faces, the Ministry of Education and Culture is promoting a series of measures that are expected to improve the quality of education and contribute to the development of the country.

1.1.1. Basic principles

In broad terms, the principles governing education in Cyprus are:

a) Education must constitute part of the wider socio-economic, cultural and special characteristics of Cyprus and should be intended to transform these successfully into educational objectives.

b) education should have internal and external coherence, an educational planning system and a democratic structure of educational administration.

c) There should always be a strong link and mutual influence between education and life.

1.1.2. Aims and objectives

The general aim of education in Cyprus is the development of free and democratic citizens; with a fully developed personality, being mentally and morally refined, healthy, active and creative citizens who contribute generally with their work and their conscientious activity to the social, scientific, economic and cultural progress of our country and to the promotion of cooperation, mutual understanding, respect and love among individuals and people for the prevalence of freedom, justice and peace.

Education in Cyprus helps the new generation:

a) to assimilate the spiritual and other achievements, as well as the fruitful elements of the past,

b) to capitalize on all the possibilities of the present, and

c) to proceed to new achievements in all sectors of social activity, drawing experience from the past.
The objectives of education as they relate to the possibilities, interests and social, cultural and educational needs of the population are the same as presented in our previous report for the years 1994-1996. They are:

(a) the fulfillment of the island’s social, economic, cultural and other needs.
(b) the provision of specialised education following a common general education for both vertical and horizontal mobility.
(c) the preparation of young people for a profession and lifelong education.
(d) the strengthening of Cyprus as an independent state.
(e) the promotion of equal educational opportunities.
(f) the creation of democratic citizens.
(g) the promotion of friendship and cooperation between the various communities of the country.

1.1.3. The priorities of Cyprus education are the following:

(a) Democratisation. By this we mean:
   • respect for the dignity and uniqueness of each individual,
   • respect for the opinion of the majority,
   • opportunities for participation in the decision-making process,
   • encouragement of cooperation and responsibility,
   • equality of opportunity in all aspects of school-life.

(b) Retaining the national identity and keeping alive the memory of the occupied areas in Cyprus.

(c) Upgrading the quality of education.

(d) Developing curricula based on current socio-economic factors.

(e) Developing the sound values of a democratic citizen.

(f) Creating favourable conditions for coexistence, cooperation and combating intolerance and xenophobia, in a world where an international character is increasingly developed, cultural diversity promoted and boundaries abolished.

(g) Preparing pupils for the world of work.

(h) Choosing and training efficiently the teachers and administrators of the system.

(i) Re-organising and updating the educational system.

(j) Developing activities for life-long learning.

(k) Developing research and technology.

(l) Understanding, comparing, relating and accrediting vocational and academic qualifications.

(m) Upgrading the standards of learning.

(n) Developing skills to cope with developments in technology and demands for continuous education and training.
   - opportunities for participation in the decision-making process,
- encouragement of cooperation and responsibility, and equality of
  opportunity in all aspects of school life.

1.1.4. Administration

Educational administration is centralized. The highest authority for educational
policy making is the Council of Ministers. Overall responsibility for education rests
with the Ministry of Education (extended in 1994 over Culture as well). However, a
small number of vocational and post-secondary institutions come under the
Ministries of Labour and Social Insurance, Agriculture and Health.

The Ministry of Education and Culture is responsible for the administration of
education, the enforcement of education laws and, in cooperation with the Office
of the Attorney General, the preparation of education bills. The bills are tabled for
debate and approval by the House of Representatives.

Appointments, secondments, transfers, promotions and discipline of the teaching
personnel and the inspectorate are the responsibility of the Education Service
Commission, a five-member body appointed by the President of the Republic for a
period of six years.

The construction of school buildings is the responsibility of the Ministry of
Education and Culture while their maintenance is undertaken by the local School
Boards in collaboration with the Technical Services of the Ministry. The
responsibility for equipment of school buildings is shared by the Ministry and the
local School Boards.

Overall Planning is done by the Planning Bureau, which is under the supervision of
the Minister of Finance. Similar planning is done by all ministries which offer post-
secondary specialised education. Their development policies are first submitted to
the Planning Bureau, which comments on them before these policies are
forwarded to the Council of Ministers for final approval.

The Ministry of Education invites suggestions on its policies for the Educational
Council, a widely representative body consisting of representatives of other
government bodies, the Church, the parliamentary Committee for education, the
Parents’ Associations, the Teachers’ Associations and seven community members
known for their keen interest in educational matters.

1.1.5. Financing

Public education is mainly financed by the Government either directly or through
allotments to local authorities or School Boards while private education is
supported by individuals and governing bodies. Private foreign language schools
might be assisted by affiliated overseas authorities and organisations.

Public and community preprimary education is supervised and partially financed
by the Government.
Primary and lower secondary education is compulsory up to the age of fifteen (15). Public primary education is free. The government provides the means for the public schools and awards annual grants to local authorities to undertake their responsibilities. In the public sector, financing covers every educational need including the free provision of books.

Public secondary education is also free. In the case of general secondary education, financial provisions are the responsibility of the government either directly or through the School Boards (by awarding grants to them). Financing of technical and vocational secondary schools is the direct responsibility of the Government. Financing covers every educational need including the free provision of the majority of the textbooks that are used.

Public tertiary institutions are financed in various ways as they come under various ministries but essentially all their costs are covered by the public budget. The University of Cyprus is financed by the state. Nominally the University charges fees but the amount of grants awarded by the state is so extensive that no student pays any fees except in very extreme cases (e.g. failure in academic achievement).

1.2. Stages in the Education System in Cyprus

The Educational System in Cyprus is organised by providing education at four stages: pre-primary, primary, secondary and higher. Furthermore the system provides for adult education and for education for persons with special needs.

1.2.1. Inspection

At the preprimary, primary and secondary level the overall responsibility for supervising the proper functioning of the schools rests with the inspectorate. Moreover, in the case of public education, the inspectorate has responsibility for the implementation of the government’s educational policies for curriculum development and for the evaluation of the teaching personnel. There are inspectorates for every directorate at these levels. At the primary and preprimary levels the majority of the inspectors have responsibilities for all the subjects but there are some that have responsibility for special subjects (art, physical education etc) or areas (e.g. special education ). At the secondary level the inspectors have responsibilities in particular areas of the curriculum (e.g. mathematics, philology etc).

At the tertiary level the responsibility for accreditation of the private institutions rests with an independent body, the Council for Assessment and Accreditation, while the supervision and registration of such institutions is the responsibility of the Ministry of Education. The Ministry’s officers also have the responsibility for supervising and ensuring that private tertiary institutions comply with the provisions of the laws. The Cyprus Council for Academic Recognition is an independent body with responsibility for the academic recognition of diplomas and certificates from various sources.
1.2.2. Pre-school education

Following the island’s invasion by Turkey in 1974, preschool education expanded rapidly in Cyprus in response to social needs brought about by the post-invasion population redistribution. Today there is a well-established preprimary education system with state kindergarten institutions supported by community and parental involvement as well as private preschools, (Nipiagogia), serving approximately 75% of the child population aged 3,0 - 5,5.

State kindergarten schools cater for approximately 64% of preschoolers of middle or low-income families. Admission criteria are based on yearly income and family status (working, single-parent or refugee families). Private kindergarten schools cater for children not accommodated in the government sector.

State kindergarten schools fall into two categories: public and community institutions. Public kindergarten schools are staffed and subsidised by the state. The remaining running cost is undertaken by parents, who, in consultation with local authorities, also provide the building facilities. Community kindergarten schools are subsidised by the state, however, the local authorities are responsible for recruiting staff and providing the building facilities.

Drawing on the government policy to provide preschool children with equal educational opportunities, there has been a recent trend to establish regional kindergarten schools in rural areas. The existing regulations provide that a kindergarten school can be established in a community if there are at least 15 children in it.

1.2.2.1. Curriculum and assessment

The curriculum put forward by the Ministry of Education and Culture for kindergarten schools serves cognitive, emotional and psychomotor goals and skills. Kindergarten teachers have the flexibility to structure their own curriculum, which is mainly tackled through topic work. Emphasis is placed on language acquisition, introduction to mathematical and science concepts and creative arts through music, art and movement.

Kindergarten schools run from 7.30 am to 1pm. The school day starts with creative play for one hour followed by topic work for the rest of the day. Teaching is both formal and informal, enriched with the use of concrete materials. Child assessment provides the basis for planning instruction procedures and reporting to parents. Clearly, the programme is not designed to prepare children for primary schools. Instead, it is intended to help them acquire learning skills, develop a self-reliant approach to learning and, through activity participation, mature cognitively and emotionally for the disciplined work required in primary schools.

1.2.2.2. Teaching Staff

Public and community kindergarten institutions employ qualified teachers respectively. Qualified kindergarten teachers fall into three different categories based on their training. The first category includes teachers who attended a two-
year training course either in Cyprus or in Greece. The second category includes teachers who attended a three-year training course at the Cyprus Pedagogical Academy between the years 1967 and 1992. The third category includes university graduates of the University of Cyprus as well as overseas tertiary institutions. Status-wise, kindergarten teachers are equivalent to primary school teachers and have the same remuneration and fringe benefits.

Kindergarten teachers are not subject specialists. Children are grouped on the basis of age and are taught by the same teacher throughout the day.

In-service education of kindergarten teachers includes compulsory short-term seminars organized by kindergarten school inspectors and optional brief courses on the foundations of education/curriculum implementation offered by the Pedagogical Institute.

1.2.3. Primary Education

Being compulsory for children aged five-and eight months, primary education is provided free of charge and with no entrance requirements in public primary schools (Dimotika Scholeia) available throughout the country, even in remote areas. A small number of private primary schools entail fees and cater to foreign nationals and native residents who opt for a particular foreign language as the basis of instruction for their children. All private schools are subject to supervision and inspection by the Ministry of Education and Culture.

Primary schools are co-educational and provide mixed-ability teaching. In urban areas and large rural schools, Cyprus has adopted single-grade classes, while small communities are catered to by multi-grade classes. Teachers are allocated in such a way that in no case will any one teacher have responsibility for more than 34 pupils.

In urban areas most of the large schools are divided in two cycles: cycle A and cycle B, comprising grades 1 to 3 and 4 to 6 respectively.

In rural areas, primary schools are available in every town or village with a minimum number of 15 pupils. Outreach communities with fewer than 15 pupils have area schools serving them in special set ups:

- one-teacher schools with pupil population ranging from 15 to 19
- two-teacher schools with pupil population ranging from 20 to 39
- schools with more than two teachers in which the maximum number of pupils per teacher does not exceed 34 (for grade 1, 32 pupils).

The school year, divided into three terms — each averaging 14 weeks, begins in September and ends in June with two-week breaks at Christmas and Easter. School days begin at 7:45 am and end at 1.05 p.m on a five-day week timetable. School buildings are used by only one set of pupils per day.

1.2.3.1. Curriculum

Curricula for primary education are prescribed by the Ministry of Education and Culture on the basis of suggestions made by teachers and inspectors. Primary
school subjects are all compulsory. A statutory time allocation for each subject is illustrated in Table 1.1.

In addition to the ordinary curriculum, remedial teaching programs focusing on Greek Language and Mathematics are designed for less competent pupils. Induction classes for children of returning nationals and immigrants are also available in most primary schools.

Pedagogy and flexible classroom organization allow for diversity in teaching methods and promote the interaction between teachers and pupils. Teachers are required to encourage pupils to participate in practical and research projects involving both group work and individual tasks.

Teachers are provided with textbooks and advice on how to implement the national curriculum. A considerable number of new books, written by practicing teachers under the guidance of inter-departmental committees (consisting of members of the inspectorate, representatives of the Pedagogical Institute and teachers’ union representatives), have been published over the last seven years in order to facilitate the implementation of the curriculum.

1.2.3.2. Assessment

Focusing on the importance of self-evaluation and teacher-evaluation on a systematic basis, the assessment of pupils is based on overall class participation, oral and written tests and the results of work done at school and at home.

Although there is no standardised test to assess each pupil’s achievement in any subject, there is a descriptive assessment of pupils which allows teachers to provide pupils and their parents with information on the results of each pupil’s efforts at school and abilities in each subject.

At the end of each school year pupils of grades 1 through 5 are awarded a progress certificate; sixth-year pupils receive a leaving certificate.

The term ‘pass’ on both types of certificates does not actually correspond to an indication of successful completion of school-year work as almost all primary school pupils automatically move to the next class. A pupil must repeat a class only when the teacher, the respective school inspector, the child’s parents and the educational psychologist agree that repeating a class is in the best interest of the child.

1.2.3.3. Teaching Staff

Most primary school teachers in service are graduates of the ‘Pedagogical Academy’ three-year program of studies and hold a teacher’s certificate. Nowadays, the majority of Cypriot pre-primary and primary student-teachers attend a four-year programme of studies in education at the University of Cyprus.
Teachers are allocated by class, therefore, they are not trained to become subject specialists. However, subjects like music and physical education are often taught by subject-specialist teachers.

Focusing on the content and the teaching of various curriculum areas the in-service training of primary teachers consists primarily of optional courses or seminars offered by the Pedagogical Institute. Since such courses and seminars are held after working hours, they are not easily accessible to most teachers. Thus, attendance is primarily a personal choice.

Primary teachers appointed in state education are civil servants. They usually complete a two-year probationary period before receiving permanent appointment.

1.2.4. Secondary Education

1.2.4.1. Overview

Secondary education, whether public or private, encompasses a large sector of the educational structure in the government-controlled area of the Cyprus Republic. Once a privilege of the few residing in urban areas, secondary education is now compulsory for children through the age of fifteen and accessible to both urban and rural or outreach communities alike. Moreover secondary education is free in all the public educational institutions.

Public Secondary education establishments fall under the jurisdiction of the Ministry of Education and Culture – the governing body for all issues pertaining to education and administration, and are subject to periodic reviews in a centralised administration structure. On the local level, governed by a set of rules and regulations mandated by statutes and by policies of the Ministry of Education and Culture, secondary schools have the authority to enforce the law applicable to their internal affairs.

1.2.4. 2. Private Secondary Education

A number of non-profit and profit-making secondary establishments ranging from missionary boarding schools to vocationally-oriented institutions and foreign language centers offer tuition in specialised fields. Funded by overseas organisations and/or religious denominations and local entrepreneurs, private secondary schools offer students the opportunity to pursue qualifications that would ensure:

(a) their smooth transition into the professional sphere or the business world;
(b) their admission to overseas Universities or local tertiary education establishments of their choice for diploma or degree studies.

Although private secondary schools maintain a considerable degree of independence in their operation and curricula, they are registered with the Ministry of Education and Culture and comply with certain curriculum and facility requirements mandated by law.
Curriculum programmes for most private secondary schools extend over a six-year period with emphasis on general education for the first three years. Foreign language schools have six- or seven-year curriculum programmes with English, French, Italian or Arabic as the basic languages of instruction. A few private secondary schools are attached to primary schools providing an integrated twelve- or thirteen-year programme. There are no entrance examinations except in certain foreign language schools.

1.2.4.3. Public Secondary Education

Public secondary education offers a six-year programme of instruction for children aged twelve to eighteen. Having a general education orientation, it is compulsory for the first three years when children reach their fifteenth birthday. In the last three years, it follows a more flexible and diverse orientation, catering to individual inclinations, aptitudes and interests. Attendance is compulsory for the successful completion of graduation requirements.

Drawing on a rich cultural and religious heritage in a blend of turmoil, tampering on mores and value conflict as a result of a series of colonial rulers and the long-drawn turkish occupation and expansionist intentions on the island, public secondary education has come a long way since colonial rule, from its crude stages to its present quantitative and qualitative status. Considering the socio-economic, cultural and national needs of Cyprus, public secondary education offers equal opportunities for education and aims at promoting friendship and cooperation between the various communities of the country. The philosophy underlying public secondary education is two-fold:
A. the dissemination of knowledge with emphasis on general education and a gradual transition to specialisation in order to prepare students for an academic, professional or business career
B. the development of a sound, morally refined personality in order to provide society with competent, democratic and law-abiding citizens.

Principles pervading the overall school milieu are
1. the assimilation of national identity and cultural values
2. the promotion of universal ideals for freedom, justice and peace
3. the nurturing of love and respect for fellow human beings in order to promote mutual understanding and democracy.
4. the development of skills and abilities for the needs and challenges of the modern world
5. the development of skills and abilities for lifelong learning, for academic studies and for the world of work.

Schools in Cyprus are co-educational and range from small rural to average-sized regional and large urban, depending on the number of pupils to be accommodated in each educational catchment area.

School buildings are primarily used by one set of pupils attending secondary education and the length of the school day is 7:30 am to 1:35 p.m. The Ministry’s
planning services are taking care for the development of the necessary school infrastructure. Their studies are based on statistical data projecting future needs for new school buildings to cater for any increase in demand. However, the same buildings are used for non-formal education programmes operating in the afternoons and evenings as follows:

A. Each major town runs one evening high school programme offered to adults wishing to acquire and/or complete their secondary education.

B. The State Institutes of Further Education run afternoon and evening programmes offered to primary and secondary school pupils as well as adults wishing to pursue intensive studies in foreign languages, computer science, Greek for non-native speakers and subjects required for entry to university.

The academic year commences on 1st September and ends on 31st August. It is divided in three trimester terms (10 Sept.-10 Dec., 10 Dec-10 Mar, 10 Mar-31 May). Lessons begin on 10th September and end on 31st May. They run on a five-day week, seven periods of 45’ duration per day. June is a month for examinations.

Classes are organised by age; however, regardless of age, pupils must achieve a minimum level of competence to proceed from one class to another. In the upper division, due to specialisation programmes, a number of classes in the last two years are subdivided into subject-oriented groups for certain periods per week.

Forty-five-minute lessons involving teacher-pupil interaction with whole-class participation, group and pair work are enriched with updated textbooks and audio-visual materials. Special projects encouraging self-study and team work are launched on special topics of interest relevant to the yearly educational aim set by the Ministry of Education and Culture.

Prescribed subject textbooks corresponding to the syllabi for each class are supplemented by other teaching aids and materials produced by the Curriculum Development Unit or selected by teachers independently.

There has been a growing interest in linking secondary schools with the business world in an effort to provide students with an opportunity to experience actual work conditions in the field of their interest. A pilot project initiated in 1986/88 to accomplish this objective has been adopted with success: seventeen year-old students in the second year of Lyceum work for one week in a factory, firm, office, bank, hospital, farm or other establishment of their choice.

Educational and vocational guidance is provided on a continuous basis by specially assigned counselors in each school. Intervention to tackle emotional problems faced by pupils from dysfunctional families is also the task of the counselor who makes referrals and maintains close co-operation with community resources on a continuous basis.

Lower Secondary School (Gymnasio) caters to pupils aged twelve to fifteen and offers a broad spectrum of general education. A public primary school leaving certificate is required for entrance to the Gymnasium. Private foreign-language primary school leavers must undergo a battery of entrance examinations to enter
public secondary schools. Uniformity and coherence in the syllabus allows for a smooth transition from primary school to the world of secondary education. In the last year of the Gymnasium, vocational guidance offers pupils an opportunity to familiarise themselves with career prospects, explore academic options after successful completion of the Gymnasium, and thus select the field or combination of studies they wish to follow in the upper division.

Upper Secondary School (Lykeio, technical school), open to all pupils who have successfully completed the Gymnasium, offers diversity and encompasses three distinct programme curricula, all leading to a school leaving certificate, ‘APOLYTIRION’:

A. The **Lyceum** (Lykeio) ‘LEM’ i.e. ‘Subject Selection Lyceum’, offers pupils a three-year programme with three categories of subjects which are structured in five streams or combinations and include compulsory core subjects, specialisation and supplementary subjects. Pupils select a combination upon registration at the Lyceum.
   - Combination I focuses on classical studies.
   - Combination II focuses on mathematics, physics and chemistry.
   - Combination III focuses on economics and mathematics.
   - Combination IV focuses on clerical skills and accounting.
   - Combination V focuses on foreign languages and social studies.

Academic and vocational guidance provided by full-time counsellors throughout the pupil's attendance at Lyceum both in class sessions and on a personal basis upon request, allows pupils to become oriented with prospective employment opportunities and explore their aptitudes and aspirations in order to pursue the most suitable specialisation and supplementary subjects in their second and third year of attendance.

B. The **Technical and Vocational** School

Technical and vocational education comprises about seventeen specialisations, most of them preparing pupils for qualifications in various industrial and technical fields and a few catering to the service sector. It includes two streams:
   (a) the technical stream with more time allocated to theoretical subjects, mathematics and physics than to workshop practice.
   (b) the vocational stream focusing on workshop practice and mainly aiming at training craftsmen.

The Technical Education stream comprises the following Engineering Departments, some of which are further subdivided into various specialisations:
   (a) Mechanical Engineering Department
      - Mechanical Engineering
      - Automobile Engineering
   (b) Electrical Engineering Department
      - Electrical Installations
      - Electronic Engineering
      - Computer Technicians
   (c) Civil Engineering Department
      - Civil Engineering and Building Works
Courses in the vocational stream are also of a three year duration. During the third and final year of their studies, the students of the Vocational stream follow a two-day per week scheme for industrial training. This scheme constitutes one of the main links between Industry and Secondary Technical & Vocational Education. This training programme is prepared in close cooperation with the Industrial Training Authority and is coordinated by Instructors/Counsellors, who visit the students working in Industry on a regular basis and ensure that they receive proper training according to the specifications and the prescribed programme of training.

Pupils of Hotel and Catering Courses (Waiting and Cooking) follow their own industrial training programme. During the second term of the first year, they are placed at various hotels for two weeks. This induction training helps them to get an initial feeling for the Hotel and Catering Industry and to acquire a first-hand experience of the operation of the various departments of a hotel and catering enterprise and in particular the kitchen and the restaurant. On completion of the second year of studies, they are placed in hotels for twenty weeks as apprentice waiters or cooks, where they follow a prescribed programme of training in different sections or areas of their speciality. This scheme operates in cooperation with the Industrial Training Authority, the Hotel Owners Association and the Trade Unions. The Industrial Training Authority contributes financially to the successful operation of the scheme.

The above schemes are the main links between industry and Technical and Vocational Education. In the case of the vocational stream there are four departments, with specialisation as follows:

(a) Mechanical Engineering Department- Machining and Fitting
   - Automobile Engineering of Mechanics
   - Sheet metalwork and Welding
   - Plumbing and Welding
   - Hotel Engineering Maintenance (Electrical & Mechanical)

(b) Electrical Engineering Department
   - Electrical Installations
   - Electrical Domestic Appliances & Refrigeration

(c) Civil Engineering and Building Works Department
   - Building Science & Technology
   - Engineering Drawing
   - Building Works

(d) Arts and Design Department
   - Furniture-making & Carpentry
     - Hotel and Catering (Waiting & Cooking)
     - Dressmaking
     - Shoe-making
     - Goldsmithing and Silversmithing

The Ministry of Education and Culture maintains close cooperation with the Ministry of Labour and Social Insurance in order to promote flexibility in the programmes offered at technical/vocational schools based on the needs and
demands of local industries. The Ministry of Labour and Social Insurance also undertakes the administration of the ‘Apprenticeship Scheme’ (Systima Mathitias) on technical school premises. This is an informal type of training fifteen to eighteen-year olds. Trainees in the A.S. are employed in industry and acquire training as general education on a day-release basis for a period of three years.

C. The Eniaio Lykeio (A comprehensive Upper Secondary School)
Confronted with the challenges and demands of modern society for the contemporary youth the Cyprus Educational system has adopted (with implementation for all the general education upper secondary schools since the school year 2000-2001) a new type of lyceum, the eniaio lykeio. It is a form of a comprehensive school and it aims at providing a combination of

- general education (with a rational context of depth and stress on certain areas of knowledge to be acquired),
- emphasis on learning mechanisms, research and initiative,
- knowledge of foreign languages,
- exploitation of the New Information Technology,
- preparation for life long and autonomous learning,
- bridging theory and practice,
- development of skills for flexibility and
delimiting specialisation.

Furthermore this type of school is expected to delimit the widespread prejudice towards technical/vocational education and to effect qualitative changes in the sphere of secondary education to meet the growing demands for mobility and flexibility within the boundaries of a United Europe. In this context the Eniaio Lykeio is expected to link the school with the outside world thus offering the pupils opportunities to familiarise themselves with the world of work and production in order to plan their career more effectively whether they aim at being employed, venturing into entrepreneurship or pursuing higher education. The Eniaio Lykeio is so structured as to provide common core subjects, compulsory to all students in the cycle, optional stream subjects, chosen by the students from a list of options and aiming at providing a thorough background in a sector of knowledge, and enrichment or special interest subjects, aiming at satisfying special interests of the students and enriching their experiences.

Curriculum

There has been a major effort in the curricula of general secondary education with the introduction of the ‘unified nine-year curriculum’ aiming at easing the transition of pupils from primary to lower-secondary schools.

Lower Secondary education (Gymnasium) has a general education curriculum which is compulsory.

(Table 1.2. outlines the subject allocation in weekly periods.)

Upper Secondary education offers compulsory core subjects in general education with incorporated specialisation in
A. optional subjects and electives (supplementary subjects) in five combinations in the Lyceum of Optional Subjects - LEM (classical, science, economics, commercial, foreign languages)

B. technical and vocational subjects and workshop practice in the Technical / Vocational School

C. optional stream subjects and electives on an individual basis in the Eniaio Lykeio.

[Tables 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8 outline the subject allocation in the respective type of schools]

Assessment - Certification – Admission to Higher education institutions

The assessment of pupils, which forms an integral part of teaching, aims at gauging the degree of success of its aims as they are set by the curricula. Assessment combines a variety of types and techniques so that it can achieve a reliable, objective and fair evaluation of the knowledge, the critical thinking and the skills of the pupils, contribute to self-knowledge and autonomous thinking as well as how well pupils acquire objective information, the level of their learning and their capabilities. In addition, assessment provides to the education system information on the results of its tasks and gives feedback on the teaching and learning process, so that there can be continuous improvement. Assessment is also a way for parents to be informed about their children’s performance. Finally it creates incentives for learning in an environment of cooperation and mutual respect either by the creation of competitive spirit or by the mere individual satisfaction of attaining high performance and acquiring knowledge.

A student is assessed on:

- His involvement in the daily work in the class and his overall activities at school.
- The results of his performance as presented in written examinations at the trimesters and the final exams.
- The projects and other activities.

The educational system at the secondary level provides for the diagnostic assessment of pupils, formative assessment and final written examinations conducive to promotion. Formative assessment is conducted throughout the school year for continuous monitoring and control of the teaching-learning process in view of finding out and tackling possible problems as well as finding out the suitability of the teaching methods and tools employed.

Continuous assessment in the Gymnasium is on a scale of A–E. It is both oral and written (quizzes, revision tests and individual or group projects) supplemented by compulsory internally set final examinations in June on a 1-20 scale for Greek, Mathematics, History and Natural Science.

Continuous assessment in the upper division (Lyceum, Technical School, Eniaio Lykeio is on a scale of 1-20. It is also both oral and written (quizzes, revision tests, class tests and projects) supplemented by compulsory internally set final examinations in Greek, Mathematics and the specialisation subjects in each of the
combinations (in the case of LEM) or in the optional stream subjects (in the case of the Eniaio Lykeio). In the last year of the upper division, nation-wide comprehensive final examinations on these subjects ensure objectivity and uniformity of assessment. A regional task force undertakes to shuffle and distribute the unidentifiable scripts of final examination papers for marking and subsequent redistribution to the corresponding schools.

A certificate of completion of the lower-division studies ensures the pupil’s entry in the upper division. Following the nation-wide comprehensive final examination in the upper division an aggregate of marks based on the results determines the pupil’s successful graduation. A school-leaving certificate ‘APOLYTIRION’ is a qualification for employment in clerical positions and provides access to local and overseas tertiary education establishments.

Eligibility for admission to the Higher Education Institutions of the country is secured through the holding of the ‘APOLYTIRION’ of the upper cycle of secondary education. Furthermore, and because of the limited number of posts in these institutions, this eligibility is associated with the need for participating in examinations, called “Entrance Examinations” that are organized by the Ministry of Education and Culture and which aim at ranking and distributing the posts to secondary school graduates according to their interests and achievement.

Secondary education graduates (i.e. holders of the APOLYTIRION of the upper cycle of secondary education) who participate in the ‘University Entrance Examinations’ are eligible to enter either the Public Higher Education Institutions of Cyprus or of Greece. Quite a number of secondary education graduates, some of whom are holders of foreign language overseas University admission credentials, opt to pursue admission to overseas Universities and other higher education institutions. Furthermore some of these graduates seek employment in clerical positions, the manual workforce or in entrepreneurship opportunities.

Teaching Staff

A university degree in the subject to be taught makes a teacher eligible for inclusion in the official register of candidates for appointment.

A teacher’s appointment is based on a system where primary priority is determined by the year of submitting the application (on the principle “first comes first served”). Secondary priority (among the applicants of the same year) is decided on a system of units which the candidate accumulates according to the date(s) of graduation, special qualifications and a personal interview.

Prior to permanent appointment, a secondary school teacher is required to attend a pre-service training course, at the Cyprus Pedagogical Institute, leading to a ‘Certificate of Pre-service Training’. Furthermore, prior to permanent appointment a teacher may serve as a substitute for short or long term needs and / or maintain temporary status on contracts.

A newly appointed teacher is on probation for two years.
Newly promoted secondary deputy heads attend compulsory once-a-week courses for a year. These courses focus on administrative and coordinating skills.

Teachers are civil servants and, although they are appointed by an independent body, the Education Service Committee, they come under the jurisdiction of the Ministry of Education and Culture.

Technical Schools are staffed with teachers of general subjects and teachers of technical subjects, i.e., instructors and technologists. The schemes of service for teachers and instructors provide for minimum qualifications and candidates for appointment in the educational sector are placed on different salary scales, based on their academic qualifications. Two years of practical experience for University degree holders and five years of practical experience for candidates with lower academic qualifications is a prerequisite for teachers of technical subjects. Applicants for each specialisation from a list in rank order based on the year of graduation are offered appointments by the Education Service Committee. The terms of appointment to the educational service and the in-service training requirements are the same as in General Secondary Education. In addition to the in-service training, instructors are also encouraged to attend seminars organised by private organisations or other professional bodies. Bilateral agreements facilitate the training of instructors abroad.

1.2.5. Higher education

Third-level education is provided in three different types of institutions: university, public third-level schools, colleges or institutes, and private third-level schools, colleges or institutes. Organisation and admission procedures vary depending on the type of institution and the objectives of the educational programmes they provide.

1.2.5.1. University

The University of Cyprus was established as a corporate body in July 1989 by Law No. 144/1989 enacted by the House of Representatives. It offers programmes of study in its Nicosia and Latsia campuses through four faculties:

a. Humanities and Social Sciences (Departments of Education, Foreign Languages and Literatures, Social and Political Sciences, Turkish Studies).
b. Pure and Applied Sciences (Departments of Computer Science, Mathematics and Statistics, Natural Sciences).
c. Economics and Management (Departments of Economics, Public and Business Administration).
d. Letters (Departments of Byzantine and Modern Greek Studies, Classics and Philosophy, History and Archaeology; Archaeological Research Unit).

The basic functional academic unit is the faculty department. Successful completion of department requirements leads to a University degree (Ptychio).
Admission and fees

Applicants must have successfully completed a six-year secondary school and passed the competitive entrance examinations set by the Ministry of Education and Culture. For a limited number of places there are special criteria applicable for children of missing persons or living in enclaves, university entrance examinations and/or GCE credentials for expatriates, repatriated Cypriots, and overseas students who have a good knowledge of Greek or Turkish as well as entrance examinations set by the Ministry of Education of Greece for Greek nationals.

Tuition fees are CP1000 per semester for Cypriot students and CP2000 for Greek nationals; the majority of these fees are covered by government grands. Tuition fees for foreign students are CP2000 per semester.

Academic year

The academic year begins in September and ends in July of the following year.

Programmes of Studies

The programmes of studies at the University of Cyprus are based on credit hours. One credit hour is normally equivalent to one weekly 50 minute ‘class’ per semester. A degree is awarded after successful completion of a 120 credit-hour programme within a department. The languages of instruction are Greek and Turkish.

Assessment

The academic year comprises two semesters during which attendance is compulsory. Testing and evaluation may include a written and/or oral examination at the end of the semester, a mid-term examination and coursework. Students are expected to complete their programme of studies in eight (8) semesters.

1.2.5.2. Public third-level education

There are eight (8) public third-level education institutions offering sub-degree level programmes in Technical Engineering, Forestry, Hotel and Catering, Nursing and other vocations and one institution offering postgraduate programmes in Management. These institutions function under the supervision of various Ministries and award their own diplomas. Specifically these institutions are the following:

- The Cyprus Forestry College of the Ministry of Agriculture, Natural Resources and Environment. It offers:
  (a) two-year diploma course in Forestry
  (b) six-month post-diploma course in Forestry and
  (c) short training course in Forestry.
  The language of instruction is English.

- The Higher Technical Institute (H.T.i.l.) of the Ministry of Labour and Social Insurance. It offers three-year sub-degree level courses for the diploma of
Technical Engineer in
i. Civil engineering
ii. Electrical Engineering
iii. Mechanical Engineering
iv. Marine Engineering and
v. Computer Studies
The Institute also offers medical equipment courses of ten months duration. It is a Regional Training Centre (R.T.C.) and has been designated as a collaborating Centre for Training and Research in Management, Maintenance and Repair of Hospital and Medical Equipment.
A full-time foundation course of a one year duration is being offered, when an adequate number of applicants satisfying the entrance requirements exists. Its objective is to prepare students for entry into the first year of the diploma courses. The language of instruction is English.

- **The Higher Hotel Institute** of the Ministry of Labour and Social Insurance. It offers:
  i. A three year diploma programme in Hotel and Catering (specialising in
     ii. food and beverage and room division)
  iii. A three year diploma programme in Culinary Arts
  iv. A one year diploma programme in Front Office
  v. A one year diploma programme in Housekeeping.
The language of instruction is English.

- **The School of Nursing** of the Ministry of Health. It offers:
  i. Basic courses of a three-year and three-month duration in
     (a) General Nursing and
     (b) Psychiatric Nursing (Registered Nurses) and
  ii. A post-diploma course of a twelve-month duration in Nursing
  iii. Administration, Midwifery, Intensive Care and other specialised fields.
The language of instruction is Greek.

- **The Mediterranean Institute of Management** (M.I.M) of the Ministry of Labour and Social Insurance. It offers a post-graduate Management Diploma programme of eleven-month duration, which is repeated annually between September and July.
The programme offers the possibility for specialisation in one of the following management functions: General Management, Production Management and Marketing Management.
The language of instruction is English.

- **Public Health Inspectors School**
The Public Health Inspectors School functions under the Ministry of Health, whenever a need arises to train public health inspectors. Its medium of instruction is the English language. The School offers a three-year course which leads to the award of the "Diploma of Public Health Inspector".

- **Tourist Guides School**
The Tourist Guides School Functions under the Cyprus Tourism Organisation, whenever arises a need to train guides. Its medium of instruction is the Greek
language. The School offers a one-year course, which leads to the award of the “Diploma of Tourist Guide”.

- **Cyprus Police Academy**
The Cyprus Police Academy Functions under the Ministry of Justice and Public Order. Its medium of instruction is the Greek language. The Academy offers a three-year course, which leads to the award of the “Diploma of Probationary Policeman”.

**Admission and fees**

The number of students admitted to these institutions is limited and therefore the selection of candidates is based on the applicants’ success in the entrance examinations.

In most of the public higher education institutions there are no fees for local students. For international students tuition fees range from CP1000 to CP2500 per year.

**Academic year**

The academic year in most public higher education institutions starts in September of each year and ends in July of the following year.

**Programmes of study**

Programmes of study are organised on a full-academic-year basis of 40 weeks, including examinations, Christmas and Easter holidays. They are divided into two semesters with compulsory attendance. The language of instruction is English in six of the institutions and Greek in the other three. Successful completion of the programme leads to the institution’s diploma or higher diploma.

**Assessment**

Students are assessed by sitting mid-semester and semester examinations, however coursework and lab-work are also evaluated and comprise a percentage of the final mark in the particular subject.

1.2.5.3. **Private schools of third-level education**

Twenty private third-level education schools, colleges and institutes are registered with the Ministry of Education and Culture and offer a wide range of programmes of study. Most of these programmes are leading to a diploma.

**Admission and fees**

Law 69 (I)/96 stipulates that applicants must have completed a six-year secondary education. Tuition fees for private third-level education institutions range from CP1000 to approximately CP2400 per academic year and these are paid by the students.
Academic year

The academic year begins in September, however lessons start early in October and end in May of the following year.

Programme of study

The programme of study normally follows a two-semester system with compulsory attendance and holidays during Christmas and Easter periods. English is primarily the language of instruction, however Greek is also used in some institutions.

Assessment

Students are continuously assessed by coursework, midterm and final examinations. Successful completion of the programme of study leads to a diploma, a higher diploma or a Bachelor’s degree.

The qualifications earned at private third-level institutions are not recognised unless the corresponding programme is educationally accredited.
AN OVERVIEW OF THE CYPRUS EDUCATIONAL SYSTEM AT THE END OF THE 20TH CENTURY

2.1 Current State of the System and characteristic indicators of its achievements

The Cyprus educational system is open to a wide range of factors, which not only exert influence but also create the need for change, modification and improvement both of a quantitative and a qualitative nature. The main factors, which affect the nature of these trends, are the following:

Challenges in the international arena. These challenges revolve around science and technology, the new order created by developments in Information Technology and the creation of the Information Society and the globalisation of financial, social and political activities of today. These factors cannot be overlooked in Cyprus as its economy is increasingly reliant on its human resources.

The overall policy and orientations of the state. The realisation of the basic aspirations of the country concerning the upgrading of Cyprus to an international and local center of services, the adjustment to the information society and the improvement of the quality of life require readjustments and a new role in the Education Sector. Furthermore the European dimension of the country’s policy intensifies the need towards harmonising the educational system to that of the rest of Europe.

Social values and requirements of the people of Cyprus. Education is considered the means for social mobility and active participation in our society and a basic tool for effectively combating various social problems.

The potential created by the 1997 UNESCO Report evaluating the Cyprus Education System. The report refers to 4 basic aspects of the system (the pedagogical, the staff management, the material infrastructure and the research/appraisal) and presents the positive and negative elements while posing a framework of suggestions to cope with the problems.

The framework of these factors, in conjunction with the realisation that education is not only a basic human right but also an essential pedagogical investment, lays the foundations for continuation and strengthening of the development of the education sector.

As far as the quantitative dimension, it is important to note that the pupils population at the level of compulsory education seems to present slight differentiation’s during the recent period in contrast to larger differentiation in previous years. As far as pre-primary and tertiary education is concerned there is still the need for quantitative expansion in the public sector, despite the fact that the demand is partly met by the private sector.
During the last 10 years structural and other changes were promoted which contributed to the upgrading of the quality standards of the educational system of the country.

The progress achieved is reflected in qualitative indicators such as the modernisation of the structural framework which governs the operation of schools in Primary and Secondary Education and the education of children with special needs, the expansion of the curricula through the introduction of new subjects and courses and the expansion of the use of Information Technology and, generally, of multimedia in education. In the domain of Tertiary Education, the four-year cycle of studies has been established for most of the courses offered and post graduate courses have been added to the University of Cyprus curriculum. In addition, the University campus plan was approved and construction work has already started. Moreover, the first series of accreditation/evaluation decisions for the courses offered in Private Tertiary Education institutions was completed. The promotion of the European dimension is worth mentioning with the launching of the conference for the participation of Cyprus in the European Union educational program “Socrates”.

The standard of services offered coincided with the increased requirements of each educational sector, mostly due to the increase of the number of students in both the public and private schools between the years 1994 - 1998, which was 5,1% in Pre-primary, 12,8 % in Secondary Education, and 56,4% in Tertiary Education. The only exception is Primary Education where the number of students was decreased by 0,5% due to the decrease in the number of births. The following quantitative indicators show the standard of the above services:

1. For the support, mostly, of the above mentioned increase in the number of students 31 new schools for Primary and 44 schools for Secondary Education were built. The relevant cost in current prices was 39,0 million Cyprus pounds. The capital cost, mostly, for the infrastructure of schools in 1996 increased to 40,7% in comparison with that of 1993.

2. The ratio of the number of students per teacher in the public and private sector was improved, by being reduced from 15,9% (15,8% in the public sector), which existed in 1993, to 13,2% (12,9% in the public sector) in 1998.

3. The overall cost (in the public and private sector) for education, in 1996 was 289,9 million Cyprus pounds or 7% of the gross national product (GNP) (the public 192,5 million Cyprus pounds or 4,6% of the GNP) against 210,1 million Cyprus pounds or 6,3% of the GNP (the public 139,1 million Cyprus pounds or 4,3% of the GNP) which was spent in 1993. The overall public developmental expenditure for the five year period of 1994 - 1998 was 94,2 million Cyprus pounds.

The performances of the educational system of the country are reflected, mostly, in the high cultural standard and the achievements of the citizens of the country. Pre-primary schools (public, communal, and private) cover almost 60% of the number of children aged between 3 - 5 years old. The 99,3% of the graduates of Primary Education continue their studies in
Secondary Education (public and private). More than 80% of the young people in Cyprus are graduates of Secondary Education, while 63% of them continue their studies in Tertiary Education. The ratio of Cypriot students in Tertiary Education (locally and overseas) per 100,000 residents comes to 3.037 and it is one of the highest internationally. According to the most recent available international surveys, the public expenditure of the country for education as part of the GDP and the national budget was, in 1999, 5.7% and 15.3% respectively.

2.2. Major reforms and developments

Important developments that marked the 1990s were the following:

i. The establishments of the University of Cyprus in 1992, by which the system was completed as far as the full spectrum of all levels of education.

ii. Legislative actions for the framework of the establishment and operation of private institutions of tertiary education to ensure monitoring and accreditation.

iii. Legislative regulations for the framework of academic accreditation of degrees of foreign institutions of tertiary education.

iv. Legal measures to reassure compulsory education at the levels of primary and the establishments of the nine-year basic education.

v. Enrichment and support of the syllabuses of school education with elements or/and lessons of Computers, Technology, Home Economics, Health Education and Education on the Environment as well as expansion of the spectrum of specialisations in technical education.

vi. Adoption of Regulations for the functioning of public primary and secondary schools.

vii. Introduction of the practice of common exams for the last form of the Lykeio.

viii. The trial implementation, as from 1995, and its full expansion, as from 2000, of the Eniaio Lykeio at the upper cycle of secondary education.

ix. The implementation of the “all day school” in a number of schools at the primary level.

x. The expansion of pre-primary education.

xi. The assessment of some aspects of the educational system by a group UNESCO experts that produced a report which resulted in a series of initiatives in restructuring the system

In more detail the country’s effort for the use of Information and Communication Technologies can be summarised in the following lines:

Computers were introduced in upper secondary schools as from 1984. For the first two years, 1984 and 1985, on an experimental basis, in a number of schools and since 1986 in all public upper secondary schools. The majority of the private secondary schools adopted a similar process. At this level of education I.T. is part of the curriculum, in the form of subjects aiming at computer literacy and
developing skills in the area and as a tool used for supporting other subjects or as a teaching aid.

At the lower public secondary schools computers have been introduced as tools in some topics of the curriculum (e.g. Design Technology, Home Economics) but still there is no provision for a subject aiming at developing computer literacy on a systematic basis. A decision of the Council of Ministers (Jan. 2000) provides for the systematic introduction of I.T. as a subject, in all three classes at this level of education. This decision has not as yet been implemented because of pressures from the teachers unions and the dialogue that is going on with them regarding the method of introduction in the curriculum.

At the primary level of education I.T. has been in use on an experimental basis in a number of primary schools (about 10% of the public primary schools). I.T. is used as a tool in the teaching/learning process and the aim is the concentration on this aspect. The Minister of Education has decided that at least one microcomputer should be installed in each class in grades 4, 5 and 6 at this level of education. Moreover a number of micros are expected to be in a common room for use by the pupils of the other grades. This decision is at the stage of implementation as from the 2000-2001 school year.

Regarding the INTERNET the decision of the government is the connection of every school to the net. This has already been implemented in the case of the schools as far as connection is concerned (January 2001). About 80% of the schools are connected through ISDN technology while the rest are connected through PSTN technology. It is already in full use in upper secondary schools and it is partly in use in all the other lower levels of education.

The Computers in Education Steering Committee is a widely representative body that advises the Ministry of Education on policy issues on the topic and suggests strategies for its implementation.

Specifically the following major developments characterise the various levels of education:

**2.2.1. Preprimary education**

Pre-Primary Education is viewed as highly important for the development of the child’s personality. It is necessary, from the very first stages of education, to realise the principle of offering equal opportunities in education, as well as the facilitation of women into the work force. Specifically, administrative emphasis has been placed on the following:

(a) Proper measures, so that the offered service for pre-primary school children will be mainly offered by the private and community sector. The government, though, will maintain its inspectorate/regulating, role offering services and incentives where the private and community sectors, especially in rural areas, are lacking.

(b) Common legislative regulation for the institutions (staff qualifications, work schedule, content of services) and the introduction of a coordinating committee for the achievement of liaison and common policy in Pre-Primary Education.

(c) Promotion of a system, by which boarding charges/fees are imposed on a common basis according to income criteria and other aims and parameters of the government's social policy.
(d) Creation of "multi-grade classes", where the number of children is not enough to form peer-groups according to age, i.e. in rural communities.

(e) Consignment of the running of government Day-Care Centres from the Welfare Services to the communities.

(f) Initiation of procedures for turning 68 communal nursery schools into public nursery schools, a transformation which will be practically applied from the school year 2000 – 2001.

2.2.2. Primary Education

a) Promotion and implementation of the All-Day School
   The gradual and well-studied introduction of the All-Day School is believed to contribute towards the aims of the Ministry of Education and Culture for the qualitative development of our education.
   In September 1999, the implementation of the new programme began in 8 pilot schools and in September 2000 it was implemented in 24 schools. The morning timetable remained uninfluenced. The afternoon programme included additional curriculum activities such as creative work in Art, Dancing, Athletics and Computers as well as the completion of homework and the rendering of individual help to children with learning difficulties.
   The aim of the Ministry is to implement the All Day School in more schools all over Cyprus in accordance to the results of the evaluation of the existing programmes, and to the parents and pupils’ interests.

b) Museum Education
   The Ministry of Education and Culture supports and promotes the educational programmes aiming at the acquisition of experiences in museums, the development of a positive attitude towards the environment and the cultural heritage of our country.
   Educational museum programmes are organised in Limassol and Paphos. These programmes encourage the participation of children, based on inquiry and discovery, on critical thinking and children’s observation.

c) Program “MELINA-Education and Culture”
   Culture is a new dimension and a new necessity for the 21st century. The Program «MELINA-Education and Culture» is a pioneer activity which contributes towards the formation of ideas and trends in education. The aim of this programme is the enrichment of everyday teaching with art and cultural elements from our national heritage. The program «MELINA-Education and Culture» has been implemented in 83 schools for the past four years in Greece and in two schools in Cyprus.

d) Aesthetic Education
   During the academic year 1998-1999 special attention was paid to Aesthetic Education in schools at all levels. According to a circular sent to schools “this goal - which included creation, expression and sensitiveness as essential elements of aesthetic culture - is related to the quality of life, which we are aiming at. It also constitutes a direct and fundamental emanation of our cultural heritage which is compatible to our European orientation.”
   For the achievement of this goal, a book under the title “Aesthetic Education” has been sent to all schools to brief teachers and to offer them ideas which they can transubstantiate into practice.

E) Health Education – “Mentor”
The drug prevention programmes of the “Mentor” Mobile Unit are implemented within the framework of health education and are based on three main strategies: the provision of information, the development and application of social skills and the enhancement of self-esteem and self-worth. The activities of the programmes are divided into three main categories in accordance with the prevention strategies: the activities that provide the children with knowledge of human biological functions, the activities that aim at the enhancement of positive self-esteem and self-worth and the activities that enhance the awareness of peer pressure and aim at the development of social skills in order to resist peer pressure.

f) Information Technology
The Department of Primary Education has initiated a new pilot programme concerning the use of computers and other contemporary technologies to the teaching procedures. The basic theoretical principles of this programme are: «The exploring of the computers’ potentials and other means of teaching and learning in Primary Education, as well as finding ways to implement the Information Technology in Primary Education». Efforts are currently being made for providing all Primary Schools with one computer per class, at the upper cycle, which is intended to be used as a teaching and learning tool. At the lower cycle the plan is for the creation of at least one laboratory per school.

Special Needs Education.
The policy adopted for this level seeks to ensure the promotion of equality of opportunities and aims at the exploitation of the potential of children with special educational needs. This policy is quite in line with the E.U. policy, adopted by the European Convention for the Protection of Human Rights, to achieve the successful integration of disabled people within their social and working group. The following measures have been taken:

(a) Improvement of mechanisms for the location and prevention of disability and the prompt intervention and assessment of children with Special Educational needs.

(b) Reinforcement of efforts to ensure the integration of children who have special needs, with their peers and improvement of their schooling and of the quality of education they receive by means of specialised staff.

(c) Implementation of the new Educational Law 113 (1) 1999 for the Education and Training of Children with Special Needs, which provides programmes for children aged 3-18 years who are physically, mentally or emotionally disadvantaged.

(d) Continuous updating of the skills of the teaching staff involved and production of specialised teaching materials to meet the special needs of the children.

Education of Immigrant Children

i. The Cyprus Educational Mission in the UK
The Ministry of Education and Culture shows lively interest in the Greek Community Education, which aims at maintaining the ethnic identity of the Greek children living in Great Britain. The accomplishment of the above mentioned goals is sought through the teaching of the Greek Language, the organization of ethnic and religious celebrations and the familiarization with our customs,
traditions and history. The implementation of the aim is carried out through the appointment of teachers in the Cyprus Educational Mission, the employment of the hourly waged personnel, the writing and publishing of books, the organization of theatrical shows and the accommodation of the community children in the annual Ministry of Education summer camp in Cyprus.

**ii. Education of Greeks of Diaspora**

The Ministry of Education and Culture in its effort to provide educational help to the Greeks in other countries, has taken the following actions:

(a) Continues the teaching of the Greek language to the children and teachers of the Greek Orthodox schools in Jerusalem.

(b) Provides books and other educational material to all Greek schools and to other Greek organizations in other countries.

(c) Offers hospitality to children from Greek Communities and provides programmes for the Greek language and culture.

(d) Offers educational help through the school system and Adult Education Centers to the repatriated Cypriots.

(e) Education of immigrant children in the Primary Schools of Cyprus In the Public Primary Schools, there are about 1,000 students whose mother tongue is not Greek; that is, for one or for both of their parents, Greek is not the native language. The children come from different countries. A significant number of children have parents who are of Greek origin and were living in the former Soviet Union. The Adult Education Centre offers afternoon classes to these children in all towns, as well as in Agia Napa.

**iii. Schools in the occupied area of Cyprus**

In 1999, 588 Greek Cypriots lived in the occupied area of Cyprus, 431 of whom lived in Karpasia. Despite the fact that the occupational authorities had imposed a series of obstacles and censures on educational books, three Primary Schools functioned initially, one in Kormakitis, one in Ayia Triada and one in Rizocarpasso. However, during the academic year 1998-99, only the schools of Kormakitis and Rizocarpasso functioned, with 32 students. Since however the Kormakitis Primary School functioned with only one pupil in the 6th grade, the school closed in 1999. The pupils of Ayia Triada attend the Rizocarpasso Primary School.

The occupational authorities do not allow the functioning of High Schools, which means that children who graduate from the Primary Schools are compelled to leave their homes and are separated from their families to seek further education in the free part of Cyprus, thus becoming refugees in their own country. This creates an abundance of problems to the children -both psychological and social- because at the critical age of puberty, they are deprived of their families and homes.

**2.2.3. General Secondary Education**

After the initial experimental introduction of Computer Science in the period 1986-88, the subject has now acquired the status of a fully-fledged supplementary subject offered by all the Lykeia (Upper secondary schools). Moreover Information Technology is becoming gradually a tool for teaching and means for supporting
the teacher and the student in their work. Presently the ratio of microcomputers in
the lyceas is 1 Micro for 14 students. Also, the State Institutes of Further Education
offer, at the larger centres, further training in computing, preparing students for
external examinations.

A significant development, introduced as from September 1990, is the teaching of
Design and Technology in the Gymnasia. In 1993 Home Economics was also
promoted in the same idea. This was brought about by adjusting the aims, the
teaching methodology and the contents of the existing traditional subject of
craftwork in schools. In the period under review, the programmes have been
monitored and revised so as to bring the subject into line with the needs of modern
society.

The Department of Secondary Education has also further developed the Scheme
under which pupils of the second year of the Lykeion are given the opportunity to
go out to work for one week in order to acquire some of the necessary experience
which will contribute towards their preparation for entering the world of productive
work.

The Curriculum of Secondary General Education is being constantly evaluated
and all necessary steps taken to render it more relevant to the needs of the society
and the economy of the country. The Curriculum Development Unit has been
manned with suitably qualified personnel; this service has greatly contributed
towards the effort of linking the content of education to life by producing a
considerable amount of high-quality teaching materials.

Health Education. In an effort to promote the Health Education Programme, the
in-service training of hundreds of teachers and students has been pursued
intensively. In this context teachers have taken part in seminars that covered fields
like the promoting of health education, drugs, AIDS, balanced diet etc. As far as
the training and sensitising of students in the field is concerned, seminars have
been organised by the Ministry of Education and Culture on such topics as
smoking, drug abuse and AIDS. In this way 360 third-grade students of
gymnasium level have taken part in 7 seminars, of a 3-day duration each, on drug
abuse. This aimed at raising the number of students acting as a nucleus in drug
abuse prevention and enlightenment, as well as help in the work organised by the
Health Education Committees at schools in carrying out small-scale research,
seminar etc. Schools participating in the “European Network of Health Promoting
Schools” (ENHPS) are particularly activated in matters of health.

Environmental Education is being supported at schools as much by
environmentally related subjects, such as natural science, biology, geography and
others, as by different other activities that schools undertake when participating in
various internationally run environmental programmes, such as campaigns for
cleaning the environment, painting, poster-making or photography contests and
small-range studies/researches. Of special significance is the participation of
schools in the SEMEP (South Eastern Mediterranean Sea Project) of UNESCO,
the “Young Reporters for the Environment” Project of the Foundation of
Environmental Education in Europe (FEEE) and the “Chrysoprasino Phyllo”
(Golden-Green Leaf) programme which promotes environmental research and
related school exchanges in collaboration with schools in Greece. Parallel to
these, the supply of the appropriate equipment for accepting Cyprus in the GLOBE environmental programme, a programme promoted by the USA, has begun.

Confronted with the challenges and demands of modern society for the contemporary youth the Cyprus Educational system has adopted, after a trial period of five years, (with implementation for all the general education upper secondary schools since the school year 2000-2001) a new type of lyceum, the Eniaio Lykeio. It is a form of a comprehensive school and it aims at providing a combination of

- general education (with a rational context of depth and stress on certain areas of knowledge to be acquired),
- emphasis on learning mechanisms, research and initiative,
- knowledge of foreign languages,
- exploitation of the New Information Technology,
- preparation for life long and autonomous learning,
- bridging theory and practice,
- development of skills for flexibility and delimiting specialisation.

Furthermore this type of school is expected to delimit the widespread prejudice towards technical/vocational education and to effect qualitative changes in the sphere of secondary education to meet the growing demands for mobility and flexibility within the boundaries of a United Europe. In this context the Eniaio Lykeio is expected to link the school with the outside world thus offering the pupils opportunities to familiarise themselves with the world of work and production in order to plan their career more effectively whether they aim at being employed, venturing into entrepreneurship or pursuing higher education.

The Eniaio Lykeio is so structured as to provide common core subjects, compulsory to all students in the cycle, optional stream subjects, chosen by the students from a list of options and aiming at providing a thorough background in a sector of knowledge, and enrichment or special interest subjects, aiming at satisfying special interests of the students and enriching their experiences.

2.2.4. Technical and Vocational Secondary Education

In the recent years Secondary Technical and Vocational Education (STVE) continue to be an important part of the of the upper Secondary Formal Education (ages 15-18 years old). There are also links between formal and non-formal Technical and Vocational Education.

Non-formal education includes a variety of public and private part-time institutions, which provide miscellaneous courses at various levels. Public and semi-public non-formal education is provided through:

- The Apprenticeship Training Scheme and the Evening Technical classes of the Ministry of Labour and Ministry of Education, respectively. These enable young industry-based trainees to obtain a two-year technical school training or re-training in various trades.
- Evening Technical Schools, which enable adults to acquire and/or complete their secondary education.
The evening classes offered at several Technical Schools provide individuals with the opportunity to enrich their knowledge and abilities and compete for employment in a rabidly changing world.

The evening classes provide:
- Formal STVE programmes
- Programmes of short duration in modules
- Programmes of continuing TVE
- Programmes catering for the preparation of national and other examination

A significant increase in the number of courses and persons attending afternoon and evening classes operating in Technical Schools has been achieved. The further development and upgrading of the evening courses is being promoted. In view of the expanding need for life-long education STVE is establishing the Evening Technical Schools with the first school operating in Nicosia as from September 1999.

All citizens of the Republic of Cyprus, irrespective of their race, sex or religion, are eligible to study Technical and Vocational Education programmes. Also, students originating from other countries or foreign-speaking schools can study STVE programmes, provided that they succeed in special entry rating examinations.

STVE is based on current educational mega-trends and its quality is safeguarded and re-adjusted accordingly.

During the past Five Year Plan, the Department of STVE has promoted cooperation with society and the world of industry and made every effort to follow new developments and trends in various technologies. The Department of STVE has already established many links with society and industry, such as:

i. The training of pupils in industry
ii. The in-service training of instructors in industry
iii. The establishment of the "Advisory Body for Technical Education"
iv. The establishment of a special advisory body for each specialization
v. The apprenticeship scheme
vi. The organization of seminars, attended by technical education instructors, in which various recent developments in technology are presented by experts in industry.

The Department of Technical and Vocational Education has also recently suggested a scheme according to which experts from industry will be called upon to teach specialised subjects in technical schools. Furthermore, the use of professionals and consultants from other countries for specific assignments has been continued.

During the process of reforming STVE it was ascertained that various programmes in use were overloaded with knowledge and needed re-adjustment and flexibility.
The main challenge facing STVE at the beginning of the twenty-first century is to follow the rapidly changing world and to re-adjust to these technological and pedagogical changes accordingly. It is believed that, through the new programmes that will take effect as from September 2001, STVE will be able to meet this challenge, transform its visions into reality and contribute towards the good atmosphere of the country.

2.2.5. Higher Education

The last ten years of the twentieth century will likely be known in Cyprus Education as a period of intense educational reform in Higher Education. Due to the rapid socio-economic change all over the world, the globalisation and the technological development there has been a large export of students seeking higher education abroad. The growing proportion of the population with a degree and the demand for education, which has increased and diversified substantially, were an indicator that a major reform was indispensable for Higher Education in Cyprus.

There was an asymmetry between the supply and demand in official higher education provision and for this reason during the last decade the House of Representatives has developed the legal framework towards improving the efficient functioning of Higher Education in Cyprus and a number of significant educational reforms were brought.

This period is characterised by five major benchmarks:

- The Ministry of Education and Culture through the competent departments of Higher and Tertiary Education took all necessary measures for the commencement of the operations of the University of Cyprus in September 1992. Since then, new departments have been established and new legislation enhanced the smooth operation of the university. Furthermore significant steps were taken towards the construction of the University campus, and the first students are expected to enjoy the facilities in 2002.

- All necessary measures were also taken for the commencement of the process of accreditation of Private Higher Education Institutions. Regulations on accreditation were enacted by the House of Representatives and part V of Law 1/87 concerning accreditation was put in effect as of October 1st 1992.

- In May 1996 the House of Representatives enacted the law 68(I)/96 which provides for the establishment of the Cyprus council of recognition. The first council for the recognition of Higher Education Qualifications (KY.S.A.T.S) was appointed after the decision of the Council of Ministers in January 1997 and commenced its operation the following November. In July 1999 the House of representatives enacted the Regulations which complement the existing legislation on the recognition of higher education qualifications.

- Since December 2000 and after the decision of the Council of Ministers, a number of measures have been taken for the commencement of the operation of a new University of Applied Sciences and Arts which will include five of the current public Institutions now operating.
In the year 2000 a committee was appointed to establish the rules and regulations for the transformation of Private Institutions to Private Universities having as a general goal to establish Cyprus as a regional educational centre.

As the pace towards the European Union has quickened and soon Cyprus will become a fully fledged member of the European Union these reforms were important and indispensable. By establishing new Universities the country confronts the need to make education accessible to more students imparting necessary knowledge, skills and attitudes to enable young people to be successful adults in an antagonistic, international society.

2.2.6. Adult Education

The Ministry of Education and Culture gives great importance to the promotion of the concept of lifelong education. In this context, it considered adopting measures for enhancing Adult Education and providing the opportunities for access to Life Long Education for all the citizens.

The Adult Education Centres began functioning - mainly in rural areas - since the declaration of the Republic of Cyprus in 1960. In 1974, these centres were extended to serve urban areas too and today they cover every corner of the free part of Cyprus, offering opportunities for further education to thousands of individuals aged from 15 and over. Specifically, during the academic year 1998-1999, 17,090 adults attended 260 centres and 455 qualified teachers offered their services.

The State Institutes for Further Education (S.I.F.E.), which were set up in 1960 as Institutes for Foreign Languages offer courses to both pupils and adults in foreign languages, accounting, computer studies and subjects for entrance examinations to the University of Cyprus and the Universities of Greece. There are 37 institutes a number of which are in rural areas thus making the courses available to pupils from remote villages. This and the fact that fees are at moderate levels and free for certain categories of pupils per class and teaching periods allocated ensure high quality of education which is aligned with new developments in education and academic demands.

Moreover it is obvious that overall trends have changed and orientation from an industrial to a post industrial world where “global capitalism” and digital technology affect profoundly all areas of social life is a fact. These changes have an impact on work and employment and therefore on post compulsory education and training. Lifelong learning is the response to the new challenge and it is the new vision for Cyprus education.

Since Cyprus has moved to a knowledge-based society it needs active citizens who are able to meet the challenge of the new world and have access to up to date information participating in all aspects of social, political and economic life. Lifelong learning and non-traditional forms of education will ensure that all citizens’ knowledge and skills match the changing demands of jobs and occupations and address the country’s economic market. At this stage a comprehensive strategy
for implementing lifelong learning is being developed and soon continuing education courses with appropriate structure and orientation will meet the contemporary social need.

2.3. Main Problems

The main problems confronting the education system today are the following:

i. The limitations of the education offered to be a system, which is educationally, and financially effective, fully in line with current and future requirements for a socio-economic development of the country. The discrepancies between offer and demand for graduates at various levels of education, the functional illiteracy, the system of private lessons/tutorials to complement formal education and the difficulty confronted by the young in the transition from the world of education to the world of work constitute the direct manifestation of this weakness.

ii. Limitations in the Premises infrastructure in some levels of education (where needs resulted from the increase or mobility of pupil population and the establishment of the University), deficiencies in the maintenance of the existing school premises, the need for renovation/replacement of old buildings as well as shortages in educational equipment.

iii. Structural deficiencies in the education system such as the "Lykeion of Optional Subjects", the lack of unity and consistency between the Primary Education and the Lower cycle of Secondary Education, the upper cycle of the General Secondary Education and the Technical Education in conjunction with the need for a radical restructuring of the Technical/vocational education, in accordance to the European Community models.

iv. Weaknesses in the administration and management mechanisms and co-ordination of the activities of the education sector in relation to the institution of school committees (local authorities) and the offer of services in pre-primary education.

v. Deficiencies in the private education sector regarding the quality level and conditions of the offered education. A relevant issue is the one of effective operation of the mechanism-tool of recognition of degrees acquired in foreign countries.

vi. Deficiencies in the education of individuals with special needs as well as in the "non-formal" or/and Life long learning which must constitute the practice of the principle of equal opportunities in education for all. In this context there is need for measures of readjustment of human resources according to the ever-changing needs of the economy and in view of the process for harmonisation with European models at a premium.

vii. Limitations in the harmonisation with models adopted by the European Community including systematic promotion of research activity.

viii. High level of centralisation in public education and need for modernisation and reviewing of the structure of the Ministry of Education and Culture.

ix. The need for reviewing and modernising the process of management of personnel, of the system of selection and appointment of teachers, the pre
and in-service training, the system for appraisal and promotion and the system for posting and transferring of teachers.

x. The need for setting national standards and for improvement in the methods of teaching and learning with emphasis of making use of the New Technologies of Informatics and Telecommunications.

xi. Deficiencies in the system of career guidance and counseling resulting on one hand in deficient information as regards the professional choices and on the other a restricted effectiveness in coping with problems of juvenile diligence and the development of sound values.
EDUCATIONAL STRATEGIES FOR THE 21ST CENTURY

3. 1. THE GOALS OF THE SYSTEM

In the context of the general aims of the system, as have already been described earlier the Ministry of Education is proceeding into the 21-st century in a context that is offering an opportunity for important innovations in education. Such innovations are expected to provide solutions to mentioned problems and to upgrade education, in general. The basic goals for this are:

i. The offer of flexible, multifaceted programs, which combine general education enriched, to a certain extent, with elements of technology education to satisfy the needs of contemporary citizens, offering to them the opportunity for life long education, through the development of the necessary intellectual skills (critical analysis, ability of data management and use) and in a way of limiting their “mechanisation” and generally the encouragement for the acquisition of new knowledge.

ii. The offer of equal educational opportunities to everybody, according to ability, in such a way that exception and prohibition will be non existent. Moreover, the needs of children with special needs and functional illiteracy are faced effectively.

iii. The modernisation of education in order to successfully respond to international challenges, affecting drastically its content, such as the creation of the society of information, the upheaval of knowledge, the progress in technology and science, and the globalisation of economy.

iv. Service to the general goals of the country, such as the accession to the European Union (EU), the upgrading of its role, as an international and peripheral educational centre and a centre of information, and the needs in the job market.

The framework of the above factors, in connection with the international belief that education is not only a basic human right but an important productive investment, forms the basis for the continuation and the reinforcement of the development in education. For the realisation of the above general aims, and in order to cover the cost for the planning and implementation of the educational reforms that are envisaged the public expenditure for education in Cyprus is expected to be increased as a percentage in the GNP, during the next five to ten years.

In this context the guiding principles in developing the system in general and the curricula in particular are to be governed by an action plan that will be based on the:

“The availability of equal opportunities for high quality education in view of developing the abilities of an individual and the preparation for the unobtrusive
participation in society and the continuation of the Greek nature of the education as an indispensable prerequisite to ensure the notional identity constitute the essential principle of the educational system. In addition, the aim for the accession of Cyprus to the European Union and the overall policy for harmonisation with the Union have created the need to promote the European orientation in the education sector too, so that the education system can offer the possibility of accessibility to the European educational, cultural and linguistic diversity, maintain, at the same time, the common European values while coping with the continually changing economy and employability needs in the framework of a common European market. “

Within this context and bearing in mind the current state and problems of education, the goals of the action plan for the next few years are:

1. The qualitative upgrading of the education system so that it becomes flexible and adaptable, and a system that can co-exist with the social, scientific, cultural and technological developments and meet the needs of the economy in workforce and generally the socio-economic requirements of the country.
2. The quantitative development of education in the levels/sectors where there are scopes for development, especially in the pre-primary, University and life-long learning sectors.
3. The unification of the whole education system ensuring unity, continuity, consistency and integrity between all levels and services.
4. The continual modification of the building programme according to demographic data and to the overseen education requirements and the continuous maintenance and improvement of the level of the material infrastructure.
5. The effective management and co-ordination on a unified basis, of the bodies that deal with education matters.
6. The stress in developing syllabuses on subjects which promote technology and the European orientation.
7. The development of skills and abilities required by the system of the factors which influence modern society and form the Cyprus reality.
8. The link of the education system, especially at tertiary education level, with productivity.

In particular, the action plan aspires at promoting measures and actions to enhance the system in sectors characterised by priorities, which are:

i. Maintaining national identity and memory of occupied areas.
ii. The qualitative improvement of education.
iii. The development of syllabuses, which take into account the current socio-economic conditions.
iv. The development of sound values of a democratic citizen.
v. The creation of conditions conducive to co-existence, co-operation and combating intolerance and xenophobia in a world, which is continually, noted for its international and global character, its cultural diversity and the abolishment of boarders.
vi. The preparation of workforce for the world of work.
vii. The correct choice and training of educationalists and administrators of the system.

viii. Restructuring and modernising the education system

ix. Developing actions for lifelong learning

x. Developing research and technology

xi. Understanding, comparing, co-relating, accrediting of vocational and academic qualifications

xii. Improving the levels of learning

xiii. Developing skills to cope with developments in technology and the demands for constant education and training

 ACTIONS AND MEASURES

In order to cope with the problems and the materialisation of the goals of the system the actions to be effected will include:

- Measures and actions which will support the structure of the system, as these are deduced from the study of the 1997 UNESCO Report about the system
- Measures and actions which directly promote the materialisation of the strategic pursuits of the country’s strategic plan.
- Measures and actions which support the plans of the institutions, departments and services dealing with education so that they can cope with demand resetting by the determining factors of the system.

The set of such measures and actions includes the following:

3.2.1. National Standards in Education

The introduction of a system which will set national education levels and the establishment of assessment infrastructure constitute an essential priority for the education system within the range of aims for continuous qualitative improvement of its services. The evaluation of the national education levels at set intervals will be the main source of feedback on the degree of the effectiveness the education system, and, in the long run, will contribute to the modernisation and the operational improvement of the syllabuses, beneficially influencing the work conducted in the classroom.

3.2.2. Examinations System

The promotion of an action plan aiming at coping, both in the short and long term, with the issues of examinations. Resolving the issue must take into consideration both the needs of the learners and the real requirement for the proper education and training, which are not confined to utilitarian needs only.

3.2.3. Teaching to mixed ability classes

An essential principle that has been adopted by the Cyprus education system is the teaching to mixed ability classes. What needs to be highlighted, however, is
the range of measures that have to be promoted so that they can lead to effective teaching. These measures concern:

- the content of the syllabus
- the supporting materials (books, CDs etc)
- the training of educationalists in teaching methods
- organising the schools and managing the timetable
- the material infrastructure required to support such teaching (premises, laboratories, special equipment)
- the number of pupils per class

3.2.4. All day school

To cope with the relatively short period of pupils attendance in schools and the lack of activities which will help to develop the personality of the pupils as well as alleviating the problem of functional illiteracy the extension of the time of operation of schools in primary education to an all-day basis is considered as a practical solution (even with attendance for some afternoons or/and with the contribution of a percentage in the expenses for meals and/or transport or by limiting the measure, at the initial stages to disadvantaged areas).

3.2.5. Abolishing the division into lower and upper cycles in primary education

In the framework of the outspoken policy for unification of education, the abolishment is promoted of the division of primary education into lower and upper cycles.

3.2.6. Eniaio Lykeio (Unified Lyceum)

With this institution, having been on a trial basis for five years and implemented as from the school year 2000-2001 on a pancyprian basis, the following essential aims are pursued:

- Ending or limiting the prejudice against technical/vocational education,
- Organising the education of upper secondary level according to current trends, especially to the European ones.
- Expanding and modernising syllabuses and improving the levels and methods of teaching and learning
- Better response to economic, social and other needs of the country
- Promotion of social cohesion with all pupils.

3.2.7. Unification of the services of the Curricula Development Units, Upgrading of the Pedagogical Institute and strengthening of the Educational Psychology Unit.

These measures are considered among the most essential elements for qualitative improvement of education, in the pursuit of consistency as well as correlation between what is done by the curricula Development Units and the related work at the Pedagogical Institute, so that there is co-operation and avoidance of double effort and duplication of production. In addition strengthening the staff of the
Education Psychology Unit is considered an essential prerequisite in the quest of coping with problems of functional illiteracy, children with special needs, etc.

3.2.8. Educational Staff
The experts that prepare the UNESCO 1997 Report, on the Assessment of the Cyprus Educational System, consider that the main weaknesses of the education system stem by structural conditions or other practices that are related with the issue of educational personnel management.

Thus the issue of the teaching staff of the schools must be promptly confronted, as it can legitimately be said that educationalists are identified with education itself. High quality education is based primarily on high quality teaching staff. The issue of management of the educational personnel has a number of dimensions:

- Selection and Appointment. The first issue, relating to the teaching staff, which for long has preoccupied the Ministry of Education and Culture, has to deal with the process of finding, selecting and appointing such personnel. It constitutes an immediate priority to promote appropriate actions for the approval of a Bill that has been tabled at the House of Representatives (parliament) concerning the method of appointing teaching staff.

- Training of teaching staff. The second issue touches the pre-service and in-service training of the teaching staff. At a very recent stage actions were taken to materialise the provision for pre-service training of secondary education teachers. It should be noted that further measures are on the way for strengthening quality during the training sessions. At a second stage a middle term and a long-term policy will be set up for in-service training. The middle term one will deal with needs for training in areas of methodology and new technology while the long term one will have to radically deal with the full range of needs of the teaching staff. Furthermore programmes will be promoted for the training of headmasters and other school staff as well as the monitoring staff of the system at primary and secondary education levels.

- Appraisal of teaching staff. The third issue which is related to the teaching staff concerns measures for monitoring its task and for its appraisal. There is a direct need for reviewing the regulations regarding the assessment of teachers. At the midterm level there is need for promoting and forming of policies and incentives as well as other procedures, which will upgrade the status of the teacher and will enhance the quality of education offered.

3.2.9. Structure of the services of the Ministry.
A further sector that will have to be dealt with is the one of the structure of the services by the Ministry of Education and Culture as regard education issues. At a middle term level it is deemed necessary to create or renew or upgrade some of the practices/mechanisms required for the system to function and for ensuring consistency and common actions between the various services of the Ministry. The role of the headmasters and head teachers must be placed on a different basis in view of the need for decentralisation and strengthening of their duties.
3.2.10. Computerisation

The main difficulties for computerisation stem from the idiosyncrasy of the activities of the Ministry of Education and Culture, which require specialised programmes/systems with a dynamic character and need for continuous maintenance. In view of this the issue of establishing a technology information service within the Ministry of Education and Culture is at a premium. Such a unit besides its task of promoting and developing new systems will also be responsible for the maintenance and support of the existing systems.

3.2.11. Material and Building Infrastructure.

In addition to actions for facing the demands of premises for schools in developing areas, the need for a systematic programme to replace the school buildings which are quite old to maintain and the improvement of existing school buildings, there is need for reconsideration and placing on a more systematic basis of the practices, structures and mechanisms concerned with the procedures of planning (including the finding of locations) of school buildings and erecting of such buildings. The equipment of the schools must be modernised and supported according to new developments and in order to make the best use of perspectives created by the new technologies. In particular the following must be promoted:

- Development of models and specifications
- Creation of an interdepartmental team for planning and co-ordinating the building infrastructure.
- Reviewing /simplifying existing practices and procedures for a more effectuate materialisation of the planning
- Organising of a system for methodological predictions and planning.

3.2.12. Educational Research and Evaluation

In the sector of Educational research and evaluation there will be systematic effort and encouragement to the Pedagogical Institute and other bodies for conducting research or making the best use of elements from other research locally or overseas. In the middle term stage mechanisms will formed at the Pedagogical Institute which will be related with respective mechanism of the Ministry of Education and Culture on issues of policy with the responsibility of determining research policy and monitoring the system.

3.2.13. Nine-year basic education

Setting on a systematic basis the unification of the Primary Education with the Lower Cycle of the Secondary one (Gymmasio), which is being already implemented, so that they can become a system of nine-year basic education that will offer pupils the necessary basis to continue their studies or for a more creative accession to the community. There will be implemented, within the framework of these, a unified syllabus, the due teaching material will be produced, there will be affinity in didactic practices and procedures, monitoring and counselling will be co-ordinated, the teaching staff will be trained accordingly and services such as the Curricula Development Units will be unified and reformed.
3.2.14. Use of Technology - Information and Communication Technologies

Programmes will be supported to make use of information Technology as a means/tool in the teaching/learning process. Use of the Internet and expansion of the use of educational technology (radio, T.V., video, projectors) are to be promoted. Enhancement of technology lessons in the full range of school education.

3.2.15. Harmonisation with the European Education Policy. Support to the European Dimension in Education

In order to promote the European orientation and identity with European practices, measures will be supported/introduced in the curriculum and other school activities concerning Health Education. Environmental Education, developing a consumers conscience, the promotion of common cultural activities with the other countries and combating xenophobia and racism. In addition sensitisation will be promoted on aesthetic education and studies will be made into expanding and improving the system of foreign language learning especially the ones of the European Union.

3.2.16. School Sports

The support of the athletic infrastructure of schools will be promoted, including programs for sound bodies and health of the future citizens and participation in sports events locally and internationally.

3.2.17. Aesthetic education

Infrastructure for Theatre and Visual Arts as well as Music will be promoted and supported at school level and enhanced participation in activities both locally and internationally to effect a development of the future citizen in the sector of Arts.

3.2.18. Pre Primary Education

Due to the importance of this level of education in forming human character and the need to realise, as from these initial stages of education, the principle of equal opportunities in education and in order to meet the needs created by including women in the workforce, particular importance will be placed in both the quantitative expansion, with the gradual inclusion of all children over 3 years old, as well as the qualitative improvement, mainly by placing even further effort in the quality of the teaching personnel. In order to achieve this task the following will be pursued:

a. Taking necessary measures so that providing services to pre-primary pupils will be offered mainly by the state, support to such services by the communities and the monitoring/regulating role will be the responsibility of the state in both the community and private sectors.

b. Institutionalisation of common regulations of operation of these institutions (qualification of staff, time of operation, content of services) and creation of a relevant co-ordinating mechanism in order to attain co-ordination and unified policies at this level.

c. Creation of mixed classes where the number of pupils is not adequate for creating classes by age, a problem faced in rural areas.
3.2.19. Primary Education

As the goal of quantitative aims has been fully achieved emphasis will be placed on qualitative upgrading primary education by renewing and modernising it as well as by harmonising it to European practices. There will be a systematic effort of increasing educational and economic performance of the schools, facing needs in premises and improvement in buildings. The following will be pursued:

(a) Qualitative improvement of Primary Education within the framework of the general methods already mentioned but particularly through the following.
   - Updating, expanding and enriching syllabuses with subjects which contribute in setting technological foundations, such as the lessons in computers and design and technology, on which special plans are in the pipeline.
   - Continuing the production of new and qualitatively better material by the Curriculum Development unit.
   - Upgrading and updating of education offered to pupils with special needs and of the education of repatriated children as well as the one of the children of migrant workers.
   - Updating in the assessment of the educational task and that of the educational personnel in order to enhance effectiveness

(b) Increase of the educational and economic effectiveness of Primary Education within the framework of the general measures already mentioned but in particular with the following:
   - Creation, according to existing relevant legislation, of regional schools and engulfing small rural school, of less than 15 pupils, into existing schools
   - Improving class weather conditions through the programme of installing central heating.

(c) Fulfilling needs for premises and improvement of condition of premises.
   Although it is estimated that the overall number of primary school pupils will, within the next few years, be stabilised to 60,000, there will be erected new premises according to the existing building plan. In addition there will be, where the need arises, replacement of old buildings and setting up new ones where there are demands due to local changes (movement of population etc)

3.2.20. General Secondary Education

In addition to all that is included in the framework of general measures that have been mentioned there will be measures and actions in the following sectors:

i. **Needs for premises.**
   During the next few years and further to the needs for support, maintenance and improvement of the existing buildings there are plans for building 15 new schools (Gymnasia and Lykeia). In addition, necessary extensions will be made to schools, where they are required either by the increase of the number of students or because of the introduction of innovations or other changes. The programme of installing central heating systems will be continued especially in schools at mountainous areas.
ii. *Education Staff.*
There will be special efforts to train teachers in teaching methods and new technology.

iii. *Eniaio Lykeio (Unified Lyceum).* In view of the results of the evaluation of the trial operation of the institution of the eniaio lykeio (a type of comprehensive upper secondary school) there will be due modifications to support the effort of a modern type of school that will provide to pupils opportunities for the selection of subjects according to their abilities and interests.

iv. The system of *Examinations* for admission to the Higher and Highest Institutions of Education. The system will be reviewed so that in can ensure meritocracy in entrance to tertiary education institutions based on the achievement in the common examinations of the Lyceia and by confining the participation to a large number of examinations.

v. *Curricula-Syllabuses.*
- Introduction of the subject of computer literacy at the lower cycle of secondary Education (Gymnasium) and applying new technology as a means of teaching and learning.
- Improvement of the quality of teaching of specific subjects of the syllabus, such as English, Greek, Mathematics and Physics
- Coping with problems of school failure.
- Connection with the world of work, improvement of counseling and career guidance.
- Support of programmes of health and environmental education
- Reviewing the timetable and its present structure so that it can reflect the needs of current society.
- Introduction of activities for the development of attitudes/values beyond the sector of knowledge
- Introduction in the curricula of inter-disciplinary activities to develop skills/abilities for current needs/realties (Reviewing of syllabuses so that emphasis can be placed on developing skills/abilities of general nature to solve problems, for critical analysis, communication, co-operation, handling and managing information etc, while confining the approaches of mechanical character)

vi. Institutional - legislative regulations. Reviewing school regulations, especially as regards inclusion of provisions supporting positive attitudes and values to combat misbehaviour. Reviewing the legislative framework to the private education to ensure more effective monitoring and complement the existing legislation.

### 3.2.21. Secondary, Technical And Vocational Education

In addition to what is already included in the framework of the overall measures mentioned, measures and actions will be pursued in the following sectors:

**Structural / Institutional Actions for:**
- Re-planning, restructuring and modernising the public Secondary, Technical and Vocational Education.
- Restructuring the management of Secondary, Technical and Vocational Education at Ministry level.
• Pursuing procedures to work out, plan, get approval from the Council of Ministers and get the vote of the House of Parliament of a complete Unified Legislation (Framework law) and relevant Regulations on Secondary, Technical and Vocational Education ("Law on Secondary, Technical and Vocational Education" and relevant regulations).

Within the framework the following innovations will be pursued:

• Reviewing of the specific goals of Secondary, Technical and Vocational Education
• Support and enhancement of the programmes of Technical and Vocational Education
• Introduction of new subjects to the programme of studies of Secondary, Technical and Vocational Education
• Improvement / introduction of technological equipment to train and support the teaching and learning process inclusive of tools for information Technology
• New sections and specializations in the Secondary, Technical and Vocational Education
• Creative and productive use of the free time of Technical school’s pupils
• Development of programmes of Secondary Technical and Vocational Education in Evening Technical schools
• Development of programmes of life-long Technical and Vocational Education
• Development of programme of vocational training
• Establishing of courses for training for examinations
• Updating of the Apprenticeship system.

3.2.22. Needs for premises.

To meet the needs of pupils wishing to attend Technical Schools but also the needs of industry 4 new technical schools will be gradually built. One in Nicosia, one in the Famagusta unoccupied area, one in Limassol and one in Larnaka. At the same time there is demand for extension, improvement, furnishing, maintaining and constructions for safer and more hygienic conditions of work for pupils and teachers. The proposed works are described in the Five Year Building Plan of the Technical and Vocational Education for the period 1998-2002.

3.2.23. Tertiary Education

The main strands of policy in tertiary education is the development of the University of Cyprus and the establishment of a new Technical University, the full use of public and private institutions and ensuring quality and standards of the degrees offered on the basis of European models or/and international agreements and practices.

Private Tertiary Education. The full implementation of relevant legislation will be promoted with particular stress on:

• Observing the conditions of admission/ entrance
• Securing objectivity in promotion of students
• Strict selection of personnel
• Stabilisation of the courses of study and long-term planning by the departments.
There will be, at the same time, systematic study, in cooperation with related bodies, to determine the elements required so that a framework is presented to these schools which will support their efforts for serious planning, systematic programming and creation of infrastructure so that they can develop into systems which will constitute positive elements in the economic activities of the island. The framework to be formed will include elements to secure basic social and welfare provisions for students and support for research.

The Cyprus Board for Accreditation of Degree will promote further measures to accelerate its functioning:
- Further legislation and regulations in its field of responsibility
- Enhancement of its staffing and organisation.

Examinations Service. The Service will be enhanced so that it can cope with its increased responsibilities and offer services to public and non-public bodies and organisations. There will be promotion of computerisation for the service.

3.2.24. Special Education

The policy to be pursued in this sector is markedly pervaded by the principle of equality and aims in maximizing the capabilities of children with special needs while becoming harmonised with the policy of the European Union, as this is set out in the Community Chart for Fundamental Social Rights, for a more effective participation of each disabled person regardless of the nature of his disability in society and its workforce.

The following measures will be taken:
1. Improvement of mechanisms of diagnosing and preventing disabilities, timely action and evaluation of children with special needs.
2. Support of the effort to include children with special needs in regular classes mainly through the improvement of material infrastructure and though the staffing of schools with specialized personnel.
3. Legislation that will direct education of these children aiming at providing the means for these children to be part of the general education system.
4. Continuous training of the teaching staff, production of specific material e.t.c.

3.2.25. Education for the children of Cypriot ex-patriots and for the children of immigrant workers

The principle of maintaining the Cultural and national identity of Cypriots who live abroad pervades the policy in this sector. Cyprus Educational Missions in the United Kingdom as well as the extension of the provision of services in the domain to Cypriot communities in Australia, Canada and the U.S.A. to which teaching and information material will be send on a regular basis.

On a similar basis the Cyprus Education System has adopted the idea that it is its responsibility to provide the infrastructure that will enable the children of migrant workers to have access to education on an equal basis as the local children. Furthermore every facility will be provided to such children so that they can have access to the learning of their mother tongue and culture. In this respect measures will be promoted mainly in the area of producing suitable educational material and training teaching staff to cope with the needs of these children.
3.2.26. Adult education
Restructuring of the whole practice will be pursued through changes in the content and the types of knowledge offered for the best possible attainment of the principle of equal opportunities and life-long learning, as these are dictated by the need for adaptation of our education to the progress in all other sectors and the harmonisation with the European Union.

3.2.27. State Institutes for Further Education
The State Institutes for Further Education will be further supported so that they can offer high level knowledge in specialised sectors as in foreign languages and computers. Actions will be taken to further institutionalise the framework of their function.

3.2.28. Pedagogical Institute
The essential contribution of the Pedagogical Institute to Education as regards Training, Educational Research, Documentation and Educational Technology will be pursued by taking measures aiming mainly at updating and renewing services offered and their best use. Cooperation between the Pedagogical Institute and the Pedagogical Department of the University of Cyprus will be promoted. In particular the following measures will be promoted:

a. Materialisation of development programmes and support of the Pedagogical Institute so that it becomes the means to materialise various measures described in the present paper that concern its particular activities.

b. Qualitative updating of the educational system through the systematic planning of courses or seminars at the Institute’s premises or at school level, training of higher officials, “programme of Technological Literacy” for all educationalists, holding scientific conferences, promoting cooperation with non-profit organisations for development of common projects, participation in international and local research to study the standard of our pupils in various lessons and active participation in creating graded test papers.

c. The Pedagogical Institution’s contribution to the quantitative development of education will be focused on presenting seminars to parents on issues of education in cooperation with the Ministry of Agriculture and Environment (environmental education, geological monuments), the Ministry of Health (health education), the Ministry of Labour and Social Insurance (anti-drug education). In addition there will be enhanced cooperation with municipalities or communities and provision to them of technical and scientific help.

d. Aiming at strengthening the unification of the educational system the Pedagogical Institute will organise inter-departmental seminars for all the educationalists for information and/or awareness on issues of educational aims and objectives, methodology and syllabuses as they apply in all levels of education. In addition a seminar will be organised on the subject of the nine-year education.

e. Emphasis will be placed on the syllabuses of subjects making use of educational technology. In this context the introduction of elements using
the computer will be part in nearly all the Pedagogical Institute’s seminars stressing in particular the use of the computer in the daily professional work of the teacher (application to acquiring knowledge, drawing up tests, worksheets, presentation of the lesson).

f. Promoting Measures for attainment of the specific goals of the Pedagogical Institute:
   • Implementation of new programmes for training of headmasters and Inspectors at the primary and secondary education
   • Introduction of programmes of use of local and international networks on issues of comparative education, management and study of European education systems.
   • Development of cooperation will respective institutes abroad on issues such as the methodology of teaching in mixed ability classes, the graded tests, the technology development of personnel, the production of education material, participation in common data bank, e.t.c.
   • Development of cooperation with the Greek Pedagogical Institute on issues of the technology of staff training and of research.

3.2.29. Educational Psychology Service

The staffing of the service will be supported so that it will be capable of cooperating with other departments aiming at:
   • Improvement of conditions of learning and educating pupils within the education system.
   • Provision of support to other services.
   • Research in the area
   • Promotion of programmes for preventive actions and for training of educationalists / parents to achieve prevention or timely intervention in sectors requiring the service of a psychologist.

3.2.30. Technical Service of the Ministry of Education and Culture

The Technical service is the unit of the Ministry of Education and Culture concerned with the building programmes of public education and dealing with a budget of 16 to 20 millions pounds a year. Within this framework the unit must be upgraded so that it can respond to the demands arising. In addition its personnel must be trained in the new trends and technology demanded for the designing the building, and the planning of modern school buildings as well as the maintenance and improvement in the existing ones.

3.2.31. Curriculum Development at the Basic Level of Education

The curriculum development is the responsibility of the Ministry in cooperation with the Teachers’ Unions, the Parents Associations and the Academics. Institute. The curriculum aims at the following major goals:
- to assimilate the spiritual, cultural and other achievements, as well as other sound elements of the past,
- to make the best use of all existing potentials,
- to proceed to new achievements in all domains of social activity and to maximise the contribution for a better world,
- to develop attitudes and skills for physical and mental health,
- to strengthen the fighting spirit of the younger generation, who live in a partly occupied country.
The curriculum sets the following specific goals:
- the all round physical and spiritual development of the children through the acquisition of knowledge and skills necessary for contemporary life,
- the right understanding of the world through a systematic study of the phenomena of natural and social environment,
- the knowledge of history, especially national, and the knowledge of the achievements of world civilisation,
- the acquisition of language and the development of the skills of clarity and precision in expression,
- the development of the ability for critical thinking and creative mental activities,
- the development of love for the motherland, humanistic ideals and democratic beliefs,
- the development of love and respect for work,
- the development of conscious discipline and guidance for the undertaking of responsibilities and the exercise of rights,
- the development of social consciousness and responsibility,
- the moral and religious education and the development of the spirit of mutual help, mutual understanding, respect of the views of others, initiative and cooperation,
- the identification and development of the interests, skills and talents of pupils,
- the provision of every possible opportunity for the right professional orientation and facilitation of the professional career of the new citizen in the framework of lifelong education,
- the systematic care for the physical development and health of pupils,
- the aesthetic education and the systematic acquaintance of the pupils with artistic creation at national and international levels.
The principle of satisfying the basic needs of the child is the decisive factor governing the role of the nursery. Children of Pre-Primary age need both quantitative and qualitative experiences. Thus, the aims of Pre-Primary Education are to help the child to adapt himself/herself to the broader school environment, to become an integral part of society with ease and security and to preserve and promote the wholesome and all round development of the child to the highest possible level, according to his/her level of maturity.
Some of the ideas which pervade the curriculum are the following:
(a) Democratisation
Emphasis in the new curriculum is put on democratisation, which is manifested in:
  i. respect for the dignity and uniqueness of each individual (individualisation of instruction),
  ii. respect for the opinion of the majority,
  iii. opportunities for participation in the decision-making process,
  iv. encouragement of cooperation and responsibility and
  v. equality of opportunity in all aspects of social life.
(b) The Teacher's Role
The teacher has ceased to be the only source of knowledge, the only authority and the dominant figure in the classroom. The teacher has become the organiser of educational activities in cooperation with the pupils. He/She is the child's guide, animator, collaborator. The emphasis is not on whole-class teaching but on a
variety of group and individual activities. Independent study, experimentation and the development of creative skills are encouraged.

(c) Children's Active Participation
Emphasis is given to the active participation of children in all aspects of school life. This is encouraged because it is believed that through this participation, real learning is achieved and responsibility, self-esteem, self-dependence and creativity are developed. The ways through which this objective is pursued are the formation of various committees and work-groups at classroom level and the existence of a pupils' council at school level.

(d) Study of the Environment
The study of the environment is given primary importance. The children are helped to "live" their environment thus becoming able to understand, describe and love it. This awareness and positive attitude will hopefully help them to proceed to the understanding of other places and the world in general.

(e) Integration of Subjects
Teachers are encouraged to avoid compartmentalisation of each subject and to integrate their activities, concentrating their attention on a certain fact of real interest to the children, rather than on a certain topic, prescribed by a textbook or syllabus.

(f) Affective Domain
The new curriculum makes extensive reference to the affective domain, underlining the importance of values, interests and attitudes for the developing personality of the child.

(g) Individualisation of Instruction
The steady decrease of the pupil/teacher ratio, as well as the construction of new school rooms, have made possible more emphasis to be given to individualisation of instruction and remedial teaching.

(h) Evaluation
The importance of the child's self-evaluation and evaluation by the teacher on a systematic basis (formative-summative) is emphasised by the new curriculum.

(i) Educational technology, radio and television are being used for the teaching of certain subjects and for the in-service training of teachers. The benefit that is being derived through educational television and radio is not limited to the actual television and radio programmes that are broadcast. The provision of schools with supplementary materials in the form of booklets, slides, posters, pictures etc., within the framework of the broadcasts, helps enormously in enriching the work of teachers and pupils alike.

(j) Continuous Development
The curriculum underlines the idea that there is no "fixed" or "stable" curriculum that will suit every school forever. Teachers are encouraged to modify and adjust it, according to their environment and the particular needs of the children. Also, they are reminded that the curriculum should be subject to continuous development. Departmental committees consisting of members of the Inspectorate, representatives of the Pedagogical Institute and the Teachers' Unions are dealing with the continuous development of the curriculum.
### TABLE 1.1
Teaching periods of each subject for each grade per week at the Public Primary School

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Grades</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Language</td>
<td></td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Social Studies*</td>
<td></td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>P.E.</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English as a Foreign Language</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics/Design and Technology</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Free Activities</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>31</td>
<td>31</td>
<td>34</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

* Social studies for grades 1-2 include Science, Geography, History and Religious Education. Science is taught separately. Social studies for grades 3-6 include History, Geography and Religious Education, all taught separately.
### TABLE 1.2
Allocation of weekly periods of teaching at the Gymnasion

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Religious Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. Modern Greek</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3. Greek language and literature</td>
<td>3</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>4. Mathematics</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. History</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6. Civics</td>
<td>–</td>
<td>–</td>
<td>0.5</td>
</tr>
<tr>
<td>7. Vocational guidance</td>
<td>–</td>
<td>–</td>
<td>0.5</td>
</tr>
<tr>
<td>8. Geography</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9. Physics</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10. Chemistry</td>
<td>–</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11. Botany-zoology</td>
<td>2</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>12. Anthropology</td>
<td>–</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>13. Biology</td>
<td>–</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>14. English</td>
<td>3</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>15. French</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>16. Art</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. Music</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. Physical education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19. Home economics</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20. Design-Technology</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>21. First aid</td>
<td>–</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>
### TABLE 1.3
A. The Lyceum of Optional Subjects (LEM)
a. Common core subjects

<table>
<thead>
<tr>
<th>Combinations</th>
<th>I</th>
<th>IIa+b</th>
<th>III</th>
<th>IVa+b</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades, period/week</strong></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1. Relig. Education</td>
<td>1.5</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>2. Modern Greek</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3. Civics</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td>4. History</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5. History Cyprus</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>6. Ancient Greek</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>7. Transl. anc. Greek</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Maths</td>
<td>3</td>
<td>2.5</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9. Physics</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
</tr>
<tr>
<td>10. Chemis.</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
</tr>
<tr>
<td>11. Biology</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>12. English</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>13. French</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>14. Econom</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>15. Comput</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>16. Music</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>0.5</td>
<td>–</td>
</tr>
<tr>
<td>17. Phys. education</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>18. Art</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>0.5</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26.5</td>
<td>22.5</td>
<td>22.5</td>
<td>26</td>
<td>22.5</td>
</tr>
</tbody>
</table>
TABLE 1.4
A. The Lyceum of Optional Subjects (LEM)

b. Specialised subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Combination</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Greek (additional periods)</td>
<td>1</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Latin</td>
<td>1/V</td>
<td>2/2</td>
<td>2/--</td>
<td>2/--</td>
</tr>
<tr>
<td>History (additional periods)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Modern Greek/social studies</td>
<td>V</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Maths (additional)</td>
<td>IIa/IIb/3</td>
<td>2.5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics (additional)</td>
<td>IIa/IIb</td>
<td>4</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry (additional)</td>
<td>IIa/IIb</td>
<td>2.5/2.5</td>
<td>3/1</td>
<td>3/1</td>
</tr>
<tr>
<td>Biology</td>
<td>IIb</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Techn. Drawing</td>
<td>IIb</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>IIb</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Accountancy</td>
<td>III/IVA/IVb</td>
<td>3/3.5/1</td>
<td>2.5/5/4</td>
<td>2.5/2.5/2</td>
</tr>
<tr>
<td>Commercial subj.</td>
<td>III/IVA/IVb</td>
<td>2</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>Political economy</td>
<td>III/IVA</td>
<td>–</td>
<td>–</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial skills</td>
<td>IVA/IVb</td>
<td>–</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td>Economics/Maths</td>
<td>IVA/IVb</td>
<td>–/--</td>
<td>2/1</td>
<td>2/2</td>
</tr>
<tr>
<td>Typing</td>
<td>IVA/IVb/V</td>
<td>2/2.5/2</td>
<td>2/2/--</td>
<td>1.5/3/--</td>
</tr>
<tr>
<td>Shorthand</td>
<td>IVb</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English (additional)</td>
<td>III/IVA/IVb/V</td>
<td>1/2</td>
<td>1/3</td>
<td>1/3</td>
</tr>
<tr>
<td>French (additional)</td>
<td>V</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>German</td>
<td>V</td>
<td>3</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>I/IIb</td>
<td>2/--</td>
<td>2/--</td>
<td>2/2</td>
</tr>
</tbody>
</table>

TABLE 1.5
A. The Lyceum of Optional Subjects (LEM)
c. Supplementary subjects – Lyceum (LEM)

Some of the following subjects can be opted for the second and third years for two weekly periods: Handicraft (wood/metal), Technical drawing, Typing, Sewing, Infant care, Geography, Biology, Music, Art, Computers and Latin for combination 5.
TABLE 1.6
B. The Technical /Vocational School
Allocation of Teaching Time

<table>
<thead>
<tr>
<th></th>
<th>Technical stream (%)</th>
<th>Vocational stream (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General subjects</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Related subjects</td>
<td>28</td>
<td>17.5</td>
</tr>
<tr>
<td>Technology and drawing</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Workshop practice</td>
<td>20</td>
<td>37.5</td>
</tr>
</tbody>
</table>

General subjects include Religious Education, Languages, History and Physical Education. Related subjects include Mathematics and Science.

TABLE 1.7
C. The Eniaio Lykeio (a type of comprehensive school)
as implemented from 2000-2001

Periods of teaching per week and number of options from each cycle of subjects

<table>
<thead>
<tr>
<th>Grades Subjects</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Subjects</td>
<td>35 per.</td>
<td>19 per.</td>
<td>13 per.</td>
<td>67 per.</td>
</tr>
<tr>
<td>Optional stream Subjects</td>
<td>0</td>
<td>3 or 4 subjects amounting to 12 to 16 per.</td>
<td>4 or 5 subjects amounting to 16 to 20 per.</td>
<td>28 to 36 per.</td>
</tr>
<tr>
<td>Subjects of enrichment or special interest</td>
<td>0</td>
<td>0 or 2 subjects amounting to 0 to 4 per.</td>
<td>1 or 3 subjects amounting to 2 to 6 per.</td>
<td>2 to 10 per.</td>
</tr>
<tr>
<td>Total</td>
<td>35 periods</td>
<td>35 periods</td>
<td>35 periods</td>
<td>105 periods</td>
</tr>
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### TABLE 1.8
C. The Eniaio Lykeio (a type of comprehensive school) as implemented from 2000-2001
Common Core topics and periods of teaching per week

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Religious Education</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>2. Modern Greek</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3. Civics</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4. Biology-Anthropology-Botany</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5. Music</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6. Art</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7. Physical Education</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Classical Greek</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9. History</td>
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<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>10. Mathematics</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>11. Physics-Chemistry</td>
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<td>3</td>
<td>-</td>
</tr>
<tr>
<td>12. English</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13. French</td>
<td>2</td>
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<td>-</td>
</tr>
<tr>
<td>14. Third Foreign Language</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>14. Economics</td>
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<td>-</td>
</tr>
<tr>
<td>15. Computer Studies</td>
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<td>-</td>
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<td>16. Technology</td>
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Table 1.9
Indicative numbers of the student population, the teaching personnel and the educational institutions in the non-occupied part of the island
Academic year 1997-98

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>Schools</th>
<th>Pupils/students</th>
<th>full-time</th>
<th>part-time</th>
<th>full-time equivalent</th>
<th>pupils per teacher</th>
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<td></td>
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<td>HIGHER</td>
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<td>718</td>
<td>390</td>
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<td>300</td>
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<td>135</td>
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<td>525</td>
<td>127</td>
<td>25</td>
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<td>TOTAL PART-TIME</td>
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<td>426</td>
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<td>523</td>
<td>675</td>
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<td>total</td>
<td>1963</td>
<td>283281</td>
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Note: The Total Population of the Country during this period was 660,000 approximately
Table 1.10  
School Enrolments Ratios by Level of Education

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEX</th>
<th>Primary Age group 6-11 Gross %</th>
<th>Net %</th>
<th>Secondary Age Group 12-17 Gross %</th>
<th>Net %</th>
<th>Third Level Age group 20-24 gross %</th>
<th>In Cyprus %</th>
<th>Abroad %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
<td>96</td>
<td>97</td>
<td>93</td>
<td>20</td>
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<td>41</td>
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<tr>
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<td>91</td>
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<td>1996</td>
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<td>100</td>
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<td>97</td>
<td>92</td>
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<td>22</td>
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<td>90</td>
<td>20</td>
<td>23</td>
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<td>93</td>
<td>89</td>
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<td>24</td>
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<td>96</td>
<td>98</td>
<td>94</td>
<td>27</td>
<td>25</td>
<td>52</td>
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<tr>
<td>1998</td>
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<td>males</td>
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<td>95</td>
<td>94</td>
<td>89</td>
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<td>27</td>
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</tr>
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<td>98</td>
<td>94</td>
<td>27</td>
<td>28</td>
<td>55</td>
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</tbody>
</table>
Table 1.11
Expenditure on Education in Cyprus
(amounts are in Cyprus pounds, 1 Cy-pound=1.6 US$)

<table>
<thead>
<tr>
<th>YEAR 1997</th>
<th>% on GNP</th>
<th>% on Public Expenditure</th>
<th>YEAR 1998</th>
<th>% on GNP</th>
<th>% on Public Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>657.900</td>
<td></td>
<td>663.300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross National Product in CY pounds</td>
<td>4.343.000.000</td>
<td></td>
<td>4.679.600.000</td>
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<td></td>
</tr>
<tr>
<td>GNP/capita</td>
<td>6.601</td>
<td></td>
<td>7.055</td>
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</tr>
<tr>
<td>Total Public Expenditure in CY pounds</td>
<td>1.557.925.000</td>
<td></td>
<td>1.724.900.000</td>
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<td></td>
</tr>
<tr>
<td>Public Expenditure on Education In Cyprus for public and private institutions in Cyprus</td>
<td>217.452.000</td>
<td>5,01%</td>
<td>13,8%</td>
<td>251.470.000</td>
<td>5,37%</td>
</tr>
<tr>
<td>Private Expenditure on Education in Cyprus</td>
<td>78.898.000</td>
<td>1,82%</td>
<td></td>
<td>87.978.000</td>
<td>1,88%</td>
</tr>
<tr>
<td>Expenditure on Education abroad</td>
<td>56.600.000</td>
<td>1,30%</td>
<td></td>
<td>61.200.000</td>
<td>1,31%</td>
</tr>
<tr>
<td>Total Expenditure on Education</td>
<td>352.950.000</td>
<td>8,13%</td>
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<td>400.648.000</td>
<td>8,56%</td>
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<tr>
<td>Expenditure for the Ministry of Education and Culture &amp; Local Authorities</td>
<td>199.058.000</td>
<td>4,58%</td>
<td>12,63%</td>
<td>227.977.000</td>
<td>4,87%</td>
</tr>
</tbody>
</table>
References


Pavlou Soterios (editor), *OELMEK, Unified legislation on Education*, Nicosia 1999


Various reports, notes and other texts that can be found in the Archives of the Ministry of Education and Culture