

MINISTRY OF EDUCATION AND CULTURE

2011
ANNUAL REPORT

NICOSIA 2012

EDUCATION

PART A'

1. STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

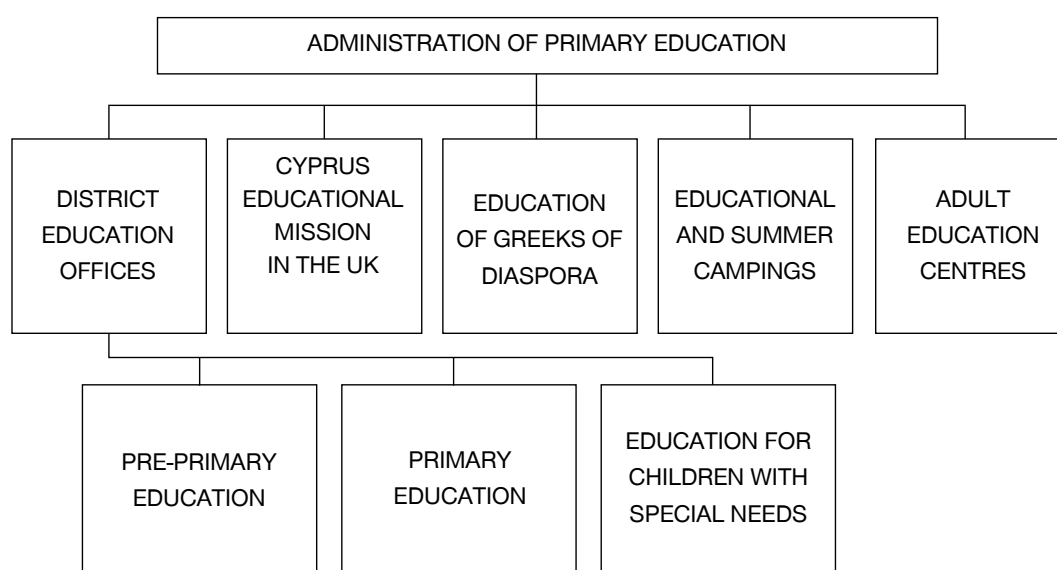
1.1 ADMINISTRATION OF PRIMARY EDUCATION

Primary Education constitutes the main and fundamental stage of education, which lays the foundations for the harmonious development of children in the cognitive, emotional and psychomotor domains. For this reason, the Administration of the Department of Primary Education persists in the continuous and steady progress, improvement and upgrading of Primary Education, by encouraging the in-service training of the teaching staff, the appointment of more teachers in the Education for Children with Special Needs, the participation and involvement of teachers in European Programmes, the implementation of educational measures and policies that facilitate the smooth integration of groups from different cultural identities in a creative environment, the introduction of innovative approaches to teaching, and the extension, improvement or construction of new school buildings, etc.

During the school year 2010-2011 the preparation of the new curriculum was completed. Selected group of teachers with the help of academics of the University of Cyprus began writing new teaching books, which are interwoven with the needs of today's society on the basis of the new curriculum. An organized and systematic training of the teaching staff started in regard to the new curriculum, since the teachers will be invited to teach almost all the school subjects, from the school year 2011-2012 onwards, on the basis of the new curriculum.

The various sectors of the Department of Primary Education include:

- the District Education Offices which are responsible for the administration of the Public, Communal and Private Nursery Schools (Pre-Primary Education), the Public and Private Primary Schools (Primary Education), the Special Schools and the rendering of individualized help to children with special needs placed in special units, in Primary and in Nursery Schools (Education for Children with Special Needs),
- the Cyprus Educational Mission in the U.K.,
- the Education of the Greeks of Diaspora,
- the Educational and Summer Campings, and
- the Adult Education Centres.



1.1.1 PRE-PRIMARY EDUCATION

The Ministry of Education and Culture, is responsible for the education of 3-year old children and over. It takes on the responsibility to complement the family's role, to provide ample support and augment the developmental stage of the children, aiming to satisfy their basic needs for a wholesome personality in an experiential environment. This consequently, will enable them to become aware of their capabilities and enhance their self-image.

The educational programme of Nursery Schools retains many elements of the natural way of living of the family, with emphasis on the encouragement of constructive activities, on comfort, love, support, trust, acceptance, safety and on respect for children's personal uniqueness.

1.1.2 PRIMARY EDUCATION

The fundamental principle of defining the aims of Primary Education has always been the harmonious development of the personality of children. This is believed to be achieved under conditions which help children acquire knowledge, develop right attitudes and foster skills, and in situations in which children are encouraged to face the unceasing changing world in a responsible manner.

According to the 10-year schooling educational programme, the aim of Primary Education is to create and secure the necessary learning opportunities for children regardless of age, sex, family and social background and mental abilities, so as to enable them to:

- develop harmoniously in the cognitive, emotional and psychomotor domains, using to the maximum the means that contemporary technology offers
- deal successfully with various problems they may come across, including difficulties in being familiarised with the school and the wider environment
- promote socialization
- acquire positive attitudes towards learning
- develop social understanding, belief in human values, respect for our cultural heritage and human rights, appreciation of beauty
- develop disposition to creativity and love for life and nature, in order to become sensitive in preserving and improving the environment.

1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

During the year 2011, 338 Greek-Cypriots and 111 Maronites were living in our country's occupied area.

Despite the prohibitions and the censorship imposed by the Turkish occupational authorities, three primary schools operated initially; one in Rizokarpaso, one in Agia Triada and one in Kormakitis. During the school year 1996-1997, the primary school in Agia Triada was compelled to close down due to the denial of the Turkish occupational forces to allow the school teacher Mrs Eleni Foka to return to her village, regardless of the intense efforts of the Republic of Cyprus for her return. In addition, during the school year 1999-2000, the Kormakitis Primary School also had to close down, due to lack of pupils (the last and only pupil of the school graduated the previous year).

During the school year 2004-2005, following constant, insistent and enormous efforts of the Republic of Cyprus, the Rizokarpaso Gymnasium operated again for the first time after the Turkish invasion in 1974. Furthermore, by the end of the same year, on 11th April 2005, children between the ages of 3 to 5 years and 8 months were given the opportunity to attend the newly

established Nursery School that started functioning in one of the classrooms of the Rizokarpaso Primary School.

During the school year 2010-2011, four children attended classes at the Rizokarpaso Nursery School, while eighteen pupils attended classes at the Rizokarpaso Primary School, the only Greek School that has been operating from the beginning of the Turkish Occupation.

Some difficulties, such as censorship, non-acceptance of some teachers and attempts to eliminate the work being done at the schools or the rejection of the contents in some books, were faced during the school year 2010-2011. This was mainly due to the fact that the occupational forces insist on interfering with the regular operation of our schools.

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

1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

As from September 2001, the Ministry of Education and Culture, has put into effect the Education and Training of Children with Special Needs Law 1999 [113(I)/1999], the Mechanisms for Early Detection of Children with Special Needs [185(I)2001] and the Regulations for Education and Training of Children with Special Needs [186(I)2001], which support the application of the Law.

Children with special needs are educated in public schools, which are equipped with the suitable infrastructure, according to the Law for Special Education. The majority of children with special educational needs are educated within the mainstream classroom. Special educational provision is also given in Special Units at mainstream schools. These children are assigned to a mainstream class where they can attend integrated lessons and participate in celebratory or festive events.

Children with severe difficulties are educated in special schools, which are equipped with the appropriate staff (psychologists, speech therapists, nurses, physiotherapists and other specialists as well as auxiliary staff) in order to support and provide essential means to achieve their mission.

The educational and other needs of children in Nursery Schools, Primary Schools, and Special Units in Primary Schools and in Special Schools are being met through programmes for Special Education. Five hundred twenty six teachers of various specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf, the blind, teachers for special gymnastics, music therapy, occupational therapy, speech and language therapy, educational psychology, audiology and physiotherapy) including teachers seconded from other departments, work to support and meet the educational needs of children with special needs.

The Ministry of Education and Culture aims to reinforce the awareness and sensitivity of School Inspectors, School Principals, class teachers and teachers of Special Education on the provisions of the Law and their obligations towards children with special needs attending their schools. This objective is achieved through in-service training seminars and personal contacts with people involved in the subject (Inspectors of Special Education, Educational Psychologists, Special Educational Needs Coordinators and teachers of Special Education).

1.1.5 CYPRUS EDUCATIONAL MISSION IN THE UK

The Ministry of Education and Culture shows immense interest in the Greek Community Education, which aims to maintain the ethnic identity of the Greek children living in Great Britain. The accomplishment of the above aim is achieved through the teaching of the Greek language,

the organisation of ethnic and religious festivities and the familiarisation of pupils with our customs, traditions and the history of our country. The successful implementation of these aims is achieved through the appointment of teachers in the Cyprus Educational Mission in the UK, the employment and training of part-time teachers (local staff), the composition and publishing of books, the staging of theatrical shows and the accommodation of the Greek Community children in the annual Ministry of Education Summer Campings in Cyprus.

1.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

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

- The teaching of the Greek language to children and teachers of the Greek Orthodox schools in Jerusalem.
- The provision of books and other educational material to all Greek schools and other Greek organisations after their demand.
- The offering of hospitality to children from Greek communities and the provision of programmes related to the Greek language and culture.
- The offering of educational support to repatriated Cypriots and Greeks of Diaspora, through the school system and the Adult Education Centres with the provision of free Greek Language courses to both children and adults.

1.1.7 EDUCATIONAL AND SUMMER CAMPING

The aim of the Educational and Summer Camping Programmes is to offer children of the 5th and 6th grade in Cyprus and other countries the opportunity to meet and love the natural environment in the countryside, to learn and develop correct attitudes and behaviour, to make friends with children of their own age, to learn about Cyprus culture, the history of the island and the island itself, in general. Children from abroad have the opportunity to learn the Greek language and visit some of the most interesting attractions all over Cyprus.

Furthermore, the Educational and Summer Camping programme offers children the opportunity to live for a few days away from their families, in an organized community, enabling them to socialise with other people and develop their self-knowledge and self-respect, to improve their co-operative skills and develop the sense of responsibility as well as the ability for self-organisation and self-support. Moreover, the programme helps to improve the child's health and offers children organized entertainment, supporting the current trends of education through the organisation of social life in camps.

The operation of the camps largely serves the new curriculum, since issues of Life Education (Environmental Education, Education for Sustainable Development, Emotional Treatment) Human Geography, History and Religious Studies are fully implemented in the Camping Programme.

During school year 2010-2011, Educational Camps operated in two different sessions: six five-day sessions in October-November 2010, six five-day sessions in May-June 2011 as well as a session for children of the Maronite Community. A total of 1100 children were involved from 34 Primary Schools in Cyprus (38 5th-grade classes and 38 6th-grade classes). The programme also attended 22 children from the Greek Orthodox St. Kyprianos School in London.

Three programmes took place during summer time:

- Summer Camps in Prodromos, accommodating approximately 860 children out of 175 Primary Schools in Cyprus in nine seven-day sessions.
- The Hospitality Programme for children from abroad attended by a total of 120 children and

escorts from Greece (Halkidiki, Dodecanese, Cyclades) and 76 children and attendants from the Cyprus Community in London and Mariupol in Ukraine.

- The children's Missions abroad, in which participated 100 children and escorts from Cyprus in two missions. They were hosted by the municipality of Paranesti in the area of Drama.

1.1.8 ADULT EDUCATION CENTRES

The Adult Education Centres is a significant programme which provides general adult education in Cyprus within the lifelong learning context. The main objective of the Adult Education Centres is the complete development of each adult's personality, as well as the social, financial and cultural development of citizens and the society, in general. Their aims coincide with the state's developmental policy and the wider aims of the Ministry of Education and Culture in providing «Lifelong Learning» opportunities for all the citizens of the Republic of Cyprus and in combating their educational inequalities, in order to be successfully integrated and act efficiently in a united Europe.

The Adult Education Centres were initially established, mainly in rural areas, in 1952. In 1960, following the independence of the Republic of Cyprus, 175 centres functioned with 3750 members. From 1974 onwards they have expanded in most urban areas as well, and today they function in all areas of the free territories of the Republic of Cyprus, offering learning opportunities for further personal, professional as well as social development of thousands of adults aged 15 and above.

The Adult Education Centres offer a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, on cultural, arts and crafts, health and other issues of general interest, as well as on teaching skills for further personal, professional, and social development of adult learners.

Furthermore, the Adult Education Centres organize every year, free of charge, learning activities for various target groups, such as illiterate individuals, people with special needs, handicaps, enslaved Cypriots, prisoners, mentally ill and elderly people in Institutions, Adult Homes, the State Prison, Elderly Homes, etc. They also offer, free of charge, Greek language courses to children of repatriated Cypriots and Greeks from ex-Russian Republics, to political refugees and to Turkish Cypriots, as well as Turkish language courses to Greek Cypriots.

The Adult Education Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education with the provision of a variety of qualitative courses. More than 25.000 citizens have attended the Adult Education Centres during the school year 2010-2011, with 70% attending courses in urban areas and 30% attending courses in rural areas. The female participants were 73% and male participants were 27%. Over 8% of the participants were over 65 years of age.

1.1.9 SCHOOLS-TEACHERS-PUPILS

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

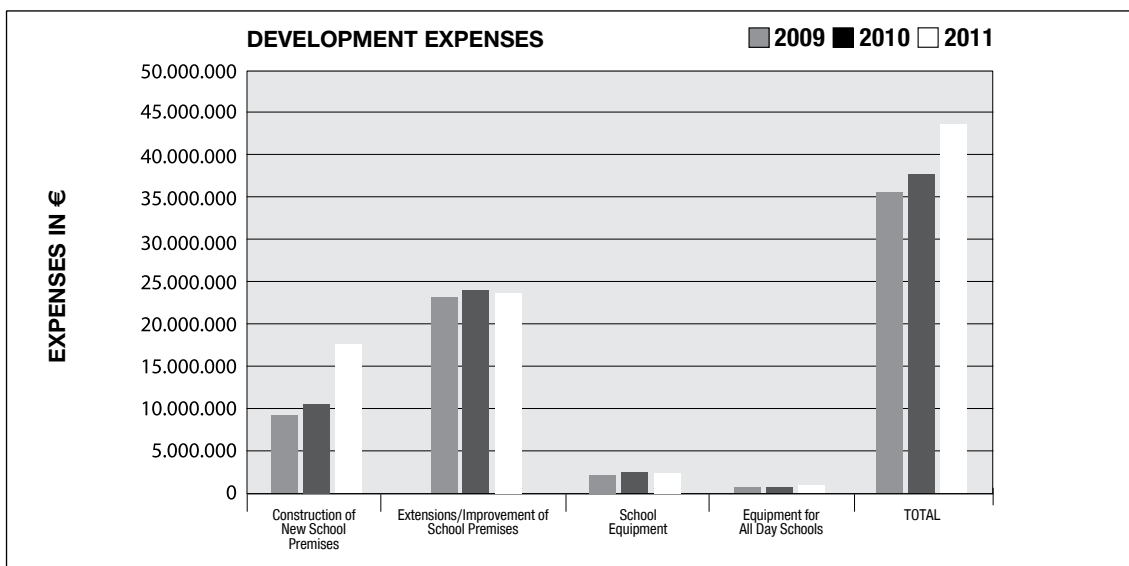
SCHOOLS	2008-2009	2009-2010	2010-2011
NURSERY SCHOOLS			
Public:			
a) Number of Schools (*)	253	252	255
b) Number of Pupils (*)	9928	10247	10965
c) Number of Teachers (*)	647	667	697
Communal:			
a) Number of Schools	63	60	63
b) Number of Pupils	1583	1662	1750
c) Number of Teachers	87	86	91
PRIMARY SCHOOLS			
a) Number of Schools (*)	347	345	344
b) Number of Pupils (*)	51297	50386	49889
c) Number of Teachers (*)	4171	4243	4167
SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS			
a) Number of Schools	9	9	9
b) Number of Pupils (3-21 years old)	293	294	288
c) Number of Teachers (Primary and High School Teachers, Therapists)	137	134	139
GREEK COMMUNITY SCHOOLS			
a) Number of Schools	81	87	87
b) Number of Pupils	6700	7500	8000
c) Number of Teachers: permanent	37	38	40
part time	97	112	158
ADULT EDUCATION CENTRES			
a) Number of Centres	397	395	395
b) Number of Members	25480	24713	29611
c) Number of Instructors	690	752	845

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

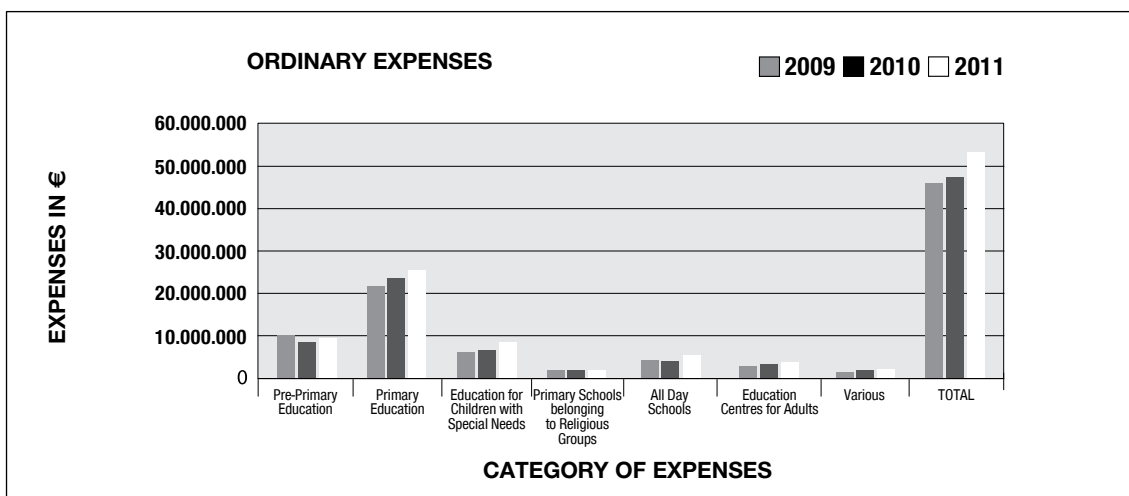
SCHOOLS IN OCCUPIED AREA	2008- 2009	2009- 2010	2010-2011
NURSERY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	5	4	4
c) Number of Teachers	1	1	1
PRIMARY EDUCATION			
a) Number of Schools	1	1	1
b) Number of Pupils	20	19	18
c) Number of Teachers	3	4	4

1.1.10 FINANCIAL STATUS

The development expenses for the financial years 2009, 2010 and 2011 in Primary Education are shown in the graph below:



The ordinary expenses for the financial years 2009, 2010 and 2011 in Primary Education are shown in the graph below:



1.1.11 SCHOOL PREMISES

In September 2010, five new Pre-Primary Schools and one new Primary School began operating (upon completion of construction).

This building programme is expected to meet the most urgent housing needs on a panyprian scale and to relieve crowded schools.

Moreover, extension and improvement works in a large number of Pre-Primary and Primary School premises helped to solve secondary housing problems.

1.2 SECONDARY GENERAL EDUCATION

Secondary General Education, Public and Private, covers a huge sector of the Cyprus Education System. Based on the socioeconomic, cultural and national needs of Cyprus, Public Secondary General Education offers equal opportunities for education and aims at promoting knowledge focusing on general education and the grading specialization. Thus it prepares pupils for their academic or professional pursuits. It also pursues the promotion and development of healthy, mental and moral personalities, the creation of able, democratic and law abiding citizens, the strengthening of national identity, cultural values and universal ideals for freedom, justice, peace and the fostering of love and respect among people, aiming at promoting mutual understanding and cooperation among people within the framework of new multicultural conditions existing in Cyprus of the 21st century as well worldwide.

Public Secondary general Education is offered to pupils between the ages of 12 - 18, through two three-year levels - the Gymnasium and the Lyceum (Eniaio Lykeio). The curriculum includes common core subjects, such as Modern Greek and Mathematics and Optional Subjects. Some subjects are interdisciplinary such as Health Education and Environmental Studies. Moreover, there are various extracurricular activities, for example clubs, excursions, visits to various places and so on in order to attain a wholesome and balanced development of the pupils' personality. Tuition is free of charge for both levels of education and it is compulsory up to the age of 15.

During the last few years, the educational system of the Lyceum has become more flexible within a varied subject framework which allows pupils to select subjects according to their inclinations, skills and interests. Particularly, from the school year 2000 - 2001, after the implementation of the Eniaio Lykeio institution at all lycea, flexibility and prospects opening up for pupils have increased even more. This new institution responds to the various challenges, national and international, while it strengthens the European dimension of the education of our country.

Secondary Education has a wide range of responsibilities: Supervising and evaluating the activities of the public schools, supervising the activities of private schools and institutes, the State Institutes for Further Education, Counselling, monitoring the implementation of school regulations, inspection of teaching staff, educational planning, school staffing, further education to pupils and adults, provision of information about education.

1.2.1 THE GYMNASIUM

The Gymnasium is a complete cycle of general education focused on humanistic education and supplements the general education offered in Primary Education. It prepares pupils for the Lyceum or the Technical / Vocational Education. Attendance is compulsory for all pupils. Within the framework of the policy of the Ministry of Education and Culture for qualitative upgrading of education new institutions have been introduced and promoted, such as the teaching of Information Technology in all classes, the utilization of the school libraries, the introduction of the special rooms, such as the Language or the History Rooms, as well as the upgrading of the institution of the Form Teacher.

Education Priority Zones ensure prevention of school failure and functional illiteracy. Their main principles being to secure the continuity from Pre-Primary to Primary Education and to the Gymnasium, the collaboration with local authorities, the decrease of the number of pupils in each class and the acquisition of the oral mode.

From the year 1989 -1990, the Literacy Programme is run in all Gymnasias in an effort to face functional literacy and prevent school and social exclusion. The content of the programme focuses on the three basic skills - reading, writing, arithmetic - according to the levels of the three first classes of Primary Education and the needs and experiences of Gymnasium pupils.

Measures are also taken for the education and training of pupils with special needs. Special

assistance is offered to these pupils for their school development in all sectors, and especially in the psychological, social and educational ones.

1.2.2 THE ENIAIO LYKEIO

In the school year 2000 - 2001, the institution of the Eniaio Lykeio was introduced all over Cyprus. An institution which is promoted and developed continuously so that all those concerned be able to face the challenges of the society of knowledge, and the new realities stemming from the accession of Cyprus in the European Union and the features of the Cyprus State- political, social and economic.

All the above led to the specification of the qualities of the teenager-citizen of the 21st century. This teenager has to acquire and materialize a combination of general knowledge and some kind of specialization, with an emphasis on the learning mechanisms, research and self-activity, the knowledge of foreign languages, the skills to use new technologies and preparation for lifelong learning and self-education. The citizen of the 21st century must be able to coexist in a global, multicultural society, acquire and use the continually ongoing knowledge, get to know and act properly in every occasion and survive as a useful citizen in his state and in a global society.

The Eniaio Lykeio offers common core subjects, which are obligatory for all pupils, and optional subjects. Common core subjects offer general education, multi-faceted development and acquisition of general skills, which are required by the contemporary realities. All subjects in Class A' are common core subjects. In Classes B' and C pupils attend common core subjects and at the same time choose optional subjects for systematic and in depth study of subjects which interest them.

1.2.3 STATE INSTITUTES FOR FURTHER EDUCATION

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

1.2.4 THE COUNSELLING AND CAREERS EDUCATION SERVICE

The Counselling and Careers Education Service (C.C.E.S.) operates within the Public Secondary Education System of Cyprus and offers various services to students and other young people, at schools and the Central, as well as the District Offices of the Ministry of Education and Culture (M.O.E.C) in Limassol, Larnaca / Famagusta and Paphos.

The goal of the C.C.E.S is to provide specialised assistance to students and youngsters through career guidance and counselling in order to deal effectively with their personal, educational, career and social problems.

1.2.5 THE EUROPEAN DIMENSION IN EDUCATION

The European dimension in education is one of the basic aims of the Cyprus education. It is promoted interdisciplinary through the syllabi of various subjects and other school activities which aim at informing and assisting pupils acquire «European consciousness». Therefore, schools participate in various activities, programmes and competitions such as Spring Day, The European Day of Languages, The European Language Label, Life Long Learning Programmes, organise European Clubs, undertake projects, establish links and exchanges with other European schools, and generally use the Internet and the email to contact pupils in Europe.

1.2.6 PRIVATE SECONDARY EDUCATION

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

1.2.7 NUMBER OF PUPILS

During the school year 2010 - 2011, 24566 pupils attended the Gymnasium, 23049 pupils attended the Eniaio Lykeio (Lyceum) and 659 pupils the evening school.

1.2.8 STATISTICAL TABLES

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

School Year	Number of pupils			
	Gymnasium	Lyceum	Gymnasium/ Lyceum	Evening Schools
2005-06	27965	23526	51491	809
2006-07	27697	23696	51393	771
2007-08	27530	23242	50772	720
2008-09	26361	23083	49444	686
2009-10	25424	22896	48320	698
2010-11	24566	23049	47615	659

Pupils of lower secondary schools, the school year 2010-11, were distributed across 1120 classrooms with an average of 21,91 pupils per classroom and in upper secondary schools were distributed across 1085 classes with an average of 21.22 students per class. In upper secondary schools the average number of students has been calculated on the basis of the lessons of common core.

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

School year	Lower Secondary Education		Upper Secondary Education	
	Number of classes	Average number of students	Number of classes	Average number of students
2006-07	1206	22,97	1062	22,3
2007-08	1226	22,46	1095	21,2
2008-09	1199	21,99	1106	20,87
2009-10	1170	21,73	1097	20,87
2010-11	1120	21.91	1085	21.22

NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2010 - 2011 was 6.293.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON CONTRACT	TOTAL NO OF TEACHERS	TOTAL NO OF EDUCATORS	C.E.O./ INSP
THEOLOGIANS	8	9	36	187	30	217	270	2
PHILOLOGISTS	65	86	274	1200	145	1345	7706	14
MATHEMATICIANS	5	20	101	465	95	560	686	5
PHYSICISTS	5	10	50	227	48	275	340	2
NATUR./ BIOLOGISTS	0	2	30	146	36	182	214	1
CHEMISTS	3	4	25	128	31	159	191	1
GEOGRAPHERS	0	1	2	9	6	15	18	1
ENGLISH	8	23	77	295	55	350	458	3
FRENCH	7	9	33	132	23	155	204	3
ITALIANS	0	0	0	20	18	38	38	
SPANISH	0	0	0	7	19	26	26	
GERMANS	0	1	2	2	8	10	13	
RUSSIANS	0	0	0	1	8	9	9	
TURKISH	0	0	0	6	3	9	9	
ECONOMICS	0	4	29	118	72	190	223	1
PHYSICAL EDUCATION	5	17	61	311	48	359	442	2
MUSIC	2	4	21	134	18	152	179	1
ART	4	6	22	124	48	172	204	1
PHOTOGRAPHERS	0	0	0	5	5	10	10	
HOME ECONOMICS	1	4	18	129	30	159	181	1
INFORMATION TECHNOLOGY	2	6	27	364	20	384	419	2
TECHNOLOGY	1	7	23	163	33	196	227	3
COUNCILORS	2	2	8	95	26	121	133	1
THEATRE RESEARCH.	0	0	0	5	24	29	29	
TOTAL	117	215	839	4273	849	5122	6293	44

1.2.9 SCHOOLS IN OPERATION

During the school year 2010 - 2011 the following schools operated:

Gymnasia	65
Lycea	38
Gymnasia and Lycea joined	7
Evening Schools	5
Total	115

1.2.10 EXPENDITURE IN SECONDARY GENERAL EDUCATION

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

reinforce the effort for qualitative upgrading of Secondary Education.

Developmental expenditure in Secondary education for the year 2011 aimed at the:

- building of new schools.
- expansion, improvement, and maintenance of school buildings.
- reinforcement of technological subjects.
- equipment of labs.
- establishment of School Links and Exchanges.

During the year 2011, regular expenditure, in Secondary Education, apart from educators' salaries, aimed at covering functional expenses as follows:

- School athletics
- State Institutes for Further Education
- Students' Transportation
- Supplies for the operation of the Eniaio Lykeio
- Maintenance of computers in Lycea
- Publications
- Publications and purchases of books
- International pupils' competitions
- Competition on Europe Day
- Guarding of school buildings
- Development of school libraries
- Other commissions and replacement of furniture

1.2.11 ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

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

For the next few years the Ministry has already started the procedure for finding places, designing and building Gymnasia and Lycea in every town.

Expansions and improvements of Gymnasia and Lycea

In the annual budget for the year 2011, expansions and improvements of school buildings were included in order to be able to deal with problems of buildings in several schools.

1.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

1.3.1 STRUCTURE AND PROSPECTS OF STVE

By offering a balanced curriculum of general and technological education, Secondary Technical and Vocational Education (STVE) aims to offer pupils the required knowledge and skills which will:

- prepare them to enter the world of work well equipped, or
- continue further studies in their chosen area.

STVE is offered in two main directions, the Theoretical and the Practical Direction, and in various specialties, in thirteen Technical Schools. These schools operate in the main towns of Cyprus, as well as in Paralimni and Avgorou area, which cater for the pupils of the Famagusta district. In 1998–99, a catering section of STVE was introduced in Agros Gymnasium.

Technical School graduates can compete, in favourable terms, with Lyceum graduates, for places in Tertiary Education, by taking the centrally administered Pancyprian Examinations.

1.3.2 THE APPRENTICESHIP SCHEME

The Apprenticeship Scheme, which has been in operation since 1963, is a two-year initial vocational education and training programme, which addresses drop-outs from the formal education system, between the ages of 14 and 17. It provides practical and theoretical training alternately. Practical training takes place in industry, where apprentices are remunerated for their work, for three days per week. Theoretical training takes place at Technical Schools for two days per week.

The Scheme is a joint effort of the Ministry of Education and Culture and the Ministry of Labour and Social Insurance and aims to equip young people with the means to get a job and to supply industry with semi-skilled workers.

1.3.3 AFTERNOON AND EVENING CLASSES

The Afternoon and Evening Classes offered at several Technical Schools aim to provide individuals with the opportunity to enrich their knowledge and abilities and compete for employment in a rapidly changing world.

The Afternoon and Evening Classes provide:

- Formal STVE programmes,
- Programmes of continuing TVE,
- Programmes catering for the preparation for national and other examinations.

1.3.4 SCHOOLS IN OPERATION

The Technical Schools in operation during 2010-2011, are shown on the table below. The total number of pupils in each School is also shown.

School	No. of Pupils
A´ Technical School Nicosia	411
B´ Technical School Nicosia	110
Technical School «Makarios III» Nicosia	660
Evening Technical School Nicosia	144
A´ Technical School Limassol	429
B´ Technical School Limassol	272
C´ Technical School Limassol	291
Apeitio Gymnasium Agros	25
Technical School Larnaca	455
St. Lazaros Technical School Larnaca	413
Paralimni Technical School	119
Peripheral Technical and Agricultural School of Avgorou	335
Paphos Technical School	455
Polis Technical School	88

1.3.5 TEACHING PERSONNEL

Secondary Technical and Vocational School Instructors totalled 522. The number of part time Teachers and Instructors for the Afternoon and Evening Classes was 125.

1.3.6 NUMBER OF PUPILS

During the school year 2009-2010, the number of pupils studying in the various programmes offered by STVE was as follows.

Programme	No of Pupils
Formal Technical and Vocational Programmes	4063
Evening Technical School	144
Apprenticeship Scheme	235
Special Units	52
Afternoon and Evening Classes	1438
TOTAL	5932

329

1.3.7 EXPENDITURE

During the fiscal year of 2011 the development expenditure for STVE reached the amount of €5.295.000, while the current expenditure for the same year was €1.562.570.

1.3.8 INFRASTRUCTURE EXPENDITURE

School building extensions and improvements

The total cost of school extensions and improvements adds up to €1.918.007 and was distributed as follows:

A´ Technical School Nicosia €202.000

B´ Technical School Nicosia €36.546

A´ Technical School Limassol €13.000

B´ Technical School Limassol €7.000

Technical School Larnaca €537.605

St. Lazaros Technical School Larnaca €57.546

Paphos Technical School €1.057.310

Peripheral Technical and Agricultural School of Avgorou €7.000

1.4 HIGHER AND TERTIARY EDUCATION

The Department of Higher and Tertiary Education (DHTE) is the competent authority within the Ministry of Education and Culture for Higher Education (HE) regarding all sectors linked to HE. The Department aims at the creation of the appropriate conditions for the provision of higher education and training in academic and professional programmes of studies to the larger possible number of people.

The main goals and challenges of Higher Education in Cyprus are to:

- enhance quality assurance in HE through keeping up with the Bologna process,
- actively involve in Bologna process and its implementation in Cyprus,
- turn Cyprus into a regional centre for education and research,
- increase the number of people attending HE in Cyprus,
- increase the number of students attending programmes related to science, technology and communication,
- promote the knowledge triangle (education, research and innovation) and excellence in HE research, technology and innovation,
- make Cypriot HE more attractive and accessible to international students,
- enhance the governance and funding of HE Institutions,
- promote mobility of students and staff.

Cyprus' accession to the European Union has brought forward new challenges for the Department of Higher and Tertiary Education which has taken significant steps towards the establishment of Cyprus as a regional educational and research centre and has also implemented a series of measures regarding the alignment of the Cyprus educational policy and vision with that of the European Union.

«**Europe 2020**» which has developed as the European Commission's policy blueprint for recovery from the crisis and for social and economic growth over the next decade, has inevitably influenced the Cyprus Higher and Tertiary Education policy.

Europe 2020 sets out the Commission's ideas for reviving the European economy and creating smart, sustainable, inclusive growth. Education and training policies are the main key, if Europe is to meet its ambitions. Modernizing universities and opening up university education to more people are important for smart growth; building quality and access in basic education and life-long learning will help deliver inclusive growth.

The 2020 strategy proposes five headline targets:

- On education, the Commission recommends efforts to cut the school dropout rate to below 10% from the current 15% and to increase the number of young people with a university degree or diploma from less than a third to at least 40%.
- The other targets are increasing the employment rate to at least 75%, boosting spending on research and development to 3% of GDP (it is currently only 2%, significantly less than in the US and Japan), lifting 20 million people out of poverty and achieving the EU's 20/20/20 climate change and energy goals (20% reduction in greenhouse gas emissions, 20% of EU energy to come from renewable resources, 20% reduction in energy use).

The strategy proposes seven flagship initiatives to boost growth and employment. They include 'Youth on the Move', which aims to improve the performance and international attractiveness of EU's higher education institutions and raise the quality of all levels of education and training in the EU, combining both excellence and equity.

«Youth on the Move» initiative was launched in June 2011. The EU will:

- Enhance the Commission's student mobility, university and researchers' programmes (such as Erasmus, Erasmus Mundus, Tempus, Leonardo da Vinci and Marie Curie) and link them better with national programmes and resources;
- Step up the modernization of higher education (curricula, governance and financing);
- Explore ways of promoting entrepreneurship through mobility programmes for young professionals;

- Promote the recognition of non-formal and informal learning;
- Launch new youth employment policies to encourage apprenticeships, traineeships or other work experience, including the EURES scheme which promotes mobility across the EU.

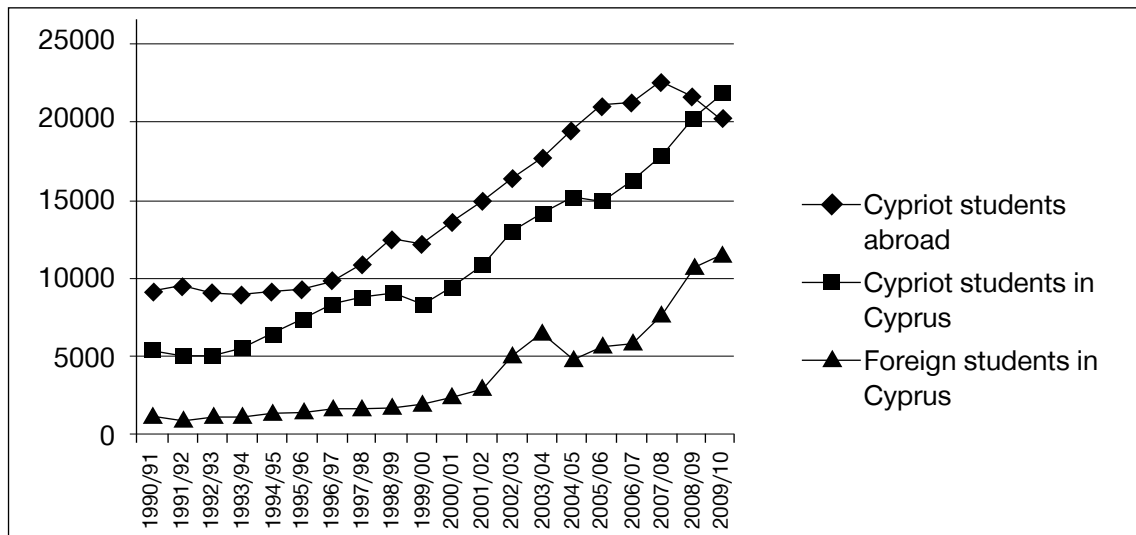
The strategy is deliberately focused, instead of producing a lengthy and unrealistic ‘wish list’ of initiatives. Its success depends on an effective, coordinated approach and on every Member State playing its part to the full and supporting each initiative by regional and local authorities, social partners and civil society.

Cyprus has joined several organisations and committees in an effort to comply with the development of the necessary paneuropean platform of “Quality Assurance” of European Higher Education. The development of the Cyprus Agency of Quality Assurance and Accreditation in Education which is currently at its final stages will improve the National Quality Assurance system of the country. In addition, Cyprus has reinforced the motives for increasing the number of participants in “Research”. Cyprus is classified as one of the countries with the least contribution in “Research” but it is one of the few countries with the most rapid increase in expenditures in this sector.

EU 2020 benchmark as far as higher education attainment is concerned is 40%. Cyprus average performance level, in 2008, for higher education attainment was 47,1%. Therefore, Cyprus only requires to maintain the current percentage.

The number of students in Cyprus is increasing rapidly over the last ten years. The following graph shows the number of Cypriot and foreign students in Cyprus from 1990/91 until 2009/10. The graph illustrates also the number of Cypriot students studying abroad. It is obvious from the graph that the rate of students increase is very rapid. It is also obvious that there is a significant decrease of the number of Cypriot students studying abroad in favour of the number of Cypriot students studying in Cyprus.

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



Higher Education in Cyprus is currently composed of public and private universities and public and private institutions of tertiary education. There are currently three public and four private universities operating in the country, together with four public and 36 private institutions of tertiary education.

In addition, the Ministry of Education and Culture, following EU directives has processed modifications on article 13 and 14 of the legislation for PITE. The modification allow for PITE to

offer programs of study through the method of validation or franchise. After the establishment of the modifications several PITE have proceeded to offer such programs in collaboration with EU Higher Education Institutions. The Private Institutions of Tertiary Education submitted to the MOEC all documents required by the competent law. The students registered in the above programs of study, are entitled to the students state subsidy provided they meet the criteria by the Ministry of Finance.

1.4.1 PUBLIC UNIVERSITIES

Public universities are established by law and they are financed mostly by the government. They are autonomous and self-governing universities. At present, there are three public universities in Cyprus. Two of them operate in the capital city, Nicosia, and one in Limassol. The University of Cyprus and Cyprus University of Technology are conventional universities which have as a main goal to promote education and research to as many young students as possible. On the other hand, the Open University of Cyprus is a distance learning university which aims to include adult learners in further education.

Admissions:

Approximately 2100 undergraduate students are admitted to the University of Cyprus and the Cyprus University of Technology every year. The majority of undergraduate students are admitted at the Universities on the basis of their results in the Pancyprian Examinations, the competitive entrance examinations organised centrally by the Ministry of Education and Culture. Postgraduate students are admitted on the basis of other criteria which are also used by academic institutions in Europe and the United States. Overseas students who are graduates of high-schools recognised by the appropriate education authority of their country and who possess a good knowledge of Greek or Turkish can be admitted based on GCEs, GCSEs or other equivalent examinations, or based on the results of special examinations set by the above universities.

Prospective students of the Open University of Cyprus can proceed with their application on line. The selection process is based on predetermined evaluation criteria and on the basis of the final ranking. Criteria such as high school grades and knowledge of computers and English language can be used to determine this ranking.

1. University of Cyprus (UCY)

The University of Cyprus was established in 1989, received the first undergraduate students in 1992 and the first postgraduate students in 1997. The University of Cyprus aims to become a leading educational and research institution that will distinguish itself internationally through the promotion of scholarships and that will be recognized as a centre of excellence in the Mediterranean region. The main objectives of the University are twofold: the promotion of scholarships and education through teaching and research, and the enhancement of the cultural, social and economic development of Cyprus. In this context, the University believes that education must provide more than simply accumulation of knowledge. It must also encourage students' active participation in the process of learning and acquisition of those values necessary for responsible involvement in the community. The University sets high standards for all branches of scholarship. Research is promoted and funded in all departments for its contribution to scholarships in general and for its local and international applications.

The University of Cyprus consists of the following Faculties:

- Faculty of Humanities
- Faculty of Pure and Applied Science

- Faculty of Social Sciences and Education
- Faculty of Economics and Management
- Faculty of Engineering
- Faculty of Letters
- Faculty of Medicine (starts its operation in 2013)

2. Cyprus University of Technology (CUT)

The Cyprus University of Technology was established by law in 2003, and accepted its first students in September 2007. With its orientation towards applied research, the University aspires to establish for itself a role in support of the state and society in their efforts to confront problems, which cover all areas of science and technology. The development of all departments aspires to offer education to students of a high scientific, technological and professional level. Moreover, CUT aims to produce high quality research that will transcend the traditional boundaries between basic and applied research, so that solutions may be offered to major problems of society and the economy. In addition Cyprus University of Technology ensures that Cyprus will attain an important position as a partner in a modern, European setting and secures significant external research funding. Finally, CUT tries to achieve cooperation with local industry and the economic sector in order to participate in the national effort to innovate and constantly improve products and services. In 2011, the Cyprus University of Technology awarded the first degrees in undergraduate level.

The Cyprus University of Technology consists of the following Faculties:

- Faculty of Geotechnical Sciences and Environmental Management
- Faculty of Management and Economics
- Faculty of Health Sciences
- Faculty of Applied Arts and Communication
- Faculty of Engineering and Technology

3. Open University of Cyprus (OUC)

The Open University of Cyprus is a State Institution of Higher Education that offers undergraduate and graduate courses, as well as training and vocational programs using open and distance learning method, the purpose of which is to satisfy the demand for lifelong learning and continuing education. Therefore, the Open University offers individuals the opportunity to pursue or complete University education in case they were not able to do so in the past. Likewise, open and distance learning offers, to those who already hold a university degree, the possibility to further their studies at a graduate level or even study different subjects aiming at career progression. Finally, the Open University through the provision of training and vocational programs will be offering individuals the opportunity to be kept informed about the trends and concepts of interest in both professional and personal development. The degrees awarded by the Open University of Cyprus are equivalent to those of all accredited universities worldwide, regardless of their teaching methodology.

The Open University of Cyprus consists of the following Faculties:

- Faculty of Humanities and Social Sciences
- Faculty of Economics and Management
- Faculty of Pure and Applied Science

1.4.2 PRIVATE UNIVERSITIES

Currently four private Universities operate in Cyprus. Three of them in the capital city, Nicosia, and one of them in Paphos. The universities need to undergo a rigorous evaluation and accreditation process by the ECPU (Evaluation Committee of Private Universities) and are authorized to operate as universities subsequent to a decision by the Council of Ministers. They are established and financed by non-governmental institutions or founders.

Admissions

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

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

Frederick University

Frederick University was established after the decision of the Council of Ministers of the Republic of Cyprus on the 12th of September 2007. Frederick University functions from two campuses, the main campus in Nicosia and the other in Limassol, the second largest city. The mission of Frederick University is to provide learning opportunities through teaching and research in the fields of science, technology, letters and the arts, to promote intercultural dialogue and contribute to the wider social context in general.

The Frederick University consists of the following Schools:

- School of Engineering and Applied Sciences
- School of Economic Sciences and Administration
- School of Education
- School of Architecture, Fine and Applied Arts
- School of Humanities and Social Sciences
- vSchool of Health Sciences

European University Cyprus (EUC)

European University Cyprus developed out of Cyprus College, which was founded in 1961. On 12 September 2007, the Council of Ministers of the Republic of Cyprus rendered a decision for the establishment and operation of European University Cyprus, and licensed it to start its operation as of 1 October 2007 with four Schools. The mission of European University Cyprus is to educate its students for successful careers and life achievement, to create knowledge through research and innovation and to understand and serve the needs of our society. All undergraduate and postgraduate programs and degrees offered by European University Cyprus are fully recognized nationally and internationally.

The European University Cyprus consists of the following Schools:

- The Ioannis Gregoriou School of Business Administration
- The School of Sciences
- The School of Humanities and Social Sciences
- The School of Arts and Education Sciences

University of Nicosia

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

The University of Nicosia consists of the following Schools:

- School of Business
- School of Sciences
- School of Education
- School of Humanities and Social Sciences and Law

Neapolis University - Cyprus

Neapolis University - Cyprus, is the latest Institution to be registered as a University in Cyprus, having received Ministry of Education Initial Permission of Operation in September 2010, and the first ever university in the region of Pafos. The University offers a comprehensive range of undergraduate, master and doctoral programmes that reflect the philosophy of the University to develop a balanced portfolio of academic activities that combine and allow the creation of centers of excellence in the chosen academic fields.

The Neapolis University consists of the following Schools:

- School of Business and Marketing
- School of Finance and Economics
- School of Psychology
- School of Architecture
- School of Real Estate and Construction
- School of Greek Studies

1.4.3 PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The Cyprus Government has the responsibility for the operation of the Public Institutions of Tertiary Education. They operate under the supervision of various Ministries, such as the Ministry of Labour and Social Insurance, Ministry of Health, Ministry of Agriculture, Natural Resources and Environment, Ministry of Commerce, Industry and Tourism and Ministry of Justice and Public Order. Each Ministry is responsible for the organisation and administration of the institution. The main objective of these institutions is to provide education and training in professional disciplines to satisfy the local demands. Each Institution has a different structure and offers programmes of studies in specific technical – professional fields which lead to a Higher Diploma.

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

- The Higher Hotel Institute of Cyprus
- The Cyprus Forestry College

- The Mediterranean Institute of Management
- The Police Academy
- The School for Tourist Guides

1.4.4 PRIVATE INSTITUTIONS OF TERTIARY EDUCATION

The Private Institutions of Tertiary Education (PITE) were established mainly during the last two decades. They are non university institutions of tertiary education which offer a wide range of academic and professional programmes of study at various levels as follows:

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

They offer a wide range of academic as well as vocational programmes of studies in the various fields of:

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

The language of instruction at the PITE is English for 95% of the programmes of studies offered, thus attracting scholars and students in a multicultural environment

The establishment and operation of PITE is regulated by the corresponding law, according to which all such institutions should be registered in the Register of Private Tertiary Education Institutions of the Ministry of Education and Culture.

The registration of a private institution does not imply recognition of the degrees awarded by it. The evaluation – accreditation of a programme of study is possible only after successful educational evaluation – accreditation by the Council of Educational Evaluation and Accreditation (SEKAP), the competent authority responsible for this purpose. In January 2000, the first programmes of study were educationally evaluated – accredited and the results were published in the Official Gazette of the Republic. The evaluation continued in the following years and as of September 2010, 131 programmes of study offered by PITE have been educationally evaluated – accredited by SEKAP. The evaluation is valid for a period of four years. More information regarding accredited programmes of study can be found at www.moec.gov.cy/sekap/index.html

The Law regulating the establishment, control and operation of Institutions of Tertiary Education in Cyprus has been amended to allow the collaboration of foreign institutions of Higher Education with local colleges for the provision of foreign degrees. Any private educational institution in Cyprus may now award qualifications from EU member state HEIs and/or they can allow EU member state HEIs to award their qualifications within the Republic of Cyprus provided that it follows some criteria.

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

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

QUALITY ASSURANCE

As governments in most parts of the world have considered their agenda for higher education over the last few decades, issues of quality assurance and quality enhancement have been a major focus of attention in Cyprus. Based on all economic, social and especially educational changes in HE, in the last decade in Cyprus, the government has set as a priority the creation of an Agency responsible for Quality Assurance in Higher education.

Thus the Council of Ministers, has initiated legislation for the establishment of the Cyprus Agency of Quality Assurance and Accreditation in Education as the competent authority for quality assurance in HE in Cyprus. The Agency's tasks will aim at the enhancement of the internal and external quality assurance procedures in the HE institutions following the European standards and guidelines. All issues concerning evaluation of public and private universities, as well as accreditation and recognition matters will be included in the Agency's tasks after the approval of the legislation by the Cypriot Parliament.

The above authority after its establishment and operation, will undertake all the responsibilities of the following existing bodies:

1. The Council of Educational Evaluation – Accreditation (SEKAP)
2. The Evaluation Committee of Private Universities (EAIP)
3. The Council for the Recognition of Higher Education Qualifications of Cyprus (KYSATS)
4. The Advisory Committee for Tertiary Education (SETE)

Jurisdiction of the Agency

The Agency will be the competent authority for:

- the periodical institutional and programme evaluation of the state universities.
- the periodical institutional and programme evaluation and accreditation of the private universities operating under initial and/or final licence of operation.
- the evaluation and accreditation of all forms of cross - border and trans – educational institutions.
- the recognition of higher education qualifications and the provision of information on recognised institutions of higher education in Cyprus and abroad.
- the publication of the list of all the recognised institutions of higher education operating in the Republic of Cyprus and the programmes of study they have been authorised to offer.
- advising the Minister of Education and Culture on all matters under its jurisdiction.

RESEARCH

Public universities aspire to become centers of excellence in research, which is at the centre of their academic activities. The universities have adopted a dynamic and proactive strategy on research, aiming to reach out to all stakeholders and to work with them in developing ideas for academic and applied research, for the betterment of the community, country and wider region. Aiming at the advancement of scientific knowledge and at facilitating the study and solution to real life problems, a wide collaboration network is established, between research centers and universities in Cyprus and abroad.

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

The research programmes at the University of Cyprus covers a wide range of subjects

corresponding to the fields of interest or area of expertise of the existing academic staff. At present, the University of Cyprus collaborates with approximately 120 universities and research centres all over the world.

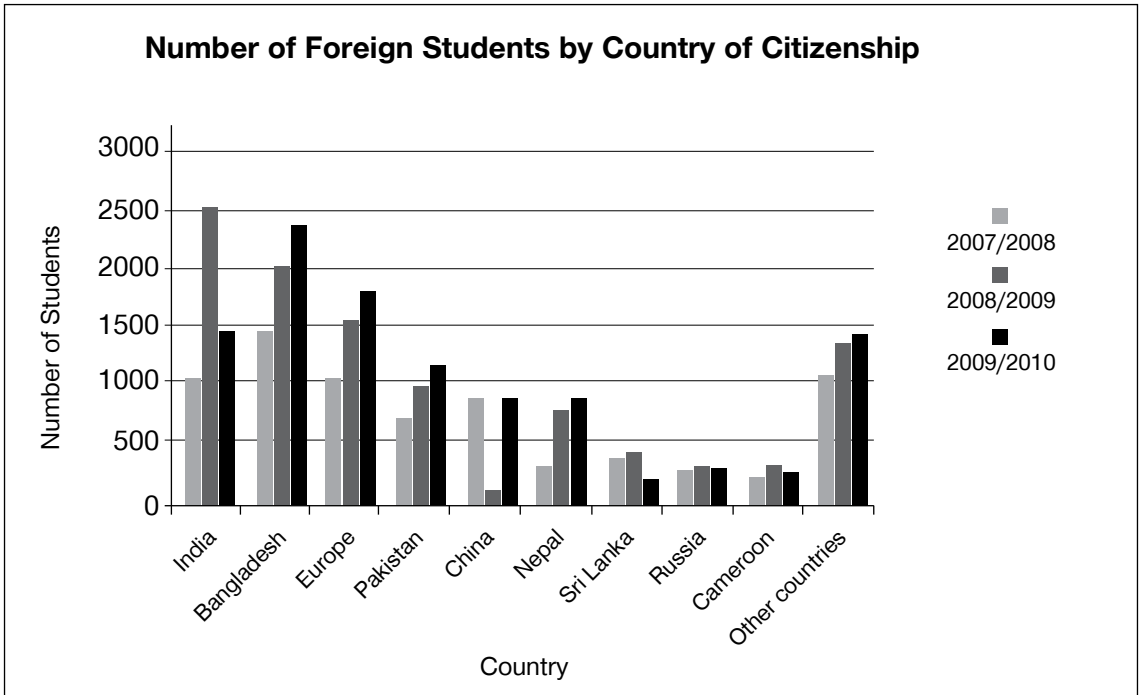
The Cyprus University of Technology aspires to offer education and high level research in leading branches of science and technology which have high impact on the economic, technical, and scientific sectors. With its orientation towards applied research, the University aims to establish for itself a role in support of the state and society in their efforts to confront problems, which cover all areas of science and technology.

The Open University of Cyprus places great importance on the field of research programmes which aim towards the development of methodologies for distance learning education and the promotion of the corresponding high technologies. The academic character of the Open University is based on the continuous and systematic challenge to develop the triptych Education – Training – Research. Essentially, the overall objective is the establishment of a modern European Open University.

INTERNATIONAL STUDENTS

The international dimension of education is important in Cyprus where international students receive quality education in a safe, friendly environment at an affordable cost. They, in turn, enrich the educational experience of our own students and bring an international dimension to our culture. Lifelong friendships and networks are formed between Cypriot and overseas students which later enhance the cultural and trade relationships between our countries. Cyprus can offer Higher Education of high quality standards and is able to facilitate students with the necessary knowledge and skills to work in a contemporary global marketplace. Pleasant Mediterranean climate and picturesque sandy beaches can only add to this once-in-a-lifetime experience of being a student in Cyprus.

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



1.4.5 CYPRUS COUNCIL FOR THE RECOGNITION OF HIGHER EDUCATION QUALIFICATIONS (KY.S.A.T.S.)

In accordance with the Lisbon Recognition Convention (1997) all member states of the European Union have established National Councils for the recognition of higher education qualifications. The need to form such councils arose out of the spirit of a united education policy aiming to aid member states in developing control mechanisms regarding criteria for quality and duration of studies for professional and scientific purposes. Under this context, the Cyprus Council for the Recognition of Higher Education Qualifications (KY.S.A.T.S.) was established.

During the period January-October 2011 KY.S.A.T.S received over 1500 applications for recognition of qualification and over 600 applications for written information. During the same period, the Council held five meetings. It is expected that by the end of 2011 the total number of applications for recognition and written information will be over 1900 and 800 respectively.

KY.S.A.T.S. participates as a member of the networks European National Information Centres and National Academic Recognition Information Centres (ENIC – NARIC) since the beginning of its operations (2000). The 18th Joint Meeting of the ENIC-NARIC Networks was held in Warsaw, Poland on June 19-21, 2011. KY.S.A.T.S. was represented by its President Professor Constantinos Christou and Mr. Marios Antoniadis. The Council of Europe's 25th ELCORE Meeting (Electronic Core Information on Recognition Working Group) was held in Warsaw, Poland on June the 18th, 2011. KY.S.A.T.S. was represented by Mr. Marios Antoniadis.

The Council of Europe's 22nd ELCORE Meeting (Electronic Core Information on Recognition Working Group) was held in London on March the 15th, 2011. KY.S.A.T.S. was represented by Mr. Marios Antoniadis.

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

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

The Council of Educational Evaluation and Accreditation had three meetings up until September 2011. During those meetings the Council discussed a range of subjects that are related its responsibilities. The Council evaluated and re-evaluated thirty one programs of study that are offered by the Private Institutions of Higher Education in Cyprus.

The total number of evaluated and accredited programs that are offered by the thirty six Private institutions of Higher Education in Cyprus, up until the end of September 2011, are one hundred thirty seven (www.highereducation.ac.cy/en/eval-accredited-programmes.html). From these six are offered at certificate level, eighty six at diploma level, sixteen at higher diploma level, nineteen at degree level and ten at master's level.

The Council has and continues to have regular meetings with directors from the Private Institutions of Higher Education to enhance the dialogue on matters concerning the evaluation and accreditation procedure that their programs of study have to go through.

1.4.7 EVALUATION COMMITTEE OF PRIVATE UNIVERSITIES (ECPU)

The Evaluation Committee of Private Universities is the competent authority in the Republic of Cyprus, stipulated by the Laws for the Establishment, Operation and Control of Private Universities 109(1)/2005 and 197(1)/2007, for the examination of the applications submitted for the establishment and operation of Private Universities. The Committee has seven members that serve on a five year tenure. The Committee is chaired by the Chairperson of the Council of Educational Evaluation – Accreditation (CEEA). Two members of its members are from CEEA

and four are university professors from three different countries with extensive experience in university governance. The Committee is formed by the Council of Ministers after a relevant suggestion by the Minister of Education and Culture.

The ECPU determines the manner of convening its meetings, the procedures followed during the meetings and in general during the performance of its duties. It has the authority to appoint Teams of Experts to examine certain aspects concerning an application, but the final decision lies with the Committee.

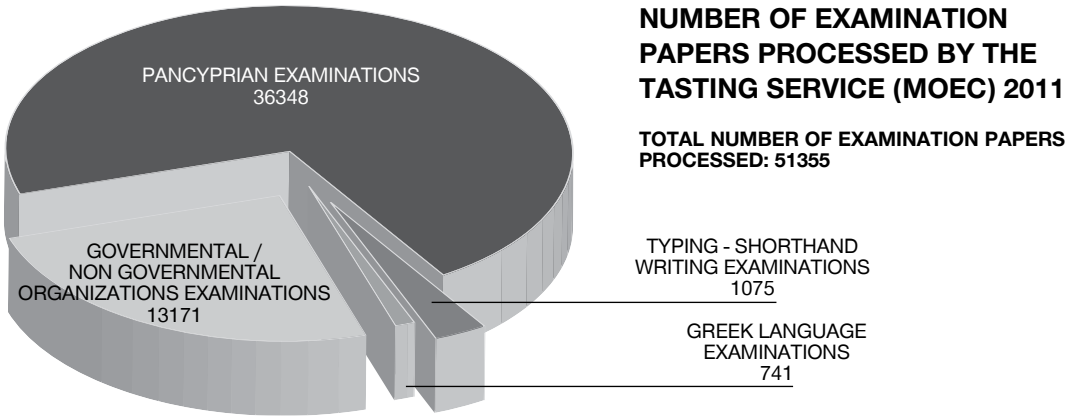
In 2011 the ECPU held 5 meetings. In 2011 the ECPU received an application for the establishment of a new university with the name UCLan-Cyprus. The application is currently under examination.

During 2011 the ECPU has been processing a review of the three private universities that have awarded an Initial Operation Permit in 2007. After a successful completion of the review the three universities, a Final Operation Permit is expected to be awarded to them.

1.4.8 TESTING SERVICE

The Testing Service of the MOEC organized in 2011 the Pancyprian Examinations, which serve a twofold purpose, that is, the formation of the final graduation grades of all students in the Public Secondary Education and the entrance to Higher Education Institutions in Cyprus and Greece. The Testing Service has also organized and executed a large number of other examinations for Governmental and Non Governmental Institutions and Organizations.

The Testing Service of the MOEC processed 51355 examination papers in 2011, as shown below:



1.5 THE CYPRUS PEDAGOGICAL INSTITUTE

REFORMATION OF THE STRUCTURE AND THE FUNCTION OF THE PEDAGOGICAL INSTITUTE

The Centre for Educational Research and Evaluation was founded in June 2008, in the terms of the Educational Reformation after the Council of Ministers' decision. Apart from that, a Scientific Council was appointed in order to act as a consultant to the Ministry of Education in issues related to the constant professional development of the educators, research and in general issues in which the Cyprus Pedagogical and the Centre for Educational Research and Evaluation are involved whilst providing the collaboration between the two foundations. The Cyprus Pedagogical Institute started its functions in its new structure in 2010.

1.6 TECHNICAL SERVICES DEPARTMENT

SCHOOL BUILDINGS

The Technical Services Department of the Ministry of Education and Culture is located in Nicosia. Three district offices are also based in Limassol, Larnaca and Paphos.

The activities of the department are related to school building developments, supporting all the different levels of education, taking into consideration the children's educational and technical requirements.

The projects undertaken comprise of:

- Architectural, structural, electrical and mechanical studies.
- Implementation and supervision of construction projects and material control.
- Upgrading of School building structures.
- Contract management.
- Local authority support on Private School Projects.
- Technical and economical support to School Boards Committees and Parents' Associations.
- Surveys.
- Sports facility studies.
- Cultural projects.

The annual budget contains:

- a. New construction projects of School units.
- b. Upgrading of existing buildings & sport facilities.
- c. Extensions of existing School units.

All construction projects include:

- Structural upgrading.
- Functional redesigning according to approved building standards.
- Additional teaching classrooms and laboratories/workshops.
- Construction of multifunctional halls.
- Additional classrooms/ramps/lifts for children with special needs.
- Additional rooms for secondary uses (canteens, nurseries, toilets).
- Redesigning and upgrading of electrical and mechanical services.

2. INNOVATIONS, REFORMS AND STRUCTURAL CHANGES IN EDUCATION

2.1 EUROPEAN AND INTERNATIONAL AFFAIRS OFFICE

As of September 1st 2009, a new unit has been operating at the Ministry of Education and Culture (MoEC) of Cyprus, namely, the European and International Affairs Office (EIAO). The Office is responsible for coordinating, developing and implementing policies of all Departments and services of the MoEC as well as cooperating organizations like the Cyprus Sports Organisation, the Youth Board of Cyprus and other governmental departments, such as the Department of Antiquities and the competent authority for Audiovisual within the Ministry of Interior.

The European and International Affairs Office, serves as a contact point within the Ministry for the development, coordination and implementation of educational, cultural, youth and sports policy objectives of the Government of Cyprus, both at the bilateral and the multilateral level.

EIAO's mission is to contribute to a successful and creative participation of the MoEC in the European and international scene, on matters related to its competences. It is, therefore, responsible for making recommendations, developing policy positions and preparing, in consultation with the Minister of Education and Culture, reports and documents presented by the Ministry to European and other international councils, meetings, surveys, etc. In addition, EIAO makes suggestions for developing action strategies aiming at implementing the policies of the Ministry of Education and Culture.

A major parameter of EIAO's mission has to do with the preparation for the undertaking of the Presidency of the Council of the European Union by Cyprus in the second half of 2012 (1 July - 31 December 2012).

The EIAO, in close collaboration with the Departments and Services of the MOEC, prepared and drafted the 18-month Trio Presidency Programme. To this end EIAO is responsible for monitoring its implementation and for shaping the priorities of the Ministry of Education and Culture for the 6-month Presidency Programme of Cyprus in relation to the current and inherited EU agenda.

During the Cypriot presidency, EIAO plans to highlight issues such as solidarity, social cohesion and active citizenship, equality and respect for civil and human rights and sustainable development. The Cypriot presidency is planning to tackle the issue of literacy and equal access to education.

Apart from the priorities in the field of Education, the Ministry of Education and Culture has planned to promote priorities in other areas of its competence. The thematic areas are as follows: In the area of Culture: Cultural governance and research for social cohesion and intercultural dialogue, especially within the framework of Euro-Mediterranean cooperation; In the area of Sport: Sport and Health as well as Evidence Based Sport Policy.

Further to the above EIAO, in cooperation with the Departments/Services of the MOEC, monitors the implementation of the Calendar of Events to be held in Cyprus during the Presidency in cooperation with the Cyprus Presidency Secretariat. The Calendar includes Informal Council Ministers' meetings, meetings at Permanent Secretary level and several conferences. EIAO in collaboration with the Departments and Services of the MOEC is responsible for setting the agenda of the above meetings, aiming at the smooth functioning of the Union and ensuring consensus among Member States.

EIAO is responsible for regularly updating Contact Points for issues related to the Presidency.

The contact points represent all Departments and Services of the MOEC as well as other stakeholders related to the MOEC.

EIAO organizes along with the Cyprus Academy of Public Administration training programmes for officers involved in the Presidency.

EIAO has set up and coordinates a multidisciplinary Committee within the MOEC, aiming at planning and monitoring the implementation of activities in schools related to the Cypriot Presidency.

EIAO in cooperation with the Office of the European Parliament and the Representation of the European Commission in Cyprus organized a series of informative seminars for teachers and quizzes for pupils on the structure and functioning of the institutions of the European Union.

It is worth noting that in September 2011 the website of EIAO was officially launched. It is a source of information for everyone interested in issues related to the EU and beyond.

2.2 PRIMARY EDUCATION

2.2.1 MAXIMUM NUMBER OF PUPILS IN CLASSROOMS

The decrease of the number of pupils per class for all grades of the Primary School is an essential part of the government educational policy, aiming at upgrading education. Within the framework of the educational reform, a proposal was forwarded to the Council of Ministers and a decrease of the number of pupils in the 1st grade (Decision No. 62.664/28.9.2005) from 30 to 25 pupils per class, was adopted.

Moreover, on the 16th May 2007, the Council of Ministers (Decision No. 65.536) decided that the maximum number of pupils in all grades of Primary Schools should not exceed 25. The Council of Ministers decided that the implementation of the decrease of the number of pupils should take place gradually each year, starting from 2007-2008, with a decrease from 30 to 25 in grades 2 and 3. From the school year 2010-2011 onwards, the maximum number of pupils in all grades of Primary Schools does not exceed 25 pupils.

2.2.2 PROMOTION AND IMPLEMENTATION OF THE ALL-DAY SCHOOL

2.2.2.1 All-Day Voluntary Schools in Primary Education

The All-Day School concept in Primary Education was experimentally implemented during the school year 1999-2000 in nine Primary Schools - four urban and five rural schools.

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

During the following school years the institution of All-Day Voluntary Primary and Special Schools was extended - upon the request of many schools - and implemented as follows:

School Year	No. of All-Day Voluntary Primary and Special Schools
1999-2000	9
2000-2001	25
2001-2002	70
2002-2003	84
2003-2004	110
2004-2005	125
2005-2006	144
2006-2007	150
2007-2008	119
2008-2009	115
2009-2010	121
2010-2011	118

During the school year 2010-2011, 118 schools functioned as All-Day Schools, of which 24 operated as All-Day Schools on a voluntary basis for all grades (1st - 6th grade) and the 94 as All-Day Schools on a voluntary basis for grades 4th, 5th and 6th. However, these 94 schools had permission to accept pupils from lower grades too (1st - 3rd).

The All-Day Voluntary Primary and Special Schools function from October to May four days a week (every day - except on Wednesdays) - based on two time zones - from 7:30 a.m. until 3:05 p.m. or 4:00 p.m. Three or four periods were added to their daily school programme.

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

The number of pupils per class ranged from 8 to 25, according to the subject and needs of each school unit. The formation of classes and groups depended on the pupils' and teachers' interests.

The Ministry of Education and Culture provided all schools already functioning as All-Day Schools, with the appropriate equipment.

Pupils take their lunch under the supervision of teachers. Feeding expenses and necessary arrangements for the provision/preparation of the meals were undertaken by the parents. The type of food and the programme of meals were consistent with the ration agreed and arranged by parents in collaboration with the Ministry of Education and Culture. The Ministry of Education and Culture financed part of the cost of meals for a number of poor pupils.

2.2.2.2 All-Day Voluntary Schools in Pre-Primary Education

The All-Day School concept in Pre-Primary Education was experimentally implemented during the school year 2005-2006 in ten classes of nine rural Pre-Primary Schools.

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

During the following school years the institution of All-Day Voluntary Pre-Primary Schools was extended - upon the request of many schools - and implemented as follows:

School Year	No. of All-Day Voluntary Pre-Primary Schools
2005-2006	9
2006-2007	14
2007-2008	19
2008-2009	28
2009-2010	39
2010-2011	43

These Pre-Primary Schools operate as All-Day Schools on a voluntary basis. They functioned from October to May four days a week (every day - except on Wednesdays) - based on two time zones - from 7:30 a.m. until 3:05 p.m. or 4:00 p.m. Three or four periods were added to their daily school programme

No changes have been made concerning either the curriculum or the time table of the morning programme of the schools. On the contrary, they continued to operate according to the school regulations already in force.

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

The maximum number of pupils per class is 25.

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

Pupils take their lunch under the supervision of teachers. Feeding expenses and necessary arrangements for the provision/preparation of the meals were undertaken by the parents. The type of food and the programme of meals were consistent with the ration agreed and arranged by parents in collaboration with the Ministry of Education and Culture. The Ministry of Education and Culture financed part of the cost of meals for a number of poor pupils.

2.2.2.3 All-Day Compulsory Schools in Primary Education

The emerging changes in the Cyprus society created the need to reform the Cyprus Educational System. This reformation entails innovations in terms of conditions of school life, learning procedures, new courses introduced, upgraded infrastructure and revision of the Curriculum of the Ministry of Education and Culture. Therefore, the Ministry of Education, introduced the All-Day Compulsory School in Primary Education, on a pilot basis. The reformation was established for the first time the school year 2006-2007 in nine Primary Schools all over Cyprus.

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

As mentioned above, the pilot programme had duration of three consecutive years - it was completed in the school year 2008-2009 - and it has been evaluated by an Independent Assessment Committee. In June 2009 the Council of Ministers approved a new framework of All-Day Compulsory Schools, which was designed on the basis of the suggestions of the assessment committee and the observations of the Ministry of Education and Culture. The new framework constituted the second phase of the pilot implementation of All-Day Compulsory Schools and it was implemented during the school year 2009-2010.

At the end of the school year 2009-2010, the four-year pilot programme was completed. A Special Committee examined the final framework, studied ways of expanding the institution and prepared a proposal which was forwarded to the Council of Ministers and was approved. The Special Committee was parted by representatives from the Ministry of Education and Culture, the Ministry of Finance, the Special Evaluation Committee, the Teachers' Union, the Pancyprian Confederation of the Parents' Association Federation and the external advisor for All-Day Compulsory Schools.

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

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

The educational context and the operational adjustments of the All-Day Compulsory Schools are very different from those applied to the existing All-Day Voluntary Schools. The All-Day Compulsory Schools operate with a unified curriculum, unified school management and staff and also with an upgraded educational context.

The All-Day Compulsory Schools operate four days a week (Monday, Tuesday, Thursday and Friday) from 7:45 a.m. to 3:15 pm or 4:00 p.m. and one day a week (Wednesday) from 7:45 a.m. to 1:05 p.m. There is a total of 47 teaching periods, with 12 additional teaching periods, compared to the non-all day regular Primary Schools.

These additional 12 teaching periods are used for teaching English and Information Technology, and also for the introduction of new innovative subjects, such as: Life Education activities and subjects of various interests (i.e. dancing, swimming, drama etc).

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

During the four days that these schools operate in the afternoon, lunch is provided to pupils. The programme of meals was prepared by special nutritionists and the food is prepared and supplied by catering services, except in the cases where the school unit has decided otherwise. The meal is offered in a special place, which is used as a dining room. During lunch, additional subsidiary staff provides its services and the pupils are supervised by their teachers. The cost of meals is covered by the parents. However, the Ministry of Education and Culture finances part of the cost of meals for a number of pupils. The financial support is €470 per pupil and it covers 20% of the whole number of the pupils registered at schools, except of the schools that are situated in the rural areas, where the Ministry of Education finances, with the same amount, the whole number of the pupils of the school, within the framework of the support that the inhabitants of these areas are being offered.

2.3 DEPARTMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The Ministry of Education and Culture is currently implementing a technology integration planning programme. The aim of this programme is to exploit the use of Information and Communication Technologies (ICT) in the educational process and to enhance the digital

literacy of students and teachers. The core objectives of this programme include: providing schools with modern technology infrastructure and equipment; modernizing and enhancing teaching and learning in line with the current pedagogical methods; training teachers to keep up with the current technological developments; and reforming the curriculum and teaching/learning aids. During the school year 2010-2011, the MoEC proceeded with the following actions:

A) Technology infrastructure and equipment

During the school year of 2010-2011, by the means of using Electronic Catalogues for IT Equipment published by the Treasury of the Republic, schools of all educational levels and types were supplied with 3421 personal computers, 2697 portable computers, 1166 video projectors and a small number of printers. Besides the above supplies, a European Public Procurement Competition was published and completed, which led signing a contract for providing licenses for using Microsoft software (operating system upgrade, office suite and CALs) on all computers (both existing and future) of Public Education for a period of three years. The contract provides other benefits as well, like software assurance and home use rights for all full time employees (educators). This contract signing had triggered the start of another project, for expanding the life span of older computers by upgrading their operating system and applications. All new computers supplied, were installed with alternative open source office suite (OpenOffice) and other educational open source software. All new personal computers were installed with an alternative open source operating system (Edubuntu), as well. Various small tender competitions were published for purchasing licenses for recovery software, servers and other equipment.

Moreover, this year, the implementation and acceptance of the Second Phase (B) of Structured Cabling Project has been completed for another 25 Upper Secondary General and Technical and Vocational schools. Up to now, 45 schools in total have been equipped with fiber optics backbone network and have the capability to connect to the Internet from every room in the school (administration offices, teaching rooms and labs). The fiber optics backbone network offers high speed networking and enables fast transfer of large volume of data. Besides the implementation of the wired network in each school, provision has been made for wireless access from various rooms in each school.

In addition to successful implementation of First and Second Phases (A and B) of Structured Cabling Project, a European Public Procurement Competition is in progress (Phase C) for implementing structured cabling for another 24 schools, mainly in the districts of Limassol and Paphos.

B) DIAS project

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

During the school year 2010-2011, the required infrastructure and equipment to support the DIAS is established at the premises of the Data Centre of the MoEC. Each DIAS user is provided with a personal email account and access to personal and school Web sites, the Learning Management System and collaboration. DIAS has also helped to gather data from schools regarding IT equipment and maintenance. It was also used for collecting feedback from teachers on the Educational Portal. The procedures were based on electronic forms set up on the Educational Portal. The tools are available to all teachers and not only the seven schools of the programme.

In addition, a DIAS dedicated classroom per school was created. It is equipped with 25 laptops, an interactive whiteboard and a video projector. Its purpose is to give the chance to teachers of all subjects to use the system with a whole class of students.

Finally, during the school year 2010-2011, groups of students visited the Data Centre where they were educated on DIAS services by DIAS officers. The Data Centre is available for educational visits and open to schools right through the school year.

C) Educational software

During the school year 2010 – 2011, the Maintenance Phase of the “Digital Education Content” (DEC) project was completed, for 17 subjects of the Upper Secondary General and Technical and Vocational Education. This phase included the correction of malfunctions and errors of DEC, as they were identified by teachers at Lyceums and Technical & Vocational Schools.

Moreover, a number of teachers attended professional development seminars on the use and integration of digital educational content in the learning process.

Furthermore, additional licenses of the CABRI and Crocodile Mathematics educational software (acquired through previous contracts) were purchased, for use in public schools that were recently established.

D) Learning Management Systems (LMS)

Hardware Database System

A web-based database system has been developed in the last two years, on which schools can update and modify the status of their hardware and peripheral equipment (computers, laptops, printers, scanners, etc). This database is currently updated only by Secondary Education schools, but there are plans to upgrade and transfer it to the SQL server.

Database for Teachers’ Schedule

A database was created for teachers to update their lessons schedule via the Internet. This database provides immediate information to help Inspectors plan and organize their school visits. This programme has already been activated for Computers teachers, but it is expected that soon all teachers will be able to update their school agenda on the Web-based database system.

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

Two web-based systems have been created for inserting the addresses of teachers of all levels with the purpose of sending the results of their assessment to those addresses. The systems have been in use since May of 2011 and they are expected to be upgraded in 2012.

Computerisation of the School Staffing Process and Creation of Software for all public Preprimary, Primary and Secondary Schools.

The process of building a software program for the staffing of Public Schools has already begun. The program will consist of smaller applications, in order to allow for searches and changes of data concerning students and educators, as well as data concerning where teachers are appointed at (districts and specific schools). The process is still in its initial stage. A preliminary research study has been conducted which included defining the problem and submitting a proposal for system development. In addition, a purpose study is currently being developed, which includes conducting a relevant survey and analyzing and assessing alternative options.

Program for printing out student identification cards

In the beginning of the 2010 – 2011 school year, an application was created which allows school secretaries to print out student identification cards. The program is supported by Avakio

and a spreadsheet application for the insertion of students' names, and its use is intended for both public and private schools.

All the programmes are upgraded on a regular basis to satisfy the needs of the MoEC and end users. In addition, technical support is available for users 24 hours a day seven days a week via telephone or electronic mail.

E) Internet Service

Web Services Department is responsible for the promotion of the Ministry of Education and Culture on the Internet. It maintains the four sites of the Ministry of Education and Culture, which present the work of the directorates, departments, teams, programs and all websites of the public schools of the Ministry of Education and Culture. It also provides support to teachers who are responsible to create and maintain the public schools' website.

During the academic year 2010-2011 four (4) new servers were acquired to support the existing web infrastructure at CYTANET Technological Center, and two (2) new servers were installed at the Ministry of Education as an assessment technologies environment. Furthermore, the new circulars platform and the registration platform for lifelong learning training courses were launched. A series of online electronic forms for registration of various services were launched as well. Finally, new subdomain addresses and new e-mail accounts of all public schools were created in cooperation with CYTANET, under the domain www.schools.ac.cy.

F) Teachers' Training-Cyprus Pedagogical Institute –Educational Technology Department

2.4 MODERNIZATION OF THE CURRICULA AND TIMETABLES IN PRIMARY SCHOOLS

School year 2010-2011 has been a year of preparation for the application of the new timetables and the gradual introduction of the new curricula in Primary Education in 2011-2012.

Twenty-one committees with 53 academics and more than 400 educationists worked for about two years preparing the new curricula of compulsory education. Since August 2010, a Committee for Promoting the Introduction of the New Curricula has been working, and coordinating a web of 12 support teams, in order to provide: (a) the necessary guides, means and materials, and (b) quality in-service training and support to primary school teachers. Moreover, a small scale introduction of certain parts of the new curricula has been applied to some schools from March to May 2011, a process that involved 187 school teachers.

The main changes to be applied in September 2011 in our primary schools are:

- Introduction of "Consolidation" as a separate school subject, in order to promote core knowledge acquisition and differentiation for all pupils.
- Increasing the second break from ten to fifteen minutes and decreasing the last period from forty to thirty-five minutes.
- Introduction of "Getting to know my World" (including "Getting to know my Country", Geography and Gardening) as a subject starting from the first grade.
- Introduction of "Natural Sciences and Technology" as a subject in grades one to four.
- Introduction of "English" as a subject taught from the first grade, harmonizing our educational system to European Education recommendations and promoting multilingualism and intercultural understanding and acceptance.
- Introduction of "Life Education" in grades one to four, encouraging involvement in projects of Health Education, Environmental Education, Consumer Education, Traffic Education, and

Intercultural Education.

- Introduction of “Life Education” (Health Education and Environmental Education) in grades five and six.
- Emphasis on the promotion of children’s language abilities throughout all school subjects.

Getting to know my World (Geography)

As part of the Educational Reform and the subsequent development of the New Curriculum the subject “Getting to know my World” (Geography) is allocated two weekly teaching periods in all grades of primary schools. The subject is introduced for the first time in the 1st and 2nd grades of primary education, instead of the beginning of the 3rd grade according to the previous Curriculum. Furthermore, the effort upgrades and updates the whole Curriculum of the subject in all grades according to recent findings in research in Geography and Geography Education.

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

- a) the formulation of indices of success for every grade
- b) the preparation of a Program of Study that spherically takes into account thematic geography, places and regional geography, mapping tools and processes, geographic concepts and corresponding analytical geographical (spatial) skills
- c) the preparation of educational material for pupils and teachers.

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

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

Contemporary School Geography bases its approach on the scientific evidence that the human brain undertakes specific mental tasks for processing spatial data. These processes create the basis of learning activities, designed in all the subjects of the Curriculum that use spatial information.

The great value of the subject of Geography focuses on the need for spatial thinking, through the introduction of analytical spatial skills for analysis and evaluation in spatial problems, as modern life constantly requires spatial decision making and the latter should be solidly based on knowledge, skills and judgment.

Health Education

Under the framework of promoting health education programmes, the Ministry of Education

and Culture has developed a long-term strategic vision. This policy has been agreed by all levels of education and the Educational Psychology Service. The basic aim of the long-term policy is to support schools to develop and implement an action plan for health promotion, that is acceptable by both pupils and teaching staff. The action plans should consider the needs and characteristics of each school. For the implementation of this plan, it is necessary to cooperate with parents and other community members. Following the contemporary principles of Health Promotion/ Education, during the school year 2010-2011, large scale in service teacher training was organized, activities were structured, piloted and thus distributed and applied by primary educators, during the school year 2011-2012.

Environmental Education – Education for Sustainable Development

A new era for Environmental Education in Cyprus Education has begun. “Environmental Education-Education for Sustainable Development” has been included in the new timetables of primary schools. Furthermore, environmental projects will be undertaken as part of “Life Education”.

Within the school year 2010-2011, the curriculum of Environmental Education has been finalized and the design has been completed. Serving teachers have been trained and Environmental Education, in its new form, has been experimentally implemented.

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

Physical Education

Within the framework of the Educational Reform, the Ministry of Education and Culture aims at the continuous and qualitative improvement of Physical Education through the New Curriculum of Physical Education that has been created and completed. This curriculum contains in detail goals, targets and encourages aims of Physical Education per age. It also encompasses a wide range of subjects that teachers can deal with.

In-service education and implementation took place as follows:

- a) At the beginning of the school year, School Inspectors and supporters of the subject were further informed regarding the practical implementation of the new curricula of physical education, by the professors who designed it.
- b) At the end of first term, School Inspectors and supporters undertook the updating of teachers who teach physical education. The briefing was held on to one day meetings (one in each city).
- c) During the second term, Cooperative Professional Learning Communities were rolled to pursue the practice of effective teaching with emphasis on the purposes of the new curriculum.
- d) At the end of the third term, a small scale application of lesson units took place by twenty teachers of Physical Education, who were selected for this purpose. The discussions and results of reflection highlighted weaknesses of Physical Education curriculum and suggested points that needed to be changed or improved. Teachers were concerned about the clarity of the new curriculum and issues related to the guidance. It was pointed out that it needs to be more specific and more descriptive when it comes to purposes, thematic areas and success indicators. Moreover, reflection has shown the need for ongoing training and support. By the end of this phase, assurances were given for the improvement and clarity of the new curriculum.

e) Finally, an attempt was made to get parents informed on the new Physical Education Curriculum.

2.4.1 HEALTH PROMOTION

Many health promotion programmers, actions and interventions carried out in 2010-2011 have been supported by funds provided by the Coordinating Committee of Health Education and Citizenship. The presentation of some of the actions and programmes that are related to Health Promotion are presented.

Funding schools actions and interventions

Schools can apply for financial support for their own school interventions in relation to Health Promotion. For the school year 2010-2011, 264 financial applications were satisfied. Many schools created personal and social skills, promoted self-esteem, and in general promoted health as a holistic procedure, supported the families efficiency and the children's creativity (film and art workshops, learning computers together, drama workshops and music workshops), provided summer school activities in key target areas of social and economic deprivation and so forth.

Committee of Direct Intervention

Under the framework of supporting Primary and Secondary School units for the confrontation of school violence/aggression and juvenile delinquency, the Ministry of Education and Culture has formed the "Committee of Direct Intervention". The Committee is composed of representatives from various departments and services of the Ministry, such as teachers of Primary and Secondary Level and Educational Psychologists.

The purpose of this Committee is the development, promotion and follow-up of an action plan, which will provide a holistic approach to the specific problem. The teachers of each school, educational psychologists, the social support workers, the parents and the local community, are encouraged to get involved in this process. The Committee has the authority to support each school by accelerating the processes and providing economic subsidies where needed, in order to overcome the problems and support the implementation of the action plan. Finally, the team promotes the application of prevention programmes, with the objective to minimize juvenile delinquency in schools. During the school year 2010-2011, the Committee responded to 123 requests: 46 from Primary Schools and 77 from High Schools.

Observatory for Violence in School

The Observatory for Violence in School has been established during the school year 2009-2010. The observatory records, codes, analyzes and evaluates elements regarding the extent and the forms of violence in school. Also, it collects quantitative and qualitative data concerning good practices for the prevention of violence in school, national and international researches for the school environment, for violence in school and juvenile delinquency.

In March 2010, the Chairman of International Observatory for Violence in School and the Chairman of European Observatory for Violence in School were invited in Cyprus. Since then, Cypriot Observatory has been connected to the International Observatory for Violence in School.

Under its activities, a national survey concerning Victimization and School Climate took place in 2011. The survey was addressed to pupils and teachers of both primary and secondary education. The findings will identify the types of bullying existing in schools (homophobic, race-related, gender-based, faith-based, disability-based, etc.). The data is in the process of analysis.

Zones of Educational Priority

The areas that are characterised as Zones of Educational Priority are the areas which are deprived economically and socially. The particular Nursery School/s, the Primary School/s as well as the neighbouring Gymnasium of each district, form a network and all stakeholders work closely together to develop joint programmes for the socialisation of pupils. In these schools, a series of extra measures are provided, which include among others, the decrease in the number of pupils per class, free breakfast for all pupils of some of the schools and other measures that are decided by each school unit in cooperation with the local communities. During the school year 2010-2011, five zones of educational priority were in place. In total nine Nursery Schools, twelve Primary Schools and six Gymnasiums participated in this programme in the Lefkosia, Lemesos, Larnaka and Pafos districts, developing 88 action plans and programmes aiming at the prevention of school exclusion, school leaving, violence and juvenile delinquency and discrimination among the pupils.

Health Education Programme “Mentor”

“Mentor” is an educational programme aiming at the prevention of drug use and addiction. It has been organized and run by the Ministry of Education and Culture and the Life Education Centres, since 1997.

The lessons are implemented within the framework of health education and promotion and are based on three main strategies the:

- provision of information,
- development and application of social skills, and
- enhancement of self-esteem.

The lessons follow the mental and sentimental growth of children and deal with issues which are relevant to the specific age, e.g. Body (1st grade), Nutrition (2nd grade), Feelings (3rd grade), Personality (4th grade), Uniqueness (5th grade), Health – Friends – Drugs (6th grade).

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

The technology of the mobile classrooms - where the programme takes place - provides a stimulating and exciting learning environment. Through group work, role-play, games and quizzes and with the participation of the teacher of the class, the interaction and the outcomes of the experience are maximised. When school classrooms are in use - for specific purposes - they are equipped with the appropriate lighting and sounds, with a video projector and a DVD player, with chairs and cushions placed in a circle, thus converting the classroom into a comfortable and pleasant environment for interactive and experiential learning.

Presentations and workshops for parents of 5th and 6th grade pupils, were structured, piloted and implemented throughout the school year, during morning and afternoon sessions respectively.

Educational Programme “Folk Stories and Tales against Addiction”

The educational programme “Folk Stories and Tales against Addiction” is implemented by the Ministry of Education and Culture, the Drug Law and Enforcement Unit (the Cyprus police department of Drug Prevention) and the creator of the programme Dr Stelios Pelasgos. The goal of the programme is the prevention of drug addiction through art, culture, folk storytelling and relevant experiential activities.

“European Network of Health Promoting Schools” Programme

The interest for the promotion of health has always been very high in the Ministry’s list of priorities, since health is interwoven with people’s quality of life. The health promoting programmes aim towards the empowerment of people and the creation of such conditions, in order to enable a bigger percentage of the population to reflect on their health, make right decisions related to health and support their welfare.

Within this framework, the “European Network of Health Promoting Schools” (E.N.H.P.S.) was developed, as a pioneering approach for the promotion of health. It is intended to support a healthy way of living for the population of each school unit. It offers opportunities, but at the same time it provides a healthy and secure supporting environment.

The E.N.H.P.S. concerns the school environment, the official and unofficial curriculum, the pupils’ families and the community. Its philosophy is to incorporate the promotion of health in all schooling areas and is based on the grounds that the healthy way of living should constitute part of the daily life of the school and should be adopted from all its members.

Cyprus has been a member of E.N.H.P.S. since 1995. During the school year 2010-2011 the network in Primary Education functioned with the participation of 174 schools. The programmes, developed at various schools, were selected by the members of the school community (teachers, pupils, parents). A number of activities were implemented to enhance the school population’s health and to build up a shared sense of responsibility for the school’s health culture and for the welfare of individuals and for the society as a whole.

A basic factor for the growth and the success of these programmes is the enthusiasm, the hard work and the devotion of teachers and pupils, who are members of the Network. These programmes are not supported by the intimidation via biological or medical knowledge. On the contrary, they are supported by contemporary approaches for the promotion of health, where emphasis is given on the creation of a supporting school environment and the empowerment of the individual through information, the growth of skills and the enhancement of self-esteem.

Road Safety Education

The Ministry of Education and Culture, in cooperation with the Ministry of Transport and Public Works and the Police, has introduced Road Safety Education (R.S.E.) in Public Nursery Schools and Primary Schools. The National Strategy Document for Road Safety (2005-2010), which incorporates R.S.E., outlines the short and long term goals and actions as well as the main responsibilities of all major public bodies involved.

R.S.E. should be part of a lifelong learning process. Therefore, the R.S.E. programme aims to promote knowledge and understanding of traffic rules and situations among teachers, pupils and parents, to improve pedestrian skills through training and real world experiences, to create and/or change attitudes towards safe and responsible behaviour in matters concerning traffic and finally to promote active involvement of children, social awareness and citizenship.

In order to assist teachers implement R.S.E., the following actions are undertaken: teachers’ training through seminars and workshops in relation to R.S.E. best practices, pupils’ visits to the Road Safety Education Park, lectures from police officers and members of the Initiative Team for Road Safety, voluntary schools competitions, distribution of posters and other audio-visual aids to all public schools. In addition to these, a Teachers’ Guide for all grade levels and three Pupils’ Books are published and distributed. Based on this set of booklets, selected traffic safety themes are integrated into different subjects, such as science, mathematics, language, etc. Within this framework, the schools are encouraged to actively involve pupils in the learning process and to encourage them to share their experiences as well as the results

of their work, with their parents or pupils of other schools through exhibitions, the internet, newspapers, etc. Furthermore, during the school year 2010-2011, activities following the contemporary principles of Health Promotion/ Education, were structured, piloted and thus distributed and applied by primary educators, during the school year 2011-2012.

2.4.2 ENVIRONMENTAL EDUCATION

Environmental Education, as it has been shaped through many conferences, aims at the shaping of environmentally educated citizens. Citizens are expected to be personally and socially responsible and involved in actions that aim at preserving the environment and improving the quality of life.

The Ministry of Education and Culture has set Environmental Education high in its agenda. In Primary Education it is achieved through the interdisciplinary approach, with the involvement of all subjects of the curriculum. Apart from that, various environmental education programmes are being implemented and many schools are actively involved in programmes such as the:

- global programme “*Ecological Schools*”;
- Greek-Cypriot cooperation “*Golden-Green Leave*”; and
- programme “*Seed-Source of life*”.

“*Ecological Schools*” is a global programme. Schools of Primary and Secondary Education are involved in the programme, which aims to convert pupils into sensitive, responsible and critical, active, future citizens through the study of various topics, such as water, energy, waste management, biodiversity, sea, culture etc. At the same time, the programme aims at the opening of the school to the local community with the involvement of parents and local and government agents.

The environmental programme “*Golden-Green Leave*” is a Greek-Cypriot cooperation, in which schools cooperate in twos and study a common topic with the ultimate aim of achieving environmental consciousness. The programme is being implemented in cooperation with the Environmental Education Centre of Argroupolis of the Ministry of Education Life-Long Learning and Religions in Greece.

The environmental education programme “*Seed-Source of Life*” is a network of environmental education, in which many schools from Cyprus and Greece are involved. It is organized by the NGO “Greek Organisation for the Protection of Nature and Cultural Inheritance” with the cooperation of both the Cypriot and Greek Ministry of Education. Through a specifically structured programme, the aim is to develop environmental sensitivity among pupils, the creation of school gardens and the undertaking of action.

Furthermore, the Environmental Education Centres of Pedoulas, Athalassa and Akrotiri community (under the responsibility of the Pedagogical Institute), are being fully utilized and, at the same time, many schools visit the environmental centre of Kritou Terra (it belongs to the Cyprus Centre of Environmental Studies). The centres of environmental education give the pupils the opportunity for substantial environmental education.

Environmental Education is also part of the educational programme during the educational and summer campings of the Ministry of Education and Culture. Camping in nature, gives the pupils the opportunity to achieve empirical experiences and to develop correct attitudes towards the environment.

2.4.3 MULTICULTURAL EDUCATION

The composition of the school population in Cyprus primary and nursery schools for the school year 2010-2011, is shown in the following table:

The first five countries where foreign pupils in primary schools come from are: Georgia, Bulgaria, Romania, Greece and the United Kingdom. Respectively, the first five countries where foreign pupils in nursery schools come from is differentiated as follows: Georgia, Greece, Romania, Bulgaria and the United Kingdom.

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

	Primary Schools (%)	Nursery Schools (%)
Greek-Cypriots	86,05	85,31
Turkish-Cypriots	0,18	0,22
Maronites	0,27	0,31
Armenians	0,09	0,10
Latins	0,00	0,00
Foreigners	13,41	14,06
TOTAL	100,00	100,00

The Ministry of Education and Culture with its educational policy regarding the education of foreign pupils is aiming at their smooth integration into the Cyprus educational system. In response to the demands of the contemporary society and the changing social environment, both national and international, the Ministry of Education and Culture is promoting the implementation of educational measures and policies, which will help groups from different cultural identities to integrate themselves in a creative environment, regardless of background.

School year	Number of foreign pupils	Percentage
2006-2007	3951	7,3
2007-2008	4040	7,7
2008-2009	4605	9,0
2009-2010	5916	10,5
2010-2011	6047	12,0

The Department of Primary Education makes provisions, so that foreign pupils are distributed evenly in the various districts, schools and even classrooms, so that teachers can support their linguistic and cultural needs in a more effective way.

Multicultural education is currently being practised in Cyprus in the form of various support measures. These measures can be categorized as measures for language support, which refer to the learning of Greek as a second language and measures for facilitating the smooth integration of groups with different cultural identities. The model that is currently being used is the mainstreaming programme, in which foreign pupils participate in the classrooms along with the native Greek-speaking pupils. A flexible system of intervention within the ordinary timetable exists. This involves placing foreign pupils in a separate class for some hours of the week, for intensive learning of the Greek language and specialized assistance according to their specific needs. The Adult Education Centres offer afternoon classes for learning Greek as a second language is offered to the children of the repatriated ethnic Greeks, but also to all other foreign pupils interested in this subject.

The Department of Primary Education has promoted several cultural measures to promote multicultural awareness. It provides all schools with educational material, which includes books for the teaching of the Greek language, activity and exercise books, as well as teachers'

books with methodological instructions and a variety of suggestions for activities, of mainly communicative character. The Department also realizes the need to provide teachers with the opportunity to further develop their learning and teaching approaches to all children. Within this context, it organizes in-service training seminars and conferences for teachers who teach foreign pupils. Developing multicultural awareness, providing information among the pupil population of the way of life, patterns of thought and attitudes of different people, attempting to understand these differences and communicating with these people, are important features of schools.

Furthermore, the Council of Ministers approved the “Policy Report of the Ministry of Education for Multicultural Education”. According to the relevant suggestions of the Educational Reform Committee and within the framework of the creation of a democratic school that will incorporate and include all pupils, the following measures, that aim to the rapid and smooth induction of foreign pupils to the school system and the Cyprus society, are being implemented:

- Parallel classes for fast acquisition of the Greek language through intensive instruction.
- In-service training seminars for teachers teaching Greek as a second or/and a foreign language organized by the Pedagogical Institute.
- Preparation of a test that will be used by all schools, in order to rank and classify pupils to the appropriate level by the Centre for Educational Research and Evaluation.
- Preparation of an induction guide for the new coming foreign pupils which is translated in eight languages, with basic information for the pupils and the parents regarding the educational system of Cyprus. The languages are: English, Turkish, Russian, Georgian, Bulgarian, Rumanian, Ukrainian and Arabic.
- Addition of intercultural elements to the new Curriculum and the school textbooks that will be prepared within the framework of the changes on the structure and the content of education.
- Production and creation of appropriate educational and pedagogical material, as well as the use of material that has been produced in Greece.

2.4.5 MUSEUM EDUCATION PROGRAMMES

The Department of Primary Education, supports - for the past 15 years - the implementation of Museum Education Programmes in the non-occupied areas of Cyprus, addressing all primary education pupils. The fundamental objective is the promotion of the objectives of Museum Education at schools. The educational programmes in museums-monuments contribute to the social, emotional and cognitive growth of pupils. Pupils develop critical thinking, creativity, collaboration, joy of learning and lifelong education. The programmes are implemented in collaboration with the Marfin Laiki Bank Cultural Centre, the Cyprus Department of Antiquities, the Leventis Municipal Museum of Lefkosia, the Pieridis Museum-Marfin Laiki Bank and the THALASSA Ayia Napa Municipal Museum.

The implementation of all programmes is based on experiential action learning and the cross-curriculum approach. The programmes, in order to become even more attractive were revised in the way of presentation, incorporating electronic screenings, interactive maps, theatrical games etc. The pupils explore the museum, observe the exhibits, search for information, impersonate roles, activate their creative and expressive abilities and work in teams through pleasant and well-organized activities. Therefore, the pupils acquire useful experiences and positive attitudes towards culture. During the school year 2010-2011, in the nine enacted educational programmes 8083 pupils and 400 teachers participated. All participants expressed the wish to visit the museums again, since they all enjoyed the exploration activities, the theatrical games and most of all, learning!

The Museum Education Programmes were presented in the 18th International Education Fair organized by the Ministry of Education and Culture in February 2011. On the occasion of the World Museum Day (18 May), the Ministry of Education and Culture organized for the second time a “A Week of Museum Education”, during the 16th and 20th of May 2011. During the 2010-2011 school year, nine educational programmes were implemented as follows:

2.4.6 ART EDUCATION PROGRAMMES

The Department of Primary Education, in collaboration with the Cultural Services of the Ministry of Education and Culture, continue the implementation of the educational programmes of Art Education in galleries and museums of Lefkosia and Lemesos, addressed to all primary education pupils. These programmes aim to the opening of the school towards civilization and are providing an aesthetic development and cultural education to children, through an experiential approach. During the school year 2010-2011, three art educational programmes were implemented as follows:

MUSEUM EDUCATION PROGRAMMES	
LEFKOSIA	<ol style="list-style-type: none"> 1. “<i>Talanto</i>” for pupils of 3rd and 4th grades at the Cyprus Museum. 2. “<i>Ledrios Lefkosiatis, Choraitis: Me and my town</i>” for pupils of 5th grade at the Leventio Municipal Museum of Lefkosia. 3. “<i>Snapshots from Lefkosia in previous years</i>” for pupils of 6th grade at Leventio Municipal Museum of Lefkosia.
LEMESOS	<ol style="list-style-type: none"> 1. “<i>Kyprida Venus</i>” for pupils of the 4th grade, at the District Archaeological Museum of Lemesos. 2. “<i>Behind the embrasures ...</i>” for pupils of 5th grade, at the Medieval Castle of Lemesos.
LARNAKA	<ol style="list-style-type: none"> 1. “<i>Animals, Birds and Monsters</i>” for pupils of 3rd grade, at the Pierides Museum - Cultural Centre Marfin Laiki Bank. 2. “<i>Sea, sea ... Invitation to an ancient symposium</i>” for pupils of 4th grade, at the District Archaeological Museum of Larnaka.
AMMOCHOSTOS	<ol style="list-style-type: none"> 1. “<i>In Ayia Napa which is surrounded by the sea ... Ship of Kyrenia open sails</i>” for the pupils of 4th grade at the Municipal Museum of Ayia Napa THALASSA.
PAFOS	<ol style="list-style-type: none"> 1. “<i>Traveling with the Lady of Lemba</i>” for pupils of 3rd and 4th grade, at the District Archaeological Museum of Pafos.

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

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

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

During the school year 2010-2011, for the first time, an art exhibition was organized with works

of art of pupils who participated in the educational programme at the Byzantine Museum of the Archbishop Makarios III Foundation. Pupils were inspired by the programme and created two and three dimensional artworks using a variety of materials. The exhibition also included pupils' paintings from the art archive of primary school education with similar religious content. At the opening of the exhibition which was held at the Art Gallery of the Archbishop Makarios III Foundation on the 18 May 2011 (International Museum Day) visitors had the chance to listen to Byzantine hymns and watch an art event by pupils inspired by the tradition around Saint George and the dragon. The educational programme is being successfully implemented and aspires for more art events.

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

Changes have been made to the content and structure of the educational programme at the Lemesos Municipal Art Gallery during the school year 2010-2011, to be consistent with the new curriculum for Art Education. The programme titled “Our Island through the artists’ pallet” aims to introduce the Gallery to the children and help them understand and appreciate the cultural and artistic heritage of Cyprus. The experiential method of the programme gives pupils the opportunity to meet the work of recent and older Cypriot artists and also gives them inspiration for their own artistic expression and creation.

2.4.7 EDUCATIONAL PROGRAMME “CYPRUS-AEGEAN, MYTH-HISTORY-ART”

The educational programme “*CYPRUS-AEGEAN, MYTH-HISTORY-ART*” aims to provide the opportunity to pupils to discover the wealth of history, art and culture of Cyprus and the Aegean Sea civilization, acknowledging the connecting thread between them. The children travel through time “in a journey of knowledge, game, search, daydreaming, sentimental emotions and surprises” in order to develop their cultural consciousness. It is organised by the Youth Board of Cyprus in collaboration with the Ministry of Education and Culture.

The programme was launched in March 2001 and is running to this date. During the first two years it operated for two days per week, in 2002-2003 for four days per week, and from September 2003 until June 2009, it operated for five days per week. Since September 2009 the programme is presented to children three times a week. The programme is targeted at primary school children (both public and private schools) of the 3rd - 6th grades and lasts for approximately two and a half hours. Fifty to fifty five pupils can take part each time. More than 57000 pupils have already attended the programme.

The animators of the programme are primary and nursery school teachers, who as a team, prepared additional educational material with a variety of activities for the pupils, so that they transfer the experience they gain from the programme to the classroom environment. More details on the programme can be found on the webpage of the Ministry of Education and Culture.

2.4.8 EDUCATIONAL PROGRAMME “IKADE”

The educational programme “*IKADE*” is supported by the Ministry of Education and Culture and is exclusively sponsored by the Bank of Cyprus. The programme’s main aim is the development of spiritual and cultural bonds among Greek, Cypriot and Greek migrant pupils.

The “*IKADE*” exploits the possibilities offered by synchronous technology in order to bring closer the Greeks around the world. The Greek website (www.oikade.gr), enables pupils to gain knowledge through games, virtual tours, cultural events and many other activities. Pupils interact with each other and learn interesting things about their culture, civilization, customs,

everyday life and share thoughts about school subjects and facts that concern them.

The “IKADE” website also hosts a global electronic network of schools, where selected primary schools from Greece, Cyprus and Greeks abroad (180 around the whole world) operate in groups of three or four, and share live online meetings (teleconferences).

The electronic network of schools, for the school year 2010-2011, involved 52 primary schools from Cyprus. Those schools shared live online meetings with nine primary schools from Greece and with the Greek Primary School of Bucharest. The themes of the live online meetings were: a) children’s school routine, b) our land, c) our common ancestry, d) our language, e) our own manners and customs, f) our natural wealth, g) the future of our country, as it is in our dreams, h) our academic future.

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

Another activity of “IKADE” was the publication of two newspapers that were distributed to pupils in Cyprus’ primary schools. The newspapers included activities that were prepared and developed by the pupils themselves. Also, a school calendar was published and distributed to all pupils in the sixth grade, of Cyprus’ primary schools. Finally, 40 pupils and teachers from Cyprus were hosted in Athens, in spring 2011, who gained unique experiences.

2.4.9 PHYSICAL EDUCATION EDUCATIONAL PROGRAMMES

In school year 2010-2011 special emphasis has been placed on the following programmes:

Programmes in cooperation with the Sport Federations: The local sport federations and the Department of Primary Education cooperated and ran several programmes. Many children had the opportunity to get acquainted with a variety of sports and took part in different activities. The aim of the programmes was to motivate children to join sport clubs and participate in sport activities after school time. Some of the programmes included tennis, table tennis, badminton, swimming, sailing, rowing, canoe and ski.

Olympic Education Programmes: A variety of Olympic Education Programmes has been implemented in schools and sports centres in all districts. Their main objectives were:

- active engagement of all children in physical activities;
- emotional education;
- acceptance of difference;
- application of fair play and the Olympic spirit;
- familiarization with the well known Olympic sports; and
- acquisition of positive attitudes towards life and active living.

2.5 SECONDARY GENERAL EDUCATION

2.5.1 THE INNOVATIONS AT GYMNASIUM

The Ministry of education and culture decided to introduce innovations at the Gymnasium in order to update the curricula and upgrade and develop education. Society demands that young Cypriots should:

- have a wide range of knowledge

- find mechanisms of learning and research with maximum self activity
- acquire skills in ICT
- move with ease in geographical and virtual space
- pursue lifelong learning
- develop creativity, imagination, analytical, synthetical and critical thinking and decision making
- acquire new attitudes, such as tolerance, respect for others and their culture

Innovations at the Gymnasium aim at:

- qualitative improvement
- coping with problems
- responding to requirements indicated by research data
- updating and upgrading school life in general
- harmonizing the Gymnasia with Lycea
- securing a smooth transition through all levels of education

As from the school year 2011-2012, the practice of the class teacher for pastoral care has been expanded to cover all the second grade classes of the lower secondary education. Extensive implementation aspects of the New Curricula in Gymnasium began. Education Priority Zones expanded further by adding two new areas: the first one in Larnaca (Xylofagou) and the second one in Limassol (Agia Varvara). The pilot programme for laboratorisation of Modern Greek and Mathematics was introduced to a number of schools. A number of teachers have also begun an in-service training at The Pedagogical Institute.

2.5.2 THE ENIAIO LYKEIO

The Eniaio Lykeio, a response to the challenges of the globe and generally to the policy and the European orientations of the government, the social expectations of the people in Cyprus and the new pedagogic approaches. It is student centered and emphasis is given on school in general. It aims at the full development of personalities within a system of values and achievements of the society in Cyprus. School offers the background and the provision for life long learning as well as the capability for pre-professional training and specialized knowledge and skills aiming at access to the labour market.

This new institution is characterized by the focus on general education, both technological and economic, and on the development of a multi-faceted personality through:

a) The didactic process and the various pedagogical activities which foster a wide range of skills and types of thought, such as:

- critical thinking
- creativity and originality
- imagination
 - observation
 - cooperation
 - problem solving and coping with various situations

- analytical skills
- vsynthetic skills
- skills for assessing the others and for self assessment

b) The fostering of values and attitudes so that the teenager, and later as a citizen, can cope with the challenges of the modern world.

Class A' is for the pupil the class for observation, guidance and orientation. In Class B' and C pupils attend common core subjects which are considered to be indispensable while they have the opportunity to select optional subjects which will help them to prepare for their future career according to their interests and inclinations.

The Eniaio Lykeio institution is related to a series of internal reforms necessary for the implementation of the basic changes and which consist the qualitative difference which characterizes this institution. The most important are the:

- upgrading and supporting of the practice of the Form Teacher
- programme Creativity - Action - Social Service
- better use of the school library
- strengthening of the pre- and in-service training of teachers
- assistance offered to weak pupils
- expansion, support and upgrading of the special rooms
- expansion of laboratory subjects in Class A'
- reduction of the number of pupils to 25 in Class C'
- strengthening and upgrading of the Counselling and Career Education Service
- introduction of new curricula based on basic knowledge, attitudes, skills and activities which must be implemented in order to achieve the aims of the Eniaio Lykeio
- enrichment and strengthening of teaching materials with new course books, multiple resources, audio visual aids, software and other supplementary material.
- new didactic approach which aims at promoting energetic participation of the pupils in the teaching and learning process
- alternative methods of assessment
- setting of internal regulations in each school
- establishment of media and procedures for the changes
- evaluation of education
- programmes for prevention of violence juvenile delinquency
- operation of the Music and Sports School

As from the school year 2011-2012, the Information and communication Technology courses' laborization pilot program has been implemented at 10 additional lyceums raising the total number to 30 lyceums.

2.5.3 INNOVATIONS IN HOME ECONOMICS, FAMILY EDUCATION AND BABY NURSING/ NURSING

Modern appliances, equipment and software have been introduced in order to upgrade the

Home Economics subject at the Gymnasium, the Family Education, and the Baby Nursing / Nursing subject at the Eniaio Lykeio as well as the implementation of new curricula. In addition, a number of other educational tools such as visual aids, posters, bone, artery, embryo growing stages and heart models, have been lately introduced.

2.5.4 HEALTH EDUCATION

The Health Education Program aims at pupils' mental, moral and physical development in order to develop critical thinking and take the correct decisions. It is offered through a variety of topics and subjects in an interdisciplinary approach according to the pupils' age and interests and the situation existing.

During the school year 2010 - 2011 the pilot program of Sex Education was implemented in six Gymnasias and it will continue this year. It aims at informing pupils responsibly and scientifically about their sexual life, in general.

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

1. The "European School Network for the promotion of Health".
2. "MENTOR": with the assistance of mobile units, pupils are helped to acquire skills to develop decision making abilities so that to avoid using addictive substances.
3. Anti-drug Education Seminars.
4. "Standing on my Own Two Feet": a program aiming at developing attitudes of self esteem and self respect and promoting resistance skills to the temptations of modern society
5. "Well Being": a program implemented on the basis of an agreement between the governments of Greece and Cyprus

2.5.5 ENVIRONMENTAL EDUCATION

Environmental Education aims at developing positive attitudes among pupils towards the environment and its sustainable development according to the Rio Agenda 21. International and European programmes have been introduced and implemented with the participation of pupils. Moreover, syllabi have been reformed and new teaching approaches are applied. Such programmes are:

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

2.5.6 INFORMATION TECHNOLOGY (IT) COURSES IN SECONDARY EDUCATION

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

In all Lyceums, and depending on the curriculum needs, exist 120 IT labs for the purpose of teaching all computer science courses. Each lab contains 18 computers, printers, scanners, and multimedia hardware. In all Gymnasiums, depending on the curriculum needs, there exist 181 IT labs with 17 computers and a printer per lab. All computers in all IT labs are connected to the Internet via ADSL lines. Furthermore, a video projector is installed in all computer science laboratories. The video projector is connected to the instructor's computer.

In 2011 the eLearning course offered by CISCO Networking Academy was continued to fourteen Lyceums in Cyprus. Several computer science teachers were trained ahead in order to facilitate the course.

In all Gymnasiums, IT courses are taught for two periods per week in each of the three grades. The main objective of the courses is for students to cover material of European standards (ECDL). Furthermore, students are taught basic issues of algorithms and programming. In the A' Lyceum grade, the IT science course is taught for two periods per week and the objective is to introduce students to computer science. In B' and C' grades of the Lyceum the main IT course is taught for four periods per week and the special interest course is taught for two periods per week in each grade.

Computers are also used in all Lyceums as a teaching tool in courses such as Typing, Physics, Biology, History, and Languages. Furthermore, software and hardware support is provided for all other curriculum disciplines and subjects. One to twenty PCs have been placed in the Typing and the Technology classes of every Lyceum in Cyprus.

Additionally, one to six computers have been placed in rooms such as Physics labs, Languages, History, Mathematics, and Multimedia classes, as well as in the Counseling offices. Finally, computers can also be found in all school libraries with Internet access.

2.5.7 ROAD SAFETY EDUCATION

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

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

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

2.5.8 MUSIC EDUCATION

2.5.8.1 MUSIC SCHOOLS

The establishment of two Music Schools is an innovation that was introduced in order to broaden the outlook on music and enhance the teaching of Traditional and Byzantine music. The Music School aims at preparing and training youths who wish to pursue a music career while attending general education.

The first Music School was established in February 2006, at the Pancyprian Gymnasium in Nicosia while the second Music School in September 2006 at the Laniteion Lyceum A in Limassol. Both schools have a concert hall, a library and suitable rooms well equipped for the teaching of solo instruments. Lessons are offered on chamber music, choir, orchestra, Byzantine Music, Traditional Music, Lute playing, Music Technology, Theory, Harmony and History of Music. Both Music Schools function in five afternoons schedule and they have the form of a whole-day school.

During the academic year 2010 - 2011 the students of the Music Schools had the opportunity to attend seminars and educational concerts, specially organized for them. They were also given the chance to present their work and perform in many social events, in groups and as individual performers in Cyprus and abroad. In addition, five talented students took intense master classes in performance in the United Kingdom and in Germany. Moreover, other three talented students, traveled in the U.S.A., where they participated in the programme "Playing for peace". The travel expenses were offered by the well known American jazz band "Apple Hill Ensemble".

2.5.8.2 LYCEA REGIONAL CHOIRS/ ORCHESTRAS

The establishment of Lycea Regional Choirs and Orchestras is another innovation of the Ministry of Education and Culture, which has been implemented in Secondary Education, by a decision of the Council of Cabinet Ministers (December 2002). Music teachers who are specialized in choral singing and orchestra conducting have been appointed as conductors and house the participating children after an audition. The aim of the programme is to provide opportunities for further music education, create incentives for qualitative music works performance, develop Music and Aesthetic Education, raise the standards of singing and performing and provide strong motives for both music teachers and children towards better and more qualitative work. At the same time such activities offer opportunities for further communication skills and creativity. The repertoire varies accordingly, from the classical to Cypriot and Greek, as well as students' compositions. Every year, the Nicosia regional Orchestra of Lycea organises a great number of activities such as the Music Camp, in the Environmental Centre in Pafos, and many outreaching concerts all over the island.

2.5.8.3 ARTISTS IN SCHOOLS

Since November 2002, by decision of the Council of Cabinet Ministers, another innovation was put into practice. Distinguished artist musicians of classical, popular and traditional music visit schools of secondary education and provide qualitative music lessons within classroom conditions. The musicians work with the students in various ways such as presenting the various traditional or orchestral instruments, offer creative music games, perform short works, improvise and create music together with the students. Thus, both children and musicians share intense, vivid, musical experiences. The class work of the music teachers is supported by this programme. Primal target of the programme "Artists in Schools" is to present musical diversity. Thus, in the school year 2010 - 11 there were two music technology specialists,

two percussionists offering the «Samba Seminar» and a recorder-guitar duo specialized in medieval music.

2.5.8.4 COLLABORATION WITH THE CYPRUS STATE ORCHESTRA (CYSO)

Morning Educational Concerts

Every year, about 6,000 children have the opportunity to attend educational projects during school time with their teachers, as well as afternoon family concerts with their parents. These concerts aim to offer suitably designed musical experiences, promote aesthetic education and understanding, develop musicality, creativity and critical thinking among youngsters, as well as to provide the students themselves with opportunities to develop musical skills.

The educational programmes for secondary education consist of:

- *Educational concerts* in concert halls in the morning, during school time. Prior the educational concerts, the CYSO musicians contribute to the programme by visiting schools in small groups in selected classrooms during the music lesson. They present their musical instruments and perform excerpts from the programme of the educational concert. Musicians often make music together with the children and encourage them to improvise their own music in small groups. This musical interaction between the children and the Orchestra musicians is a practice which encourages better understanding and enjoyment of the musical works. In November 2010 educational concerts were presented in the cities of Nicosia, Larnaka and Pafos and in March 2011, educational concerts were presented in the cities of Nicosia, Larnaka and Paralimni.
- *Family concerts* for students of all ages and parents which usually take place on Saturday afternoons. The musical works are presented by a specialized music educator with musical interaction between children, parents and the Orchestra. In November 2010, a family concert was presented in Nicosia.

2.5.8.5 COLLABORATION WITH THE PHAROS ART FOUNDATION

The Music Education Programme of the Pharos Arts Foundation presents concerts and master classes for the benefit of students of state and private schools from different ethnic, religious and cultural backgrounds.

The educational programmes for secondary education consist of:

- *Educational Concerts* in which the audience consists exclusively of students. A concert dialogue follows. Each concert develops and concentrates a unique theme area. In 2010 - 2011, three educational concerts were presented.
- *Master-Classes*, which are attended by music students with a high level on their instrument performance, some of whom actively participate for demonstration purposes. The Master-Classes offer the opportunity for technique issues to be more thoroughly explored. In 2010 - 2011, two master classes were presented.
- *The Pharos Music Knowledge Competition*. The Pharos Arts Foundation is the supporter of the Annual Pharos Music Education Prize, which was inaugurated in 2007 with the collaboration of the Ministry of Education and Culture. The Prize involves the participation of Lyceum students and comprises an assortment of questions on musicology, such as aural tests, music history, form and musical analysis of specific works that were previously presented during the Foundations educational concerts. In 2010-2011, students from nine Lycea took part on the annual Pharos Music Knowledge Competition.

2.5.8.6 MUSIC GAMES

Since 2006, the Ministry of Education and Culture is organizing the Music Games, aiming at the development of the music aesthetics, the performance of different styles of music and the promotion of Byzantine, Traditional, Folk and Popular music. The Music Games have become the highlight of the annual events, as they are very popular between students and teachers. In 2010-2011, 26 schools participated in the competition. The OPAP (Cyprus) is the sponsor of the competition prizes.

2.5.8.7 MARIOS TOKA SONG COMPOSITION COMPETITION (in commemoration of the Cypriot composer Marios Tokas)

The Marios Tokas annual song composition competition was inaugurated in the academic year of 2008-2009. The competition offers the chance to student composers in the Lyceums of Cyprus to submit their work to a panel of well known Cypriot composers and perform their compositions, live, in front of an audience. In 2010 -2011, 20 schools participated in the competition. The «Fotos Fotiades Cultural and Scientific Foundation» is the sponsor of the Music Song Composition Competition prizes.

2.5.8.8 SONG COMPOSITION COMPETITION ON POETRY OF KOSTAS MONTIS

The Kostas Montis annual song composition competition was inaugurated in the academic year of 2009 -10. The competition offers the chance to student composers to get acquainted with the poetry of the famous Cypriot poet Kostas Montis as they compose on his poetic work. The students from the Lyceums of Cyprus, who take part in the competition, submit their work to a panel of well known Cypriot composers and perform their compositions, live, in front of an audience. In 2010 -2011, eight schools participated in the competition. The «Fotos Fotiades Cultural and Scientific Foundation» is the sponsor of the Music Song Composition Competition prizes.

2.5.8.9 XENIOS SONG COMPOSITION COMPETITION

The Xenios Song composition Competition was the music part of the Xenios Programme. The theme of the competition was «Composing and singing for the right to life». The students from the Lyceums of Cyprus, who take part in the competition, submit their work to a panel of well known Cypriot composers and perform their compositions, live, in front of an audience. In 2010 -2011, 10 schools participated in the competition.

2.5.8.10 PROJECTS – SEMINARS

On the 24.3.11, and 6.4.11 the distinguished English soprano Sara Stowe offered a seminar on Vocal techniques on Contemporary Music. The seminar took place in Nicosia and Limassol and it was a great success, as a large number of music teachers, Lyceum students and Music School students participated.

2.5.9 NEW CURRICULUM AND TEACHERS TRAINING

With the experimental implementation of the new curriculum, all year seminars and in – service training were offered to secondary music teachers in all the districts of Cyprus: Nicosia, Larnaka, Limassol, Paralimni and Pafos.

2.5.10 TEACHER ADVISORS FOR LITERARY SUBJECTS

The institution of teacher advisors for literary subjects in Secondary Education was introduced in the year 2004–2005 in an effort to upgrade literary subjects. The teacher advisors cover the fields of Ancient and Modern Greek, History, Latin as well as other literary subjects. They visit schools, both public and private, and offer advisory support using new methods and approaches, often through teaching practices, while they prepare supportive material for literary subjects and samples of examination papers. The advisors also contribute to the organization of various competitions among schools, seminars, colloquia, etc. In addition they undertake the realization of administrative issues in the Programme of Learning Greek for foreign pupils. As from June 2008, and especially from September 2010, they are energetically involved in the implementation of the New Curricula on a national basis and the establishment of a bank of relevant educational material.

Special Needs Education in Secondary Education in Cyprus

The inclusion of children with special needs is a matter of major policy for the Ministry of Education and Culture in Cyprus that is in line with current international conventions and philosophical thought. The adoption of this policy has been accompanied by a change in perceptions, beliefs, and attitudes of society towards children with special needs, whether they are in the educational system or in the community.

The policy is expressed within the Special Education Law 113(1) of 1999, the Regulations for the Early Detection of Children with Special Needs 185(1)/2001, and the Regulations for the Training and Education of Children with Special Needs 186(1)/2001. These last two regulate the implementation of the new law as from September 2001.

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

The implementation and expansion of the inclusion concept that was rapidly applied was naturally creating a lot of problems of technical, practical and social nature. The main problem was the inability of the normal schools to meet the various needs of all their pupils, by introducing multi-speed teaching methods and by securing quality education for all.

In secondary education, regular subject teachers provide support for children with special needs. A series of seminars regarding special education is being developed to assist all teachers in this task.

All teachers are encouraged to attend courses of professional development run by the Pedagogical Institute of Cyprus, many of which have particular reference to special education. Attendance at in service seminars is compulsory whilst attendance at local seminars is encouraged. Attendance at courses of continuing professional development is considered, in determining teachers' performance during teacher appraisal. A series of pedagogical discussions –meetings are being held in order to help the classroom teachers, the counselors and the liaison officers in each school to deal with students with special needs in the best possible way.

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

2.5.11 SPECIAL EDUCATION PROGRAMMES

The following programs are running in Secondary Education:

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

2.5.12 LITERACY PROGRAMME AT GYMNASIUM LEVEL

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

Functional illiteracy is one of the most serious problems of contemporary educational systems since its consequences are related to the emotional health and social adjustment of people as well as of society in general. Marginalization, delinquency, self-destructive behavior, use or abuse of drugs, psychological and physical problems are its results. Therefore, fighting functional illiteracy is one of the main goals of our educational system.

The program started in the school year 1989 - 1990 after it was evaluated and its success clearly shown it was extended to all gymnasia. It aims at ensuring the basic human right for education for functionally illiterate pupils, preventing school and social exclusion with all its awful results, fostering and developing basic skills, boosting self-image and emotional support, and making adjustment at school and in society easier.

2.5.13 TEACHER ADVISORS FOR LITERARY SUBJECTS

The institution of teacher advisors for literary subjects was introduced in the school year 2004 - 2005 in an effort to upgrade literary subjects. They visit schools and offer support using new methods and approaches, through teaching practices, mostly for the teaching of essay writing, modern and ancient Greek and history to both public and private schools. Supportive material has also been prepared.

2.5.14 INTEGRATION OF MIGRANT CHILDREN IN SECONDARY EDUCATION PUBLIC SCHOOLS

Following the accession of Cyprus in the European Union as a full member (2004), economic migrants have been arriving in the country in larger numbers than ever before. Migrant children are accepted for enrolment in any secondary school according to their residence enjoying equal education rights as Cypriot students.

Wishing to support their quick integration in the school society, the Ministry of Education and Culture, starting in the school year 2008-2009, is running a pilot programme of intensive teaching of the Greek language which is the language of instruction in the Greek-speaking schools. Ninety-one secondary schools, out of a total number of 127 on the island, with about 1250 migrant children, are participating in this pilot programme, which was evaluated by the Educational Research and Evaluation Centre, during the previous school year (2009-2010). On the basis of the evaluation results and the suggestions offered, the Ministry has taken measures in order to reinforce it and improve its effectiveness.

According to regulations, foreign-speakers are placed in normal classes mixed up with Cypriots, attending the same lessons and syllabuses as their Cypriot peers except for Religious Studies, Ancient Greek and Common Core History, during which they withdraw to form special classes and study the Greek Language.

Along with the intensive teaching of Greek, a "Reception Guide» for migrant families, translated into the eight most dominant foreign languages that appear on the island, has been prepared and recently reprinted, ready for use in all secondary schools.

The Pedagogical Institute of Cyprus has trained the Greek teachers who have been appointed to teach migrant children in the framework of the pilot programme.

2.6 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

2.6.1 INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

2.6.1.1 Introduction of New Technology

In an effort to keep pace with the rapid technological developments, STVE is in the process of introducing new technology in the STVE curricula. A pilot project has been operating in A' Technical School Limassol and comprises instructional models in Pneumatics, Programmable Logic Control, CNC Machine Tools, Computer Aided Manufacturing and Robotics.

2.6.1.2 Computers and Information Technology

Upgrading of the curricula in Computers and Information Technology is at an advanced stage. The aim of the course is on the one hand to achieve computer literacy for all pupils in STVE and on the other hand to enable them to use Information Technology and Computers as a tool for learning and as a means of accessing information and carrying out various tasks in their adult life.

2.6.1.3 Establishment of Evening Technical Schools

In view of the expanding need for life-long learning, STVE has established Evening Technical Schools, with the first School operating in Nicosia as from September 1999.

2.7 THE PEDAGOGICAL INSTITUTE OF CYPRUS

A. DEPARTMENT OF EDUCATIONAL DOCUMENTATION

2.7.1 PUBLICATIONS

The department of Educational Documentation in the Pedagogical Institute published the following in 2011:

1. *The Pedagogical Institute of Cyprus Bulletin. Issue 13*

The new issue includes work written by the staff of the Pedagogical Institute as well as of other teachers covering General and Special Educational issues, issues relevant to the programmes run by the Pedagogical Institute which promote the objectives of the Ministry of Education and Culture. The Bulletin was to all schools for free.

2. *A book with information on the Optional In-service Training Programmes offered for 2011 – 2012*

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

2.7.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The needs stemming from the requirements placed on the participants of the In-service Training Programmes offered to the Principals of Primary Education and the Principals and Deputy Head Teachers of General Secondary, Technical and Vocational Education for submitting relevant work within the framework of their training as well as those requirements placed on the Mentors and Mentees and participants of other training programmes, the implementation of the New Curricula and the growing interest shown by educators from all levels of education for self-improvement and development have enhanced the role of the Library of the Pedagogical Institute. An attempt was made to enrich the Library with new volumes of books and compact discs (CD, DVD). Overall, the Library has more than 48,223 volumes of printed material while subscription is paid to 52 printed titled scientific journals related to education and educational issues. In 2011 the Library was enriched by 506 volumes of new books while other printed material is expected to be added later. The titles of the books refer to themes that include teaching methodology, educational innovations and practices, teacher training and educational management. The registered users of the Library amount to 705 individuals while the total expenditure for the year 2011 amounted to 30,000 euro.

As part of the effort to upgrade the Library of the Pedagogical Institute computerization of the Library material and resources by the use of the Library Automation System of the National Documentation Centre of Greece (ABEKT 5.6) is continued.

It is, also, noted that the Library of the Pedagogical Institute participates in the Library Consortium of the University Libraries in Cyprus within the framework of the Programme 'Exploitation of New Technologies in the context of Lifelong Learning' and is connected to the Cyprus Network of Libraries which contains 33 Databases in Cyprus allowing users to search and access material found in the Library of the P.I. as well as in other libraries in Cyprus. Users may, now, access articles and other online sources through the website of the Pedagogical Institute. The process of connecting the Library of the Pedagogical Institute to the libraries of all the schools in Cyprus is continued.

B. IN-SERVICE TRAINING DEPARTMENT

2.7.3 ANNUALLY ORGANISED COURSES

In-service Training Course offered to Principals from Primary Education

April 2011 denotes the date by which seventy two (72) Principals of Primary and Pre-Primary Education have successfully completed the relevant programme. The sessions were held in the P.I. premises in Nicosia and at the Limassol branch. In October 2011 a new Programme was launched involving eighty-two (82) principals from Primary and Pre-Primary Education. It is noted that since the school year 2009 – 2010 radical changes have been introduced to the content of the programme so as to further enhance the role of Principals at schools through the development of leadership, managerial and organizational abilities and skills. Officers, already engaged by the Pedagogical Institute, as well as external partners who express their interest to participate in the Programme by responding to the P.I. invitation get enrolled in the Register of Instructors and are employed to do the teaching.

In-Service Training Programme offered to Principals of Secondary General, Technical and Vocational Education.

In April 2011 forty four (44) Principals from Secondary General and Secondary Technical Education have completed successfully the Programme. The sessions were held in the P.I. premises in Nicosia and at the Limassol branch. In October 2011 a new Programme was launched involving 28 Principals from Secondary General and Secondary Technical and Vocational Education. It is noted that since the school year 2009 – 2010 radical changes have been introduced to the content of the programme so as to further enhance the role of Principals at schools through the development of leadership, managerial and organizational abilities and skills. Officers from the Pedagogical Institute and the Ministry of Education and Culture as well as external partners who have expressed interest to participate in the programme by responding to the invitation extended by the P.I. have entered the Register of Trainers and have undertaken the training.

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

In June 2011 one hundred and fifty (150) individuals have successfully completed the Programme intended for the Deputy Head Teachers of Secondary General, Technical and Vocational Education. The sessions were held in the P.I. premises in Nicosia and at the Limassol branch. Officers from the Pedagogical Institute and the Ministry of Education and Culture as well as external partners who have expressed interest to participate in the programme by responding to the P.I. invitation have entered the Register of Trainers and have undertaken the training. In October 2011 a new Programme was launched involving one hundred and sixty-six (166) Deputy Head Teachers of General Secondary Schools and Secondary Technical and Vocational Education. It is noted that since the school year 2011 - 2012 radical changes have been introduced to the content of the programme so as to further enhance the role of Principals at schools through the development of leadership, managerial and organizational abilities and skills.

The Induction Programme involving Mentors and Mentees from Primary, Secondary General and Secondary Technical Education

The Induction Programme addressed to Mentors and Mentees (New Entrants) in the Primary, Secondary General and Secondary Technical Education is offered for a second consecutive year by the P.I. after a decision made by the Council of Ministers (July 2008) under the Education Reform Act. The overall aim of the Programme is to introduce the institution of mentoring (the relationship between Mentors and Mentees) in the Cyprus Educational System targeting at the smooth integration of the New Entrants to the teaching profession. The Programme

is addressed to the New Entrants in Primary, Secondary General and Secondary Technical Education and their Mentors. The content of the Programme was based on the relevant literature and practices exercised in other countries as well as the list of required competences by the New Entrants (New Institute of Teachers, 2006) which was elaborated by the working team of Officers of the P.I. For the current school year (2011 – 2012) the programme will be implemented in three phases, in all districts, for both mentors and new entrants who participate in it as follows:

A) Training Programme offered to New Entrants in the Primary/ Secondary General and Secondary Technical Education

Phase A'

- For New Entrants in Primary Education, October 2011: In-service training offered centrally (15 teaching periods)
- For New Entrants in Secondary General and Secondary Technical Education, October 2011: In-service training offered centrally (15 teaching periods)

Phase B'

- October 2011 – May 2012: work done in the school unit. Application of specific practices covered in Phase A' in collaboration with the Mentor takes place. Support provided by the supportive team from the P.I.
- In-service training run centrally offered in January 2012 (5 teaching periods)

Phase C'

- In-service training offered centrally in May 2012 (5 teaching periods)
- In-service Training Programme offered to Mentors in the Primary/ Secondary General and Secondary Technical Education

Phase A'

- For Mentors in Primary Education, October 2011: In-service training offered centrally (20 teaching periods)
- For Mentors in Secondary General/ Secondary Technical Education, October 2011: In-service training offered centrally (20 teaching periods)

Phase B'

- From October 2011 – May 2012: Application of specific practices covered in Phase A' in collaboration with the New Entrant (Mentee) takes place. Support provided by the supportive team from the P.I.
- In-service training run centrally offered in January 2012 (10 teaching periods)

Phase C'

- In-service training offered centrally in May 2012 (10 teaching periods)

The Programme is organised annually and in the specific one, offered in the year 2010 – 2011: 61 New Entrants (Mentees) and 48 Mentors from Primary Education participated while 82 New Entrants and 79 Mentors from Secondary General and the Secondary Technical Education took part.

Training Programme offered to Greek origin teachers from the Black Sea countries

The six-month programme offered to teachers of Greek origin from countries neighboring the Black Sea was completed in the end of June 2011. The programme was attended by twelve (12) expatriates who, apart from having crash courses in the Greek language and teaching

methodology, they came in touch with the modern Cyprus reality, the local cultural wealth and the culture of the place through educational tours, lectures attended and events.

Support Programme offered to foreign speaking pupils

The Cyprus Pedagogical Institute has developed a series of training courses, co-funded by the European Integration Fund and the Cyprus Government, aiming at reinforcing the teachers entrusted with the support of foreign speaking pupils. The areas covered by these training activities mainly refer to methods of teaching Greek as a second language.

Special reference is made to the pilot programme implemented in Secondary Education where a number of philologists (Greek Language Teachers) is appointed to teach the language to and support non-native Greek speakers attending school in different parts of Cyprus. The P.I. has recently offered the Training Programme to the specific population of the Greek language teachers (a number of 30 teachers are appointed each year to Secondary schools located in the various districts of the island for this purpose). More specifically, the training programme which was developed for this purpose includes, apart from centrally run courses offered to the Greek language teachers appointed for the purpose, substantial support offered by the officers of the P.I. involved in this programme who visit the assigned schools and take into consideration the special needs as these arise depending on the school unit referred to. This model of training, initiated actually in 2008 – 2009, is still offered to this day.

2.7.4 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

The school year 2010 – 2011 the institution of organizing and running school-based seminars and seminars for parents in various schools in the free part of Cyprus continued. It is noted that it is the first time, since these type of seminars started being offered, that an electronic platform was set up to facilitate the submission of requests by the interested school units and parents. The seminars covered different areas of interest, mostly of psychosocial content related to the child and adolescent behavior that included dealing with turbulent situations, eating disorders and providing support to children with learning difficulties. From this it is to be concluded that these kind of topics correspond to a great extent to the problems faced by parents, students/pupils and educators.

Other issues covered by seminars were related to environmental education, writing skills, teaching of Greek as a second language, educational management, intercultural education, teaching methodology, assessment as well as issues concerned with European matters and issues related to the teaching of different subjects. Particular emphasis was given to the development and implementation of intervention programmes in school units.

Finally, it has to be stated that for the first time, in September 2011, a booklet with relevant information on the organised school-based seminars and workshops for parents circulated in schools. This material is also posted on the website of the P.I. It is, also, noted that starting from school year 2011 – 2012 officers from the Pedagogical Institute and the Ministry of Education and Culture as well as external partners who have expressed interest to participate in the programmes by responding to the P.I. invitation have entered the Register of Trainers and will be undertaking the training.

2.7.5 OPTIONAL IN-SERVICE TRAINING SEMINARS

The Optional Training Seminars and Workshops for year 2010 – 2011 covering the needs of teachers in Nicosia, Limassol, Larnaca, Paphos and free Famagusta were completed. These were attended by one thousand and three hundred (1,300) participants from all levels of education. These seminars and workshops covered a wide range of issues

related to pedagogical training, teaching approaches and teaching issues concerned with the implementation of the new curricula adopting current approaches and the use of new technologies.

The new booklet providing information on the offered Programmes of Optional In-service Training Seminars and Workshops for the school year 2011 - 2012 has circulated in schools in the beginning of September 2011. This material has also been posted on the website of the Pedagogical Institute.

2.7.6 OTHER ACTIVITIES

Teacher Training Programme for Candidate Teachers of Design and Technology

The Pedagogical Institute in cooperation with the Inspectorate of Design and Technology/ Technology in the Secondary Education offered the Programme of In-service Training for Teachers of Design and Technology which was held from January to June 2011. The training was offered to two groups (one in Nicosia and the other in Limassol) and was attended by 58 candidate teachers. It is noted that the programme was covered in 52 sessions of four-teaching-period duration each. The trainers participating in the Programme were teacher trainers that expressed an interest to participate in the programme by responding to the P.I. invitation extended by the P.I. and have entered the Register of Trainers.

C. PROGRAMMES ON ENVIRONMENTAL EDUCATION

Network of Environmental Education Centres

As part of the strengthening of education for the Environment and Sustainable Development available to pupils/students and educators at all levels of education, the Ministry of Education and Culture, within the framework of implementing the Educational Reform Programme for Environmental Education, created the Network of Environmental Education Centres (CEE). The CEE is in the third year of operation and currently runs four centres: the Centre for Environmental Education at Pedoulas, the Environmental Education Centre at Athalassa, the Centre of Environmental Education and Community of Akrotiri. The project with the CEE Network will be completed with the establishing of three more centres those at Cavo Greko, Panayia and Kilani. The Centres are under the management of the P.I. which is the coordinating body of the Department of Education on issues concerned with Environmental Education and Sustainable Development. The establishing of the CEE is the result of a close cooperation of the Ministry of Education and Culture with local communities (i.e. the communities of Pedoulas, Akrotiri and Salamiou) and the Ministry of Agriculture, the Natural Resources and Environment Department, the Forestry Department. The cooperation and input received by the latter helped to create the CEE at Athalassa. At the CEE at Akrotiri and Athalassa one-day programmes are offered running from 09:00 a.m. to 13:00 p.m. and from 09:00 a.m. to 16:00 p.m. while the Pedoulas Centre, apart from offering one-day and whole-day programmes, offers two and three day programmes providing accommodation for up to forty students at a time in the hostels available. The Salamiou CEE, which is in its first year of operation, is currently running one-day programmes but it will soon turn into a district Environmental Centre offering three-day programmes.

All of the CEE programmes have been set up by the team working on Environmental Education at the Pedagogical Institute and are designed in such a way as to meet the specific environmental characteristics of each area concerned while, at the same time, they are consistent with contemporary issues of Environment and Sustainable Development, as these are established by international organisations and the scientific community. The programmes are organised

around topics inextricably linked to the environment and sustainable development and cover such areas of interest as 'Forest Biodiversity', 'Water', 'Environment and Culture', 'Territory', 'Environment and Local Community', 'Energy', 'Desertification and Climate Change' which are directly linked with school curricula. The programme is an innovation in that it is connected to the New Curricula referring to the Environmental Education and Education for Sustainable Development and is integrated in the educational process as part of the formal education offered to students/ pupils and educators of our country.

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

It is noted that this year around nineteen thousand (19,000) pupils, one thousand (1,000) educators and two hundred and fifty (250) students both from Cyprus and abroad have participated in the CEE programmes.

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

Activities and Operations led by the Group for Environmental Education

Some of the most important activities of the Group for Environmental Education for school year 2011 were:

- Training seminars offered to educators from all levels of education on issues related to Environmental Education and Education for Sustainable Development. Within the framework of this action the following seminars were organised: 'Education for Sustainable Development: Principles and Planning Sustainable Schools', 'The Role and Contribution of Centres of Environmental Education in Promoting Environmental Education in Schools'.
- The participation of the group for Environmental Education in:
 - a) The writing of the New Curriculum for Environmental Education and Education for Sustainable Development
 - b) The island-scale training of teachers for the implementation of the Curriculum concerned with the Environmental Education and Education for Sustainable Developments in primary education
 - c) National, regional and international research programmes:
 - i. The INDUCTION Programme, a research programme funded by the Research Promotion Foundation with the amount of 99,000 euro aiming at 'The Education for Sustainable Development as a framework for training newly appointed Educators: Quality Teachers for Quality Education'.
 - ii. The Marine Culture Programme, funded by the Cross-Border Cooperation between Cyprus and Greece, 2007 – 2013, with the amount of 550,000 euro.
 - iii. The CoDEs Programme, 'Collaboration of Schools and Communities through Sustainable Development', involving 17 universities and higher education institutions funded by the EU by the sum of 610,467.00 euro and is part of the Lifelong Learning Programme.
 - iv. The International Education Fair with a special stand presenting all relevant actions of

M.O.E.C. as well as participation in other voluntary activities such as: i) the environmental festival 'Astra', ii) the environmental event organised by the town of Dali, iii) the International Day for Water organised by the Water Council of Limassol, iv) the World Congress on Culture and Environment by conducting five experiential workshops.

- Providing advisory support to schools and organizing school-based seminars on Environmental Education and Education for Sustainable Development.
- Planning and implementing environmental education programmes based on the needs of the school and of the local community.
- Actively participating in international networks for Environmental Education and Education for Sustainable Development such as the 'Mediterranean Education Initiative for Environment and Sustainability' (MEDIES), the 'Environment and School Initiatives' (ENSI) and represented Cyprus at conferences and committees of the European Union on Environment and Sustainable Development, with interventions and oral communications concerning the presence of Education for the Environment and Sustainable Development in the Cyprus Educational System.

D. DEPARTMENT OF EDUCATIONAL TECHNOLOGY

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

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

- **Programme providing support to a core group of teachers on issues related to the use of ICT in the school unit.** Providing support to fifty (50) primary teachers trained in the use of ICT in teaching by providing equipment, technical and advisory support so as to conduct sample lessons in their school unit. The ultimate goal here is to transform these teachers into agents for change and a source of learning and support for their colleagues. This is a pilot programme to be completed by 2012. Each of the teachers in the core group presents an action plan in the beginning of the school year. This project is simultaneously implemented in Secondary Education schools since autumn 2008.
- **Competition for successful learning contributions for the integration of ICT in teaching.** A competition was launched for submitting examples of good practices showing ICT integration in the learning process. The winning proposals were presented at a convention covering the topic of ICT in education and the first three represented Cyprus in the European competition of Microsoft in Moscow.
- **ICT material.** Enrichment and expansion of educational supportive material for incorporating new information and Communication Technologies in the learning process which is hosted on the portal www.e-epimorfosi.ac.cy
- **Safe Internet.** Organised seminars addressed to educators, parents and pupils to inform on safe internet use.
- **ICT Convention**
- **Convention on Safe Internet Use**
- **Organised Fair** to spread awareness on safe internet use
- **Support offered for online learning environments**
 - <http://www.e-epimorfosi.ac.cy> – a portal providing educational supportive materials for the integration of ICT in the learning process by exploring opportunities, making

new learning presentations and promoting communication among teachers

- <http://www-elearn.pi.ac.cy> - online learning environments (moodle) providing support to professional learning communities with synchronous and asynchronous communication and teleconferences.
- <http://www.pi-elearning.ac.cy> – available e-learning platform providing opportunities for synchronous and asynchronous learning, allowing access to computer tools and open access to teacher-student communication promoting distance learning.

2. PRODUCTION OF AUDIO VISUAL MATERIAL

In the school year 2011 the distribution of educational material produced by the P.I. and the Educational Television of Greece to schools and other organisations has continued. Parallel to that, digitization of the P.I. productions has advanced while the portal to be hosting them has been completed.

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

2.7.8 EUROPEAN - RESEARCH PROGRAMMES

During 2011, the Cyprus Pedagogical Institute continued its participation in the existing European programmes and started new ones [see Table 1]:

Table 1

European Programmes in which the P.I. participated during the year 2011

ACTION	PROGRAMME	TOPIC
2008 - 2011	COMENIUS Network Wi-Mi: (Wide Minds)	Topic-centred Network aiming at strengthening intercultural collaboration between European schools
2010 – 2012	CYBERETHICS GIII National Centre for Safer Internet Awareness Node and Hotline	The safe use of the Internet
1 st Oct. 2009 – 30 th Sep. 2011	Life Long learning A Framework for Preparing Teachers to Teach with ICT	Study of current practices for designing and developing learning suggestions for integrating ICT in learning, transfer of knowledge from previous projects, creating structure and process for integrating ICT in the learning process
Sep. 2010 – August 2012	Research Programme funded by the Research Promotion Foundation	Education for Sustainable Development as part of in-service training addressed to New Entrants: Quality Teachers for Quality Education
May 2011 – April 2013	Marine Culture – European Territorial Cooperation ‘Greece-Cyprus’	Sustainable development on mountain areas

2011	Erasmus Programme	Exchange visit programme for observation and participation by teaching
2011	Pestalozzi Programme	Organising workshop for educators

E. CURRICULUM DEVELOPMENT UNIT

A. The work of the Curriculum Development Unit is:

- Coordination of procedures for the publication of the New Curricula
- The process of writing, editing and updating teaching textbooks and the production of educational material for teachers and students at all levels of education
- The purchase of teaching textbooks published by the publishing organisation (OEΔB) in Greece and the process of transporting them from Greece to Cyprus
- The publication of stock for the purpose of:
 - a) The Ministry of Education and Culture (Calendar issued by M.O.E.C.), Annual Report of M.O.E.C., publications for the International Educational Fair, Citizen's Charter)
 - b) The Pedagogical Institute (booklets, posters and cover art)
 - c) Publications of other M.O.E.C. services
- The responsibility of preparing documents for opening tenders and the procedure that follows (publication, evaluation and awarding of tenders) and the supervision of publications during the process of printing.

To effectively carry out this work the Curriculum Development Unit works closely with the Ministry of Education and Religion in Greece, the Lifelong Learning and Religious Affairs, the Agency for Publishing School Textbooks (OEΔB), the Pedagogical Institute of Greece, the Departments of Education, the Tender Board of the Ministry of Education and Culture, the Government Printing Office, private printing houses, the warehouse of the Ministry of Education and Culture, the University of Cyprus, the trade unions of teachers etc.

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

Moreover, the Curriculum Development Unit in cooperation with the Departments of Primary, Secondary and Technical Education and the Warehouse of the M.O.E.C. has created an electronic database to facilitate ordering textbook electronically. During 2011 the kindergartens were added to the system. Thus, the opportunity for better organizing and timely delivering of books to schools was given while easy access to specific data from both related schools and M.O.E.C. services were kept.

B. Books used in the Cyprus Educational System

Books used in the Cyprus Educational System include publications by M.O.E.C., the Greek Agency for Publishing School Textbooks (OEBA) and from other sources. The data is presented below in the form of tables and graphics.

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

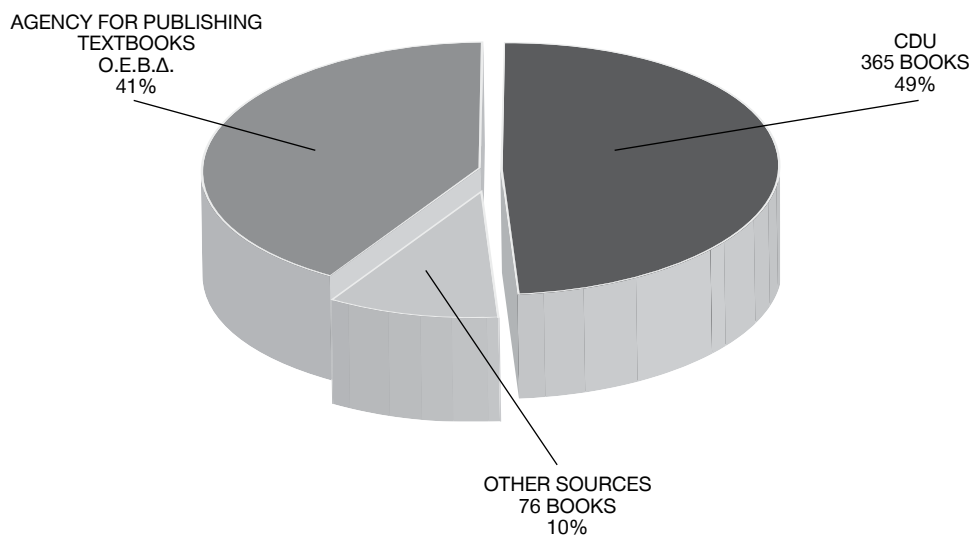
Level of Education	Numbers by book title			
	CDU	The Greek Agency for Publishing Textbooks (OEΔB)	Other Sources	Total
Preprimary	22 (17**)	1	-	23 (-17**) 6
Primary	124	104	-	228
Lower Secondary	26	62	17	105
Upper Secondary	93	85 (7***)	28	206 (-7***) 199
Technical	164 (47***)	79 (17***)	31	274 (-64***) 210
Total	429 (-64*) 365	331 (-24*) 307	76	836 (-88*) 748

*shared books **Books used in the Preprimary/Primary

***Books used in Upper Secondary/Technical Schools

In the graphic representation that follows we notice that in the Cyprus Educational System, the total number of books used in all levels of education is:

- 365 books published by CDU
- 307 books published by the Greek Agency for Publishing Textbooks (OEΔB)
- 76 books published through other sources, amounting to 10% of the total number



C. The New Curricula

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

D. The Budget of the Curriculum Development Unit

Since 2009 the CDU budget was transferred to the P.I. budget. Below are the details regarding the expenditure of the CDU for year 2011.

Table

Details on CDU Expenditure in 2011

	Expenditure
A. Re-issuing/ Revising/ New Publications of books and teaching packets produced by CDU	€1.400.000,00
B. Purchase of books from the Greek Agency for Publishing Textbooks	€1.750.000,00
C. Dispatch and receiving books and documents to and from abroad	€50.000,00
Total Expenses	€3.200.000,00

From the above table it is clear that expenditure on books for all levels of education for year 2011 has amounted to 3,200,000.00 euro.

Centre for Educational Research and Evaluation (CERE)

During 2011 and according to its annual action plan, the CERE participated in a number of significant research projects on mainly two strands, namely: (a) the evaluation of the innovations and programmes of the Ministry of Education and Culture (MoEC) and (b) the participation in international research studies on pedagogical issues. In specific:

A. Evaluation of Innovations and Programmes launched by the MoEC

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

- Evaluation of the literacy level of primary school graduates (6th grade students). This research study has been extended to 3rd grade primary school students (longitudinal study)
- Evaluation of the programme offered to students with literacy problems in the Gymnasium (2008 – 2011)
- Evaluation of the programme on teaching Greek as a second language to Gymnasium students (2008 – 2011)
- Evaluation of Adult Education Centers
- Evaluation of the Programme for Identifying and Supporting Students with Learning, Emotional and Other Difficulties
- Research Study on School Climate and Victimization in Schools
- Evaluation of Induction Programmes by the Cyprus Pedagogical Institute for newly appointed teachers

B. Participation in International Studies focused on Pedagogical Issues

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

- Programme for the International Assessment of Adult Competencies (PIAAC) – The

survey focuses on the identification of adults' (aged 16-65) language, mathematical and technological literacy. The pilot phase of the study was completed in 2011.

- Programme for the International Student Assessment (PISA) – The survey aims to define validated benchmarks on educational system outcomes (knowledge and skills in Reading, Mathematics and Science) at the completion of the compulsory education. The pilot phase of the study was completed in 2011.
- Teaching and Learning International Study (TALIS) – The survey targets school principals and teachers at the Gymnasium level to collect data on professional development, teaching, and effects on student learning at an international level. Planning of the pilot phase of the study, which will take place in 2012, was completed in 2011.
- European Survey of Schools: ICT in Education (ESSIE) – The survey focuses on the identification of students' and teachers' skills, attitudes, and practices in Information and Communication Technologies. Data collection has been completed in 2011.

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

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

3. PARTICIPATION IN EUROPEAN PROGRAMMES

3.1 EURYDICE NETWORK

The Eurydice network has been one of the strategic mechanisms established by the European Commission and Member States since 1980 to boost cooperation, by improving the understanding of educational systems and policies.

As from 2008 the Education, Audiovisual and Culture Executive Agency (EACEA) has taken over responsibility for the European-level activities of the network and a new European Eurydice unit has been established in the Agency.

The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing comparable information on education systems and policies in the 33 countries concerned and by producing studies on issues common to European education systems. It consists of:

- 37 national units based in all 33 countries participating in the EU Lifelong Learning programme (27 Member States, Croatia, Island, Liechtenstein, Norway, Switzerland and Turkey) and
- a coordinating unit based in the EU Education, Audiovisual and Culture Executive Agency in Brussels.

The Cyprus Unit has been operating within the Ministry of Education and Culture since June 2002. During 2010-2011, Eurydice published the following:

- Science Education in Europe: National Policies, Practices and Research
- Mathematics Education in Europe: Common Challenges and National Policies
- Modernisation of Higher Education in Europe: Funding and the Social Dimension 2011
- Key Data on Learning and Innovation through ICT at School in Europe 2011
- Teaching Reading in Europe: Contexts, Policies and Practices
- Adults in Formal Education: Policies and Practices in Europe
- Grade Retention during Compulsory Education in Europe: Regulations and Statistics
- National Dossier 2010-2011
- National Overviews 2011

3.2 EUROPE AT SCHOOL (E.A.S)

The Europe at School competition is conducted within the framework of the general policy of the Ministry of Education and Culture as part of the harmonisation process with European institutions. The activities of the competition include:

- Competition in the form of Essay Writing.
- Meetings of the prize-winners in several European countries (European Youth Gatherings).

The general motto for School Year 2010- 2011 competition was “European Year of Volunteering”. The competition of the Essay Writing was conducted for the sixth year on a voluntary basis.

The change in the form of the Group Project competition which gave pupils the opportunity to compete with a song, video or DVD production, and research based on questionnaires or interviews and different kinds of patterns allowed the participants to become more innovative,

creative and original with the help of modern technology and as a result more CDs, DVDs, and patterns were sent to the EAS Committee. The participation of public and private schools was high.

The competition for the Essay and the Projects was announced on October 12th, 2010. Despite the fact that the Essay competition was optional, the participation of Cypriot students from public and private schools was all-embracing. The Essay Writing competition took place on January 25th, 2011 whereas the Art competition in Secondary Education ended March 15th, 2011.

The prize winners' ceremony was held at Apostolos Markos Lyceum on May 9th, 2011. The exhibition of the prize awarded paintings, was also held at the same place, and lasted from May 9th to May 11th, 2011. Last year was the second time that the ceremony and the art exhibition took place at a school and the whole event was very efficiently organised and met with success.

Seven prizewinners were chosen after interview at the MOEC, and in agreement with their schools, to take part in Youth Gatherings in summer 2011, held in Cyprus and other European countries. In Cyprus, the Limassol gathering (July 11-17 2011) was attended by 15 students from four European countries and the students were under the supervision of three Cypriot Team Leaders.

4. OTHER ACTIVITIES

4.1 THE YOUTH PARLIAMENT PROGRAMME – 16th SESSION 2010 - 2011

At the 16th session of the youth parliament held in Athens on 2 – 5 September 2011, twenty “Young Members of Parliament” from Cyprus expressed their views on major issues.

The twenty youths were selected in a new way since they had sent their works electronically to the Foundation of the Greek Parliament. 1220 pupils from B' form of the Public Secondary and Technical Education as well as from the Private Education submitted entries for the selection.

Generally, this year the session offered the opportunity to youngsters to get together from all over the Greek community and exchange views and opinions on issues faced by humanity in a democratic way.

4.2 UNESCO ASSOCIATED SCHOOLS

UNESCO Associated Schools have been working on projects for 40 years. They aim at bringing forth and promoting the ideals of UNESCO, such as friendship, love, peace and cooperation, among pupils. Their basic activity is the organisation of an annual Pancyprian Symposium. They cooperate with UNESCO schools in other countries and mostly in Greece.

4.3 OTHER ACTIVITIES OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

- Student and parent guidance, aiming to inform students and parents about STVE
- Co-operation with CEDEFOP
- Co-operation with social partners, including the Educational Council, the Advisory Body for STVE, the Employers and Industrialists Unions etc.

4.4 MODEL EUROPEAN PARLIAMENT

The Department of Secondary Education of Ministry of Education and Culture participated in the session of Model European Parliament, which is considered one of the most important institutions at student's level within the European Union, which took place in Istanbul from October 30th, to November 6th, 2010. The Cyprus' delegation was constituted of three Greek-Cypriot students and two Turkish- Cypriot students. Another mission of five Greek-Cypriot students participated in the same congress during the month of April in Estonia. Attending the two missions gave the opportunity to our students to meet and collaborate with students from the other 27 member states of the European Union, as well as the three candidates for integration countries. Getting prepared for the subjects that would be discussed in the congress the delegation the students learned to search, to analyze, to compose and to draw conclusions. The participants during the conferences acquired experiences through the specific democratic procedures of the congresses.

4.5 PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

22nd Pancyprian School Theater Competition «In memory of Panayiotis Sergis»

The institution of the Pancyprian School Theatre Competition constitutes a remarkable educational event. Its organization falls under the responsibility of the Ministry of Education and Culture in cooperation with the Theatrical Cyprus Organization once a year. The cultural centre of the Bank of Cyprus sets the prizes.

The interest and love of the students and teachers for the multidimensional art of the Theatre which is rapidly increasing leads to the conclusion that our youth, under the appropriate guidance can express themselves creatively, exercise their critical ability by coming into contact and familiarizing themselves with culture in creative and original ways.

Those involved in the aforementioned event are fully committed to it despite their already heavily loaded schedule. The rehearsals which precede the theatrical performance enthrall our students teaching them at the same time how to cooperate, accept others, get acquainted with theatre writers, feel the emotions and passions of others and most importantly penetrate into their own souls. In addition, they learn how to organize and discipline themselves, enjoy a common creative outcome-the final theatrical product through which racism is rejected, imagination and creativity are exercised in the best possible way and the interest for the art of the theatre is enhanced through the students' enthusiasm and impulsiveness which find their way in the most effective and efficient fashion.

During our days when materialistic values overwhelmingly overshadow spiritual values leading to the utopian pursuit of contemporary prosperity and posing a threat to the spiritual development of our students, the art of acting becomes a soothing consolidation for their souls. Their teachers desperately look for ways to initiate them into the great ideals and values of life which are expressed through theatre, that undoubtedly constitutes one of the major features of the Greek Civilization. The Art of performing which is the offspring of knowledge and language shapes consciousness and contributes towards the multidimensional fostering of young people's personality.

The 22nd Pancyprian School Theatre Competition in which 56 schools took part, was held between 18th of February and 27th of March, 2011.

5. OTHER SERVICES

5.1 THE EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service (EPS) is an inter-departmental service answerable to the Permanent Secretary.

Its mission is to protect and promote mental health and facilitate learning and development by empowering all students within the educational system, from preschool to the end of secondary education.

The work of the EPS is organized around two main areas or sectors of activity: the Individual Case Sector and the Programs Sector.

The Individual Case Sector

Educational Psychologists (EPs) respond to requests from teachers and parents/guardians for specialized help in a wide range of difficulties that pupils may present at school, including learning, emotional and behavior problems. EPs may intervene at the level of the whole school, at the level of the group or of the individual and may work with the child, with its parents and teachers and, if deemed necessary, with other professionals or agencies.

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

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

The Programs Sector

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

During the 2010-2011 academic year the EPS contributed to the development of preventive programs in kindergartens, primary and secondary schools concerning emotional education, school success, violence, juvenile delinquency and substance abuse.

The EPS was also involved in support programs for secondary school pupils in response to their needs (literacy, learning difficulties, physical disabilities).

The EPS has organized or participated in talks, presentations, lectures and various training activities directed at teachers, parents and pupils concerning issues of child development and education. Finally, the EPS was represented in various national, ministerial and interdepartmental committees.

5.2 THE COUNSELLING AND CAREERS EDUCATION SERVICE

The Counselling and Careers Education Service (C.C.E.S.) operates within the Public Secondary Education System of Cyprus and offers various services to students and other young people, at schools and the Central, as well as the District Offices of the Ministry of Education and Culture (M.O.E.C) in Limassol, Larnaca / Famagusta and Paphos.

The goal of the C.C.E.S is to provide specialised assistance to students and youngsters through career guidance and counselling in order to deal effectively with their personal, educational, career and social problems.

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

- The healthy development of the students personalities
- The development of problem-solving skills so as to deal effectively with their personal, educational, professional and social problems.
- The counsellors offer help to students and other young people in order to make effective choices. Emphasis is given on the following areas:
 - self - knowledge
 - self - approval and self - confidence
 - self - actualization
 - decision - making skills / problem - solving skills
 - healthy adjustment to the school and social environment
 - critical thinking and effective use of appropriate information

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

1. Personal, group, and family counselling
2. Teaching of the Career Education and Social Education course (offered in the 3rd year of the Gymnasium - Lower Secondary School)
3. Organization of seminars and Conferences on career, Educational Fairs and other related subjects
4. Production of career - education films
5. Publication of instructional and informative books (i.e. Career and Social Education, Scholarships, etc.)
6. Participation in various committees for students' benefits
7. Provision of personal and educational counselling to special need students for their personal development through individual educational programmes.

At the present time, one of the main goals of the C.C.E.S. is the establishment of lifelong guidance in the educational framework of Cyprus which is also promoted at European level through the European Lifelong Guidance Policy Network (ELGPN), and Cyprus participates as an active member. Moreover, the C.C.E.S. has already established the operation of regional (district level) Centres of Counselling and Guidance in Limassol, Larnaka, and Paphos, which operate at convenient to the general public hours. The Centers are accessible to all European citizens with the provision of counselling / guidance, irrespective of age, gender, religion, race, ethnicity and disability.

5.3 ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books and producing educative films related to careers guidance, the C.C.E.S. has organized library services at the M.O.E.C. Central Offices where the students and general public may have access to up-to-date information.

All counselling offices at schools are provided with Internet facilities, thus, students have

access to on-line career guidance information. On-line information on career guidance is also available at the service's official website www.moec.gov.cy/ysea.

Total number of students from General and Technical Secondary Education schools that have attended at least one career and/or counseling session with a school counselor during the school year 2010-11.

Class	Gymnasium			Lyceum or Technical school			Total no.of students with at least one session with a counselor			Total no.of students			Percentage of students that have been helped %		
	A´	B´	Γ´	A´	B´	Γ´	Gymnasium	Lyceum/ Technical	Total	Gymnasium	Lyceum/ Technical	Total	Gymnasium	Lyceum/ Technical	Total
Boys	2530	1902	3408	3910	3232	3633	7840	10775	18615	12447	14106	26553	62,09	76,39	70,11
Girls	2242	1764	3189	3688	3472	4104	7195	11264	18459	12119	13437	25556	59,37	83,83	72,23
Total	4772	3666	6597	7598	6704	7737	15035	22039	37074	24566	27543	52109	61,2	80,02	71,15

5.4 STATE INSTITUTES FOR FURTHER EDUCATION

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

The State Institutes for Further Education help low income families and offer scholarships to students who excel in their exams. They employ experienced teachers as well as young unemployed teachers.

There are 41 State Institutes all over Cyprus with more than 17.000 students every year.

Lessons offered at the State Institutes for Further Education

- Languages (English, French, German, Italian, Spanish, Russian, Turkish) up to level B1 or B2 of the Common European Framework of Reference for languages.
- Greek for Foreigners. The programme can be attended by foreigners who live and work in Cyprus.
- Accounting at all levels.
- Remedial lessons for Gymnasium and Lyceum students
- ICT
- Preparatory lessons for the University in Cyprus and Greece Entrance Exams

Since 2003 the State Institutes for Further Education have been offering free Greek lessons for the Turkish Cypriots and free Turkish lessons for the Greek Cypriots in an attempt to create communication bridges between the Greeks and the Turks.

Exams

At the end of the school year the students at the State Institutes for Further Education take final exams and the students who pass the exams successfully are awarded a Certificate.

The State Institutes for Further Education also prepare students for the following exams:

- Government Entrance University Exams
- I.G.C.S.E., I.E.L.T.S.
- F.C.E. Cambridge
- DELF for the French language
- L.C.C.I. for Accounting
- E.C.D.L., I.C.T. Europe for Computers

General Information

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

The State Institutes for Further Education are open every Monday, Tuesday, Thursday and Friday. There are classes for adults in some Institutes in the evenings.

Every lesson lasts 90 minutes and it is offered twice a week.

The fees are very low and they are approved by the Ministry of Finance. They range from €225-€385 a year.

The State Institutes for Further Education keep an attendance book and students who exceed 20 absences are not allowed to take the final exams.

5.5 SCHOOL CLERKS ADMINISTRATION UNIT

The Department of School Clerks Administration Unit, headed by the First Clerk operates under the jurisdiction of the Permanent Secretary of the Ministry of Education and Culture and forms part of the Civil Service. It is a service of applied managerial presence imperative for and totally compatible with the aims of the state for the sustainable development of education.

It is responsible for planning, appointing and managing the School Clerks of 107 Secondary Education Schools, five Evening Schools, 13 Technical Schools, one Evening Technical School, eight Afternoon and Night Technical School Classes, 45 School Boards, 42 State Institutes for Further Education and the Library of the Pedagogical Institute.

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

Moreover, the Department puts forward proposals to the permanent secretary for better staffing of the services it is responsible for, draws up proposals to the council of ministers for appointment of additional staff to meet the needs and the annual budget for extra personnel.

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

During the period 2010-2011 (school year) the following activities took place:

- a) Seminars for the Clerks of the Lyceums in Limassol on how to support the Avacio programme (September-October 2010).
- b) In service training day for the clerks of the State Institutes for Further Education as well as for the Clerks of the Afternoon and Night Technical Schools Classes (November 2010).
- c) Training seminar for the auxiliary secretarial staff of primary schools (in all districts) (January 2011) in cooperation with the Department of Primary Education.
- d) Meetings of School Clerks with the School Clerks Administration Unit (in all districts) (March – April 2011).

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

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

5.6 THE STORE

The main objective of the Ministry of Education and Culture Store is the dispatching of school stationery to the public schools. Also the store assists all the schools throughout the year.

In co-operation with all the parties conveyed (C.D.U., Directors, DSTE, Inspectors) it invites tenders for all the items that are sent to schools: books, stationery, material for Art, Music, Gymnastic, Chemistry, Physics, Biology, Home Economics, Teaching methodology, Design and Technology etc.)

Meetings are then held with the successful tenderers and arrangements are made for receiving and storing of all the items until they are dispatched to schools. The store is responsible for the follow-up of the contracts and has to ensure that all the terms and conditions are fully met. The store works in close co-operation with the Accounts Department of the Ministry of Education and makes arrangements so that the suppliers are paid soon after they deliver the items ordered.

The preparation of dispatches is carried out within the Store in close co-operation with the schools, school boards and community councils.

The Store prepares a timetable and undertakes the responsibility to serve the needs of all DSTE, public schools, nursery schools and the community schools after receiving their orders.

The delivery of the required items in each district is undertaken by a transporter under contract and a store employee.

Books donated by various authors and approved by the Ministry of Education are delivered by post to school libraries.

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

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

5.7 OFFICE OF CIVIL DEFENCE, HEALTH AND SAFETY

MISSION

The Office of Civil Defence, Health and Safety has as its mission the creation of a safe and healthy environment for all the workers in the educational institutions and services, as well as

the pupils that study in all public schools. At the same time, it cares for the convenient and effective reaction of schools in situations of emergency.

Our main concern as Health and Safety Officers is to ensure healthy and safe conditions at work according to the European Directives and the Cyprus legislation in all educational institutions (students and staff in all public schools) and services of the Ministry of Education and Culture.

PERSONNEL

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

YEAR 2011 - ACTIONS

- Participation of Primary and Secondary Schools in a joint earthquake and evaluation exercise with the Civil Defence Headquarters
- Personnel First Aid Lectures on using the automated external defibrillator (AED) in case of a heart attack episode
- Providing new school buildings with necessary materials so as to apply to civil defence requirements in case of an emergency
- Visits / Inspections in schools and services of the YPP for counselling on Civil Defence and Health and Safety Issues such as:
 - Preparation of a Health and Safety Report
 - Performing evacuation drills so as to check if the school's emergency plan complies with the minimum requirements set by the legislation
 - Providing advice and additional information
 - Investigating accidents and complaints
 - Giving lectures to school's personnel, students and parents

5.8 EUROPEAN FUNDING UNIT

The European Funding Unit of the Ministry of Education and Culture was created after the accession of Cyprus to the European Union in order to manage and supervise projects undertaken by the Ministry of Education and Culture which are co-financed by the Structural Funds of the EU. These projects are primarily funded by the European Social Fund (ESF).

The role of the Unit is quite important both at European level, since it acts upon the implementation of the EU priorities, as well as at national level, because through the implementation of projects undertaken, the Republic receives considerable funds, which cover:

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

The European Social Fund:

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

European employment strategy and guidelines.

Programming Period 2007 - 2013:

Projects co-financed by the European Social Fund:

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

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

The implementation of the abovementioned programme was assigned to the University of Cyprus in the academic year 2007-2008. The total budget of the project amounted to 15,114,369 Euro for the period 2007 – 2011 (4 academic years). The budget has covered, amongst others, the following:

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

2. Programme for Greek Language Teaching Applicable to Migrants and Foreign Language Speaking Residents of Cyprus

This project falls under the EU objective for the increase of the economically active and employed persons belonging to vulnerable social groups. The implementation of the abovementioned Programme aims at the expansion of the labour market, the prevention of social exclusion, as well as at the reinforcement of social and economic cohesion. The Programme has a total budget of 3,249,246.28 Euro.

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

The Programme is implemented by the Adult Education Centres of the Ministry of Education and Culture, for the school periods 2010 – 2011, 2011 – 2012, 2012 – 2013, 2013 - 2014 and 2014 – 2015. The training programmes take place between November and May of each school period. Greek Language Courses are offered free of charge during 50, 90-minute sessions which take place twice a week for each group.

3. Programme Against Early School Leaving, School Failure and Delinquency in Zones of Educational Priority

This project involves the implementation of measures for the support of schools that fall into areas/zones designated as Educational Priority Areas, (ie clusters of schools in disadvantaged areas) with a student population that comes from families with low socioeconomic and educational level.

At the present stage there are seven (7) Educational Priority Areas which cover the needs of 5,000 pupils.

The project's main objectives are the following:

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

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

Future Programming:

Besides the above mentioned co-funded projects, the European Funding Unit has submitted for approval a proposal for the following project:

1. In-Service Training of Secondary/Vocational School Teachers (with a total budget of 5,704,684 Euro)

CULTURE

PART B'

1. CULTURAL SERVICES

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

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

The total budget of the Cultural Services (including the Cyprus Library and SIMAE) rose to €34,876,522 (Administrative and Development expenditure).

1.1 LETTERS

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

CYPRUS TODAY MAGAZINE

In the context of the Cultural Services publication programme, the following four issues of the magazine “Cyprus Today” have been published:

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

In supporting the research sector within the context of their publishing activities, the Cultural Services in 2011 brought out the following books:

- a) Vasilis Michaelides, Minutes of a one-day-event 1/12/2007
- b) Costas Ant. Katsiantoni, the Complete Works.
- c) Marina Kyriakidou, Wood-carved iconostases of Cyprus during the Turkish Rule (1571-1878)
- d) Publication of the Minutes of a one-day-event for Demetris Lipertis, 30.11.2007
- e) The Arts and Letters in Cyprus (Conference Minutes) and,
- f) Epaneinondas Efthymiades, The chemist and the peasant. Love farce in two acts.

1.1.2 DESPATCH OF CYPRIOT LITERARY AND CYPROLOGICAL BOOKS ABROAD

The Cultural Services dispatched considerable number of literary and other general interest publications to cultural and academic institutions, libraries, as well as to embassies of the Republic of Cyprus abroad, the aiming to promot Cyprus through the works of Cypriot authors.

1.1.3 SUBSIDISATION OF SPECIAL EDITIONS

The “Scheme for the Support of Publishing Organisations in the Production of Special Editions” has been implemented since 2010 with the aim of providing incentives for publishing houses in order to undertake publications of a Cyprological content and reference, considered noteworthy and important. The Cultural Services through the scheme have subsidized, on

the recommendation of the Subsidised Editions Consultative Committee, thirteen publications covering a wide range of Cyprological topics.

1.1.4 ADVERTISING – BOOK PROMOTION

In their effort to increase the readability of Cypriot books in Greece, the Cultural Services support a programme of the Greek Radio-Television, in which Cypriot books are presented. The Cultural Services also provide support for the Cyprus Booksellers Association in respect of a television campaign for book promotion during the Christmas period. In 2011, in this context, a short television advertisement was broadcast concerning the purchase of books for Christmas presents.

1.1.5 INTELLECTUAL PERIODICALS AND NEWSPAPERS

The Cultural Services through the adoption of a measure under the title “Support of Cultural Periodical Editions and Newspapers” aim at strengthening the publication of noteworthy magazines and newspapers that promote Cypriot cultural activities and creators both in Cyprus and abroad, thus contributing to the information of the public concerning cultural life, artistic creativity and intellectual activity in Cyprus. The following periodical editions/newspapers are among those that receive financial assistance:

- a) magazines and newspapers that are published in Cyprus or abroad by Cypriot or foreign publishers and which contain special references or/and critical commentaries on: literature, arts, history and folk culture of Cyprus.
- b) magazines and newspapers published by the occupied Municipalities and Communities of Cyprus, with a considerable number of pages referring to the culture of Cyprus and in particular to the literature, the arts, history and folk culture.

1.1.6 STATE, MUNICIPAL, COMMUNITY AND SCHOOL LIBRARIES

The cataloguing of the collections of the Libraries of the various State Services/Government Departments continued during 2011 using the automated library system ABEKT 5.5.6.

Twenty one municipal libraries received scientific support (personnel training) on issues of classification-cataloguing-subject indexing of their material, as well as on such issues as IT organizing with the ABEKT system (Library Automation System of the National Documentation Centre). Scientific and technical library support was also extended to new and old communal libraries that are being upgraded.

During 2011 the number of Municipal Libraries and Community libraries operating was 30 and 133 respectively. Two new Community Libraries were created in 2011.

As in previous years financial support was given to the Municipal Libraries in 2011. Financial support was also given to the Community Libraries by the method of equitable subsidization.

The Elpinikios Library, which began to function in April 2001, continues to serve the public in the area where it is situated, while its automation continues with the ABEKT 5.6 system.

As was the case in previous years, upgraded technical support was extended in 2011 to school libraries of Primary and Secondary Education, as well as to libraries of government departments. The Cultural Services also continued the training and the librarianship seminars for the implementation of the ABEKT system in the above libraries in 2011. The cataloguing team of the Cultural Services continues to catalogue the material of the Severios Library with the work scheduled to be completed in 2011.

Overall, the upgraded ABEKT 5.5 system has been installed in seventy libraries. In the context of the new contract signed with the National Documentation System of Greece in May 2009, the automated system was upgraded in 45 libraries using the new ABEKT 5.6 edition.

1.1.7 SUBSIDISATION OF LITERARY EVENTS

The Cultural Services sponsor many agencies and individuals in organizing literary events in Cyprus and abroad, as well as the participation of agencies and individuals in conferences and events abroad. In 2011 the number of literary events and activities sponsored in Cyprus and abroad was about one hundred.

1.1.8 STATE LITERARY AWARDS AND AWARDS FOR CHILDREN'S/YOUTH LITERATURE AND ILLUSTRATION

With the aim of supporting and highlighting the literary work of Cypriot writers, the Cultural Services have established the State Awards for Literature and the State Awards for Children's-Youth Literature and Illustration on an annual basis.

The categories for the State Literary Awards are the following: 1. Poetry, 2. Novel, 3. Short Story, 4. Essay/Study, 5. Chronicle/Testimony, 6. Study on the literature and civilization of Cyprus by a non-Cypriot author (every three years), 7. New Literary Writer Award, 8. Literary Work in the Cypriot Dialect (every three years). The Categories for the State Awards in Children's/Youth Literature and Illustration are the following: Children's Literature, 2. Youth Literature and 3. Illustration of a Children's/Youth Book. All awards are accompanied by the sum of €5000 and an honorary diploma.

1.1.9 ANNUAL HONORARY GRANTS

The Annual Honorary Grants are awarded to people of the Letters and the Arts for their longstanding contribution and their creative work. The grants are awarded by the President of the Republic on the recommendation by special consultative committees during a special ceremony taking place at the Presidential Palace.

1.1.10 HONORARY MONTHLY ALLOWANCE

Upon the recommendation of the Cultural Services of the Ministry of Education and Culture a total of 125 beneficiaries have received the above grant up to date.

1.1.11 SUBSIDIZATION OF TRANSLATIONS OF WORKS BY CYPRIOT AUTHORS

With the aim of providing incentives for the promotion and dissemination of Cypriot literature abroad and strengthening the mobility of the Cypriot literary book and Cypriot authors on the international plan, the Cultural Services have subsidized two translations through the "Subsidization Scheme for Translating Works by Cypriot Literary Authors from Greek into Foreign Languages", following a recommendation by the Translations Consultative Committee.

1.1.12 PROGRAMME FOR THE SUBSIDIZATION AND PUBLICATION OF WORKS OF THE TURKISH CYPRIOT LITERATURE INTO GREEK AND OF WORKS OF THE GREEK LITERATURE OF CYPRUS INTO TURKISH

The Cultural Services of the Ministry of Education and Culture, having as one of their objects

the deeper mutual acquaintance of the two communities of Cyprus through literature and their literary output in general, continued for the third consecutive year in 2011 the implementation of the programme for the subsidization of translating and publishing works by established Greek Cypriot and Turkish Cypriot literary authors from Greek into Turkish and from Turkish into Greek. In 2011 the translation from Greek into Turkish and the publication in the Turkish language of two works was subsidized. In parallel to this, the Cultural Services promoted the publication of an anthology of short stories by Greek Cypriot and Turkish Cypriot authors, aiming at the better acquaintance of the two communities through literature.

1.1.13 STUDIES IN CONTEMPORARY CYPRIOT CULTURE

With the aim of strengthening the existing scientific bibliography, which refers to research work on contemporary Cypriot culture, the Cultural Services, on the recommendation by the competent consultative committee, have incorporated the study of Leonidas Galazis under the title “Poetics and Ideology in the Cypriot Theatre (1869-1925)” in the publications series “Studies in Contemporary Cypriot Culture.” This is a new series of publications by the Cultural Services, which replaces the series “Doctoral Theses”, now abolished.

1.2 MUSIC

1.2.1 MUSIC PERFORMANCES IN CYPRUS – SUBSIDIZATION OF AGENCIES, FOUNDATIONS, ARTISTS AND MUSIC GROUPS

Activities in the domain of music have increased in recent years with many performances and organization of events by various bodies, such as choirs, music groups, foundations, clubs, associations, cultural organizations, non-profit companies etc. taking place; the financial contribution of the Cultural Services plays a substantial role in the realization of all such activities. In the context of strengthening activity in the domain of music, the Cultural Services subsidize music foundations, among others, to implement their annual activity, through which they promote important aspects of public cultural state policy. As in previous years, various foundations received subsidies in 2011 for the organization of musical programmes and the development of activities in Cyprus.

1.2.2 MUSIC PERFORMANCES ABROAD – SUBSIDISATION OF ARTISTS AND MUSIC GROUPS

The Cultural Services subsidize the participation of cultural bodies, Cypriot artists or Cypriot art groups in cultural activities or festivals abroad or the organization by them of cultural events/festivals abroad. During 2011, choirs, music groups, musical teams, as well as persons who participated in or held festivals, seminars and other events abroad, received a subsidy.

1.2.3 SUBSIDISATION OF THE ORGANIZATION “PAPHOS APHRODITE FESTIVAL”

On the basis of Council of Ministers decision No. 47.222 dated 14/01/1998, the Ministry of Education and Culture for the third year running supported the institution of the Paphos Aphrodite Festival. This institution is one of the most successful and contributes to cultural decentralization, the development of local communities and the enhancement of cultural tourism. The Opera of the National Theatre of Prague was hosted in 2011, presenting the popular opera “Les Contes d’Hoffman” by the composer Jacques Offenbach at the Medieval Castle of Paphos. The libretto was by Jules Barbier and was based on short stories of the German author E.T.A. Hoffman.

1.2.4 MUSIC PUBLICATIONS

The Cultural Services aiming to protect and also to promote the work of important local representatives of musical creativity in the country have in recent years shown considerable activity concerning the publication of musical works. 2011 saw the completion and circulation of the publication of the composition work by Leandros Sitaros under the title "Leandros Sitaros, a Life's Work". Also in 2011 the editing of the publication of three musical works by Solon Michaelides was completed, the circulation of which is anticipated in early 2012, while the electronic recording of the work by Fanos Dymiotis has also moved forward.

1.2.5 SUBSIDISATION AND PURCHASES OF DIGITAL RECORDS

The Cultural Services, in the context of supporting Cypriot musicians and music creators, have established the subsidization and purchase of their digital records.

Support is also provided for the production of digital records concerning research issues or issues of promotion and protection of the work of important representatives of contemporary Cypriot musical creativity or Cypriot musical tradition.

1.2.6 PROMOTION OF CYPRIOT MUSICAL CREATIVITY ABROAD

With the aim of highlighting and promoting contemporary Cypriot musical creativity abroad, the Cultural Services in 2005 established their participation in very important international musical events abroad. Since 2005 Cyprus participates every year in the International Music Exhibition MIDEM, always leaving the best of impressions. Also, in 2011 a concert was held in Petrozavotsk, Russia, in which the Petrozavotsk Symphonic Orchestra participated under the baton of Director Giorgos Kountouris, along with Alkinoos Ioannides and Giorgos Kaloudes. The concert was given in the context of the annual music festival "White Nights of Karelia," held for the seventh time in the city of Petrozavotsk, but also in the context of the programme "Days of Cyprus", organized on an annual basis by the Cyprus Consulate in Saint Petersburg. Works by the Cypriot composers Antreas Kameris and Alkinoos Ioannides were presented.

In addition, the participation of pianist Giorgos Mannouris in the 3rd International Festival of Young Classical Music Performers "Rising Stars at the Kremlin" was sponsored in November 2011. The event was held in the Grand Palace of the Kremlin and was organized jointly by the Vladimir Spivakov International Charity Foundation and the Ministry of Culture of the Russian Federation.

1.2.7 "CYPRUS SYMPHONY ORCHESTRA" FOUNDATION

Since 1st January 2007, the Cyprus Symphony Orchestra has evolved into an independent foundation, which has undertaken the management and operation of both Orchestras (Cyprus State Orchestra, Cyprus Youth State Orchestra). The Ministry of Education and Culture participates in the Administrative Board of the Cyprus Symphonic Orchestra with ex officio members. The Permanent Secretary of the Education and Culture Ministry presides over the Administrative Board.

1.2.8 MUSIC INFORMATION CENTRE

The Music Information Centre, housed at Othellos Street 25-27 (Famagusta Gate), started to function in July 2008 following a decision by the Council of Ministers. The Centre aims at providing a plethora of services to Cypriot composers, musicians, instructors, students, and in

general to the music-loving public of Cyprus. The primary concern of the Centre is the creation of a dynamic Cyprus Music Archive. Its object is to collect and maintain the works of Cypriot composers in the form of a user-friendly data base, providing the music scores for these works together with audiovisual and biographical material, as well as research resources.

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

1.2.9 DEVELOPING MUSIC EDUCATION

a) PROGRAMME FOR THE DEVELOPMENT OF MUSICAL TALENTS

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

b) SPONSORSHIP FOR PARTICIPATION IN MUSIC CONFERENCES AND SYMPOSIA ABROAD

The Cultural Services sponsor Cypriot artists and musicologists to participate in music conferences or symposia abroad.

1.2.10 ORGANISING OF THE 1ST MUSICOLOGICAL SYMPOSIUM

In July 2011 the “1st Musicological Symposium” on the topic “The Musical Traditions of the Mediterranean as a historical example and as contemporary reality of Intercultural Dialogue” was organized for the first time by the Cultural Services of the Education and Culture Ministry at Rialto Theatre, in cooperation with the Euro-Mediterranean Foundation Anna Lindh. This symposium is a novel institution of the Ministry, aiming at a spherical approach to the music of the Mediterranean on the basis of an anthropological and sociological aspect. This established event will have an important role to play in promoting and projecting musicological research and will open new avenues in the study of the musical tradition of the Mediterranean.

1.2.11 MUSICAL FESTIVITIES FOR THE EUROPEAN VOLUNTEERISM YEAR

On the occasion of the European Music Day, the Cultural Services in cooperation with the Office of the European Parliament in Cyprus, the Representation of the European Commission in Cyprus, the Press and Information Office, the Larnaca Municipality, the French Embassy, the French Cultural Institute in Cyprus and the Ministry of Labour and Social Insurance, organized on 19 June 2011 the “European Music Festival,” dedicated to volunteerism. Participating in the Festival were the Greek Groups “STAVENTO” and “Melisses,” the Cypriot singer Ivi Adamou, the French Group “GIL”, the Cypriot group “TAT TNAVAR” and the Greek DJ Evi Adam.

1.3 VISUAL ARTS

1.3.1 PURCHASES OF WORKS OF ART

With the aim of encouraging artistic creativity and the building of a representative collection through which to show the course of Cypriot art from the beginning of the previous century

to the present, the Cultural Services purchase important works of Cypriot artists. In parallel to this, these works are used in organizing exhibitions in Cyprus and abroad, as well as for the embellishment of the Presidential Palace, the buildings of the Cyprus Republic embassies abroad, and the offices of government Ministers and Permanent Secretaries.

In 2011 a total of fifty three works of art were bought with the specific aim of enriching the collection of the State Gallery of Contemporary Cypriot Art.

1.3.2 STATE GALLERY OF CONTEMPORARY CYPRIOT ART

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

In the context of the effort to preserve and protect Cypriot cultural production, the Cultural Services have implemented since the end of 2007, a programme for the maintenance of works of art in the State Collection. The programme is divided into phases, depending on the kind of the works to be restored. During 2011 the maintenance of 105 paintings was completed, while the invitation of tenders is under way for the maintenance of sculptures and works on paper.

During 2011 procedures were also initiated for the upgrading of security systems for the works and the building of the Gallery. In parallel to this, the architectural study was completed for the modification of the SPEL building in the Famagusta Gate area, which is scheduled to function as the second branch of the State Gallery, hosting the most modern works of the State Gallery, as well as periodical exhibitions from Cyprus and abroad. Work on the building is expected to commence in early 2012.

Educational programmes for primary school children continued in operation during 2011, in cooperation with the Elementary Education Department.

1.3.3 PROMOTION OF CONTEMPORARY CYPRIOT ART ABROAD

Venice Biennale

In the 2011, 54th Biennale of Visual Arts in Venice (4 June – 27 November 2011), Cyprus was represented by the artists Marianna Christofidou and Elizabeth Hoak-Doering. Yiannis Toumazis was the curator of the Cypriot exhibition under the general title of "Temporal Taxonomy". The synergy of "sentimental" drawings of the objects by Elizabeth Hoak-Doering and of the "scientific" topography by Marianna Christofidou activated a particular dynamic in the specially arranged exhibition area. The work of both artists, having as its starting point the Cypriot experience and historical reality, accessed in a special way issues of historicity, identity and memory, tracing and mapping out features of general cultural history. A bilingual publication (Greek and English) accompanied the exhibition of the Cypriot Pavilion, with texts by Yiannis Toumazis, Marcia Brennan and Liz Wells. The opening of the Cypriot entry was held on 2 June in the gardens of the Cyprus exhibition area at the Palazzo Malipiero, in the presence of the Director of the Cultural Services and that of artists, curators, art critics, journalists and members of the public of an international provenance. On 3 June a press conference was also held with screenings of the work of the two artists, in the private premises of the Conservatorio Statale di Musica "Benedetto Marcello" of Venice. The Cyprus Pavilion drew very positive critiques from the international press. Visitors to the Cypriot pavilion exceeded 70,000.

Biennale of Young Artists from Europe and the Mediterranean

In 2011, the 15th Biennale of Young Artists from Europe and the Mediterranean was held, having as subject the question “Symbiosis?” Cyprus was represented in the domains of the Visual and Applied Arts, which were hosted in Thessaloniki from 6 October until 7 November. Taking part in the visual arts were the artists Victoria Leonidou with the works “Green Line” and “I do not Forget and Fight on”, and Eleni Oikonomou with the work “Archetypes”. In the Applied Arts the architect Nicolas Petrides took part presenting his proposition for the “Museum of Contemporary Art at Petra tou Romiou”. The proposals of the three creators were selected by the Selection Committee of Works and Artists (Visual Arts) and the ad hoc specialists Committee (Applied Arts), through a public invitation for the expression of interest launched by the Cultural Services.

1.3.4 ENHANCING PUBLIC BUILDINGS WITH WORKS OF ART

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

In 2011 the Public Works Department, which is the state agency concerned, launched a public competition for the placing of works of art at the FILOXENIA hotel complex, currently under restoration, and at the Nicosia Conference Centre, for the purposes of the Cypriot Presidency of the Council of the E.U. in the 2nd half of 2012.

1.3.5 SPONSORSHIP OF THE FINE ARTS CHAMBER AND OTHER VISUAL ART AGENCIES

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

Apart from the Fine Arts Chamber, agencies such as the Association of Free Visual Artists, the Pierides Foundation, the “Telemachos Kanthos” Foundation, the ARTos Cultural Foundation, the Stoa Aeschylou Cultural Organisation and the Cultural Association NeMe, were also sponsored for their activities and for the partial coverage of their operational costs.

1.3.6 MONUMENTS COMMITTEE

The Monuments Committee processed several applications for the erection of monuments in honour of the fallen in the struggles of Cypriot Hellenism, including the freedom struggle of 1955-1959. This task was carried out by on the spot visits and the issuing of opinions to those concerned. At the same time it made recommendations for the sponsorship of monument building in those cases where the conditions satisfied the necessary specifications.

The Monuments Committee is now functioning under the Control of the Erection and Installation of Monuments in Open Spaces Law [:. 79(I)2006]. Its members have been appointed by the Council of Ministers. It has dealt with 24 issues in 2009.

1.4 THEATRE

1.4.1 The basic aims of the development policies of the Cultural Services in the domain of the theatre are the development of theatrical education, the upgrading of the public's interest in theatrical creativity, the promotion of Cypriot artistic resources abroad, the encouragement of experimental theatre and the involvement of youth in the creative process.

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

1.4.2 15th FESTIVAL OF ANCIENT GREEK DRAMA

The Festival of Ancient Drama was held between 1-30 July for the 15th consecutive year in cooperation with the Cyprus Centre of the International Theatre Institute. As last year, the Festival took place apart from the Ancient Curium Theatre in Limassol, at the Ancient Auditorium in Paphos and the Makarios III Amphitheatre in Nicosia. A total of eight works were presented at the 15th Festival of Ancient Drama from Belgium, China, England, Greece and Cyprus. They were the "Cyclops" by Euripides (Amphiktyo Theatre Cyprus), "Ihneftes" by Sophocles (Cultural Society Anagnosis, Greece), "Oedipus Rex" of Sophocles by the Zhejiang Opera of China, "Prometheus Bound" of Aeschylus by the Jose Besprosvany Theatre, Belgium, "Medea" of Euripides by the Buzz Production Theatre, Cyprus, "Prometheus Bound" of Aeschylus by the Attis Theatre, Greece, "Antigone" of Sophocles by the Lab Company, England, and the "Minor Dionysia" by the Northern Greece State Theatre.

1.5 CULTURAL DEVELOPMENT OF MUNICIPALITIES AND COMMUNITIES

The Cultural Services in 2011 processed a large number of applications from Municipalities and Communities for the sponsorship of cultural events of a varying character. The Municipal and Community Councils show preference to music and dance events that have to do with folk culture, but there were also requests for festivals, theatrical performances, participation in cultural activities abroad, book presentations and lectures, events on particular issues such as gastronomical Cyprus and so forth.

The Community Councils had the opportunity of submitting their annual programme for cultural events within 2011 in the framework of the relevant programme that allows for three applications from each Community. Over 500 requests submitted by almost all of the Communities of Cyprus were examined.

The topics of the events-activities concerned mainly the promotion of our folk culture and the strengthening of events that highlight local manners and customs (representations of Cypriot wedding, grape harvest and other activities). Local tradition through dancing and songs constituted the main thematic basis of the proposals submitted for consideration. There was a preference for the representation of local Cypriot customs by the Communities regarding requests for the sponsorship of theatrical performances.

Finally, a number of music concerts by top performers from Greece and Cyprus took place, who presented a quality repertoire with songs ranging from the rempetiko to the highly artistic entehno and popular kinds. Screenings of cinema films, art and photography exhibitions, visual art events, shadow theatre performances, lectures, book presentations and every kind of cultural activity took place with the support of the Cultural Services.

1.6 DANCING

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

The basic aims of the development policy of the Cultural Services in the field of dancing are the following: supporting research and artistic creativity by encouraging both group and individual initiative, 2) upgrading the public's interest through the proper education and information, 3) promoting the instruction of youth on matters of classical and modern dancing and 5) promoting our artistic human resources abroad. In parallel to these, the Cultural Services reinforce through sponsorships the agencies that are active in this field.

1.6.1 DANCE PLATFORM – DANCE ENCOUNTERS

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

The 11th Dance Platform, which was organized in cooperation with the Rialto Theatre that provides the auditorium and all technical infrastructure, took place on 11, 12 and 13 March 2011. The following groups and choreographers participated with new creative work on an upgraded artistic level: Asomates Dynameis (Incorporeal Forces), Nothing to Declare, Vanessa Haska, aRTtitude, Aelion, Echo Arts, Antonis Antoniou, Elsa Souroula, Ariana Marcoulidou, Chorotheatro Omada Pente, Noema Dance Works, Loizos Constantinou, Speira Art, Fouli Stylianidou, Alexandros Michael.

In parallel to this, during the 11th Dance Platform a round table discussion was organized in cooperation with the Limassol Modern Dance House, with the participation of dancers, choreographers and dance teachers, under the coordination of dance critic Mr Donald Hutera, who attended the Platform. In the context of the Parallel events to the Platform, two performances were given featuring works of the Cypriot choreographers Elena Antoniou and Evi Demetriou of the group En Drasei (In Action). A choreography Seminar was also held under the direction of dance academic Mrs Emily Claid of Britain.

1.6.2 EUROPEAN DANCE FESTIVAL

On the initiative of the Cultural Services and with the aim of better and more fully informing the public as regards modern dancing in Europe, the European Dance Festival has been held since 1998 on an annual basis. The Festival is organized by the Cultural Services in cooperation with the Rialto Theatre and the embassies or cultural centres of the participating countries. The contribution and financial support by the Cultural Services, which have the coordinating responsibility and its implementation, is very important for the event as a whole.

This year's 14th European Dance Festival was held at the RIALTO Theatre from the beginning to the end of June. Taking part were representative modern dance groups from the following countries: Austria, Germany, Switzerland, Romania, the Czech Republic, Finland, Portugal and Cyprus. Noema Dance Group of Alexandra Wairstall with the work State Zero to Twelve and choreographer Loizos Constantinou with the work Dice represented Cyprus at the Festival.

Part of the European Dance Festival was presented to the public of the capital at the PALLAS cinema and theatre auditorium in Nicosia. It was composed of the dance performances of the

two Cypriot groups, as well as three of the dance performances by the European countries, and specifically those of Finland, Austria and the Czech Republic which were judged to be the best by the Selection Committee of the European Dance Festival.

1.6.3 NEA KINISIS SUMMER DANCE FESTIVAL

For the 8th consecutive year, the Summer Dance Festival of Nea Kinisis Cyprus Dance Groups, Dancers and Choreographers was held from 23 to 29 July in Limassol, wholly sponsored by the Ministry of Education and Culture. The Festival takes place at various venues within Limassol city. This year the following dance groups and choreographers took part: aRTitude, Chorotheatro Omada Pente, Echo Arts, Elena Antoniou and Milena Ugren Koulas.

1.6.4 DANCE EDUCATION

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

1.6.5 PILOT PROGRAMME

The Programme for the Strengthening of Creativity and Research in the Field of Dance was implemented on a pilot basis, aiming at the support of choreographers for new productions and research in the field of modern dance. In the framework of the Pilot Programme, three modern dance groups were sponsored in 2011 for the production of new projects and conduct of research. More specifically, the group Chorotheatro Omada Pente was sponsored for the work *Mythical Story* by Chloe Melidou, the group *En Drasei* for the work by Evi Demetriou *Glory Box* and *Amfidromo Chorotheatro (Two-way Dance Theatre)* for the work by Elena Christodoulidou *Cinema Dance Box*.

1.7. CINEMA

The Cultural Services, being aware of the power of the film image and its importance in shaping and building contemporary societies, have shown considerable activity as regards the various aspects that constitute the development of the cinema (film production, cinema education, professional training).

1.7.1 FILM PRODUCTION

During 2011, the Cinema Ministerial Committee, following a recommendation by the Cinema Consultative Committee, approved the financing of six proposals for a Short Film production, one proposal for the production of a documentary film, a proposal for the Development of a Production File for a lengthy documentary film, three proposals for Script Writing for a lengthy low budget film, and three proposals for the Development of a Production File for a lengthy, low budget film.

At the same time, five Short Films, a documentary and ten Long Films are in the process of production.

1.7.2 CINEMA EDUCATION – EVENTS

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

1.7.3 ACTIVITIES/ FESTIVAL/ AWARDS

1. The festival “Cinema Days of Cyprus” is jointly organized by the Cultural Services of the Ministry of Education and Culture and the Rialto Theatre. It was held for the ninth consecutive year in 2011, from 8th to 17th April in Limassol (Rialto Theatre) and Nicosia (Pantheon Cinema). Next to the screening of films from the contemporary international cinema production, which have been distinguished during the current festival year and are included in the section “Viewfinder – Glances at Contemporary International Cinema”, the festival introduced for the first time this year the international competition part ‘Glocal Images’.

Although 2011 was the first time that the Festival included a competition part with free participation, there were entry applications for many and worthwhile films from all over the world. The final selection was made by the Festival Art Committee, comprised of Adonis Floridis (Stage Director/Author), Constantinos Sarkas (Journalist) and Dr Costas Constantinides (Academic). Selected for this part were films that shared as common characteristics the promotion of the cinema as an art and also as a tool for intercultural dialogue. Upgraded and with increased audience, the festival opened new communication avenues for the Cyprus public through the universal and independent film production. A rich screening programme of films that stood out for quality, innovation and sensitivity in the approach of their subject, provided the opportunity to the friends of the cinema to really enjoy “Cinema Days 2011.”

2. The 1st Cyprus International Short Film Festival that the Education and Culture Ministry organizes jointly with the Rialto Theatre, this year was dedicated and paid tribute to our great compatriot film director Michalis Cacoyiannis. It took place at the Rialto Theatre from 15 to 22 October 2011 and in its competition part included 57 films from 37 countries. There were also five parallel programmes, master classes, laboratories for children and students, as well as live music and opening and closing ceremonies. The five – member jury was composed of personalities from the world of the cinema: Niva Kellgren (Jury President) – BSc Photography Director, United Kingdom, Fabrizio Ferrari – Festival Organizer and Art Director of Italy’s Roma Independent Film Festival, Thodoris Papadoulakis – Film Director, Greece, director of the television series “To Nissi” (“The Island”) and short film award winner, Costas Yiallourides – Film director Cyprus/Greece, award winner at the Cyprus Short Film Festival 2009, Silke Schmickl – Director Lowave, France.
3. Two-day dedication to the Greek short film under the title “The Drama Festival travels to Cyprus.” The screening in Cyprus of Greek short films that won awards at the Drama Short Film Festival has been established for the past 14 years.
4. Three-day European Short Film Festival – European Film Academy Awards (15 – 17/09/2011) in conjunction with the European Film Academy and Artos Foundation.

5. “Images and Aspects of the Alternative Cinema,” which takes place in June every year at “Allos Choros” – “The Other Place” of Theatro Ena, gives prominence to experimentation in the language of the cinema, the social and existential reflection and the critical approach to the established forms and shapes of film expression.

The festival is organized by the Cultural Services of the Ministry of Education and Culture, in conjunction with “Theatro Ena” and the Cultural Organization Brave New Culture.

6. Highly successful in particular were the screenings of the programme “Marathon of Summer Screenings” (13 July – 04 September 2011), organized for the 12th consecutive year by the Ministry of Education and Culture, Theatro Ena and the Cinema Friends Club. Like every summer, the event was held at the oldest surviving open air cinema of Nicosia, the “Constantia”. The “Marathon of Summer Screenings” is one of the most important institutions of the Ministry, both in the sphere of the cinema and in the sphere of upgrading the cultural life of the country. The film selection follows the rule of quality, cinema instruction and entertainment.

1.7.4. CINEMA DEVELOPMENT IN THE RURAL AREAS

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

1. Enhancement of cinema theatres in the countryside to operate on an annual basis.
2. Screenings of Cypriot films in the countryside
3. Sponsorship of the Hambis Tsangaris School and of the organization “Opseis tou Kosmou” – “Aspects of the World” for the organization of the Cartoon Festival in Plataniskia village. In the context of the festival, specialists in the field of Cartoons are hosted, who present their films and undertake morning workshops with Cypriot colleagues.

1.7.5. PROFESSIONAL TRAINING

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

In addition:

1. The sponsor directors so as to present their films at international festivals and other events, thus promoting Cyprus cinema abroad.
2. They support Film Clubs in their regular projections.
3. They support the Cyprus Directors Union in organizing workshops and dedicatory tributes.
4. They support through sponsorships various other activities related to the cinema.

1.7.6. SPECIAL MEASURE SUPPORT FOR THE SOCIAL INTEGRATION OF PERSONS OR GROUPS

The Cultural Services work together with the Welfare Department to organize audiovisual workshops of expression and play for children staying at Children’s Homes (Nicosia Youth Hostel and Limassol Children’s Home). The aim of the programme is to provide opportunities for expression and relaxation to children. Running the workshops gives the children the

opportunity to promote their self-image and offers collective participation in a joint action, as well as to use their creativity.

The actions include the projection and discussion of films, the occupation of children with the cine camera (shooting and editing), children's visit to studios and contact with actors and directors.

1.8 INTERNATIONAL FESTIVAL "KYPRIA 2011"

The Cultural Services organized successfully the International Festival "KYPRIA 2011", in the context of which 11 artistic events were held in Nicosia, Limassol, Larnaca and Paphos.

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

- "With youthful passion", Cyprus Youth Symphony Orchestra
- "Nikos Gatsos, 100 years since his birth," Maria Farantouri and Alkinoos Ioannides.
- "Waltz", Dance Theatre Group X-It- Fotis Nicolaou
- "The Infernal Comedy: Confessions of a Serial Killer," Musikkonzept and John Malkovitch
- "Evening Opera", Room Orchestra Prague Quattro
- "Othello" by William Shakespeare; Giorgos Kimoulis and Constantinos Markoulakis
- "Skinovates," National Theatre of Greece, Stamatis Fasoulis
- "Stavrodromia" -"Crossroads": From Thrace and Pontos to Cyprus-From tradition to the rebetiko," Limassol Folk Group
- "Getlemen prefer blondes," Rea Madella Ioannidou
- "Mapping the Wind," Noema Dance Works

1.9 FOLK CULTURE/CULTURAL HERITAGE

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

The action of the Cultural Services in the field of Folk Culture turns on the following axes:

1. Sponsoring traditional musicians and dance groups as regards to the enrichment of traditional wardrobe and participating in events of a traditional character in Cyprus and abroad.
2. Encouraging dance teachers and scholars to attend seminars abroad.
3. Sponsoring the participation of members of the Cyprus Committee of the International Council of Traditional Instruments and Arts in international conferences.
4. Enriching the wardrobe of Cypriot dance groups in expatriates' communities abroad.
5. Sponsoring rural communities and areas with the aim of cultural decentralisation.
6. Encouraging Shadow Theatre artists.
7. Strengthening Municipal festivals and cultural activities in relation to traditional culture.
8. Providing equipment for cultural centres in the countryside.

CULTURAL HERITAGE

1. The European Heritage Label was created in 2006 and aims at expressing a European vision and a single cultural identity of the states of Europe. In this context, Cyprus submitted four candidacies which were initially accepted, for entry on the Register. These monuments are the following: Kolossi Castle, the Medieval Walls of Nicosia, the archaeological site of Curium, including the Temple of Apollo Ylates and the Stadium, and the religious cultural route along six Byzantine and Post-Byzantine Painted Churches in the Troodos area (Panagia Asinou, Ayios Sozomenos, Panagia Chrysokourdaliotissa, Panagia Catholiki, Ayios Mamas and Panagia Iamatiki).
2. Participation in various committees for the protection and highlighting of our cultural and archaeological heritage.

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1.10 MUSEUMS

In May 2009 the House of Representatives voted into a Law [N.58 (I)/2009] the government bill under the title “Recognition of Private Museums and Museums of Local Government Authorities (Procedure and Requirements) Law”, which had been drafted by the Cultural Services of the Education and Culture Ministry. The orientation and aims related to the enactment of this Law are of a clearly regulatory nature. The law specifies the requirements that need to be satisfied in order for the museums falling in the above categories to obtain state recognition if they so wish. The ultimate aim of the Law is the improvement of the condition and operation standards of private museums and local authorities museums, as well as the upgrading of the services they provide and the work they perform. The Law also provides for the suitable incentives to the Museums to pursue their recognition, since recognized museums would be able to receive a state grant under terms and conditions specified in a special scheme. The Museums Committee is defined as the competent body for the examination of applications submitted for recognition. Following its appointment, the Committee proceeded, amongst other things, to prepare the “Scheme for the Granting of a State Allowance to Recognised Museums,” which would constitute the financing tool through which the state allowance would be given to the recognized museums.

1.11 FUNCTIONING OF CULTURAL FOUNDATIONS

1.11.1 NATIONAL STRUGGLE MUSEUM

The National Struggle Museum functioned in its new building that was inaugurated on 30th April 2001. During 2011 it received twenty seven thousand visitors, most of whom were students and foreign tourists.

1.11.2 HOUSES OF LETTERS AND THE ARTS

The Cultural Services continued in 2011 to lease buildings in Nicosia, Limassol, Larnaca and Paphos in an effort to provide premises to associations that serve the letters and the arts. The Houses of Letters and the Arts are used by the housed associations to host their meetings, conferences, visual art exhibitions, literary events, cinema projections, theatre rehearsals etc.

The Cultural Services continue to support the management, operation and cultural activity of the Houses of Letters and Arts with the solid aim of transforming them into important cultural oases for the urban centres of Cyprus.

1.12 OPERATION OF CULTURAL CENTRES/OFFICES ABROAD

1.12.1 THE HOUSE OF CYPRUS IN ATHENS

The House of Cyprus from January to October 2011 hosted twenty six book presentations, seven visual art exhibitions and eight musical events, three of which in cooperation with other bodies. There were also two press conferences, four speeches and three events. The House of Cyprus cooperated with the Philological Department of the University of Athens Philology School in organizing the 17th Seminar on Ancient Cypriot Literature.

The House of Cyprus cooperated and supported twenty six events about Cyprus, which were held by various bodies, such as Embassies, Cypriot Organizations, Municipalities, foundations, individual artists, theatre groups, and schools.

Scheduled to take place until 10 December 2011 at the House of Cyprus are seven book presentations, two visual arts exhibitions and three musical events, supported by the House of Cyprus.

1.12.2 OFFICE OF THE CULTURAL ATTACHE AT THE CYPRUS HIGH COMMISSION IN LONDON

The following events were organized in 2011:

Hellenic Centre (CINEMA PARADISO CYPRUS SING ALONG, Aristides Koudounaris, Greek Fiction)

Queen Elizabeth Hall (Alkinoos Ioannides)

Cypriot Community Centre (Nicos Christodoulides, Dr Sotos Zakhaios)

HOUSE OF EUROPE (ACTIVE WITNESS)

Cyprus High Commission (WOMEN AS TREASURE)

LGR UK Expatriate Cypriots Composition of Cypriot Song Competition

In 2011, the Cultural Attaché Mr Kypros Charalambous took part in important conferences and cultural events featuring Cypriot and foreign artists and organizations, as well as events of Commonwealth Embassies, etc., in which the presence and participation of Cyprus has been consistent and substantive.

1.12.3 OFFICE OF THE CULTURAL ATTACHE OF THE CYPRUS EMBASSY IN BERLIN

A Cultural Attaché has been serving at the Embassy of the Republic of Cyprus since the beginning of 2005 with the main responsibility of organizing events aiming at the promotion in Germany of the culture and contemporary artistic and intellectual creativity of Cyprus. The Cultural Attaché also seeks the cooperation of German agencies and the participation of Cypriot artists in German activities. The participation of German and foreign artists in Cypriot activities is also sought, in this way creating programmes that focus on Cyprus.

Under the responsibility of the Cultural Attaché and with the support and contribution of the Cultural Services, events were held in 2011 in various German cities, such as Leipzig, Munich, Munster, Cologne, Bonn, providing an opportunity to the German public to acquaint itself with Cyprus, its artists, its culture, as well as its political problem.

1.13 BILATERAL AND MULTILATERAL RELATIONS

1.13.1 CULTURAL COOPERATION AGREEMENTS AND PROGRAMMES

1. Cyprus has concluded many bilateral Agreements with the aim of cooperating with other countries in the fields of education, culture and the sciences. In order to implement these Agreements, the contracting parties prepare and sign Official Programmes of Educational, Cultural and Scientific Cooperation. The Agreements and the Programmes with the regulations therein provide the necessary legal framework in which the cultural and educational exchanges between other countries take place. The Cultural Services have the responsibility of preparing and implementing that part of the provisions of the Programme which governs the cultural cooperation and cultural exchanges of Cyprus with the contracting country (with the exception of the provisions concerning cooperation in matters of cultural heritage). In the context of this competence, the Cultural Services oversee the organization of events abroad with the object of promoting contemporary Cyprus culture, as well as the organization of cultural activities in Cyprus by other countries. In the context of the Programmes exchanges of experts also take place, aiming at the mutual information and cooperation in the field of culture. In June 2011 the signing took place of the Final Minutes of the Joint Poland-Cyprus Meeting on issues of Science, Education and Culture/Cooperation Programme between Cyprus and Poland in the fields of Science, Education and Culture.

1.13.2 COUNCIL OF EUROPE

Cyprus has been a member of the Council of Europe since 1961 with its own parliamentary representatives at the Parliamentary Assembly of the Organisation, and active participation in the programmes and activities promoted through the coordinated interstate cooperation of the member states.

In 1969 Cyprus ratified the European Cultural Convention which expresses the principles and aims of the Council of Europe in the field of culture and establishes the interstate cultural cooperation of member states of the Organization. This Convention constitutes the foundation stone for developing the activities of the Council of Europe in the field of culture, while the legal basis it provides constitutes the starting point for the drafting and adoption of other more specialized conventions of the Council of Europe on culture in terms of subject matter and range of interest.

Included in the declared objectives of the European Cultural Convention are the promotion of the acknowledgment by the European citizens of their common cultural heritage, the promotion of mobility and cultural exchanges with the aim of realizing mutual understanding, the promotion of pan-European cooperation in all sectors, the establishment of a European dimension concerning creativity and the recognition of standards, policies and practices in the field of culture and so forth.

Various Managing Committees are set up for the promotion of these objectives with the participation of representatives from the member states; their work is supported and coordinated by the Secretariat of the competent Directorate of the Council of Europe. Cyprus participates in two such Committees, the Steering Committee for Culture (CDCULT) and the Steering Committee for Cultural Heritage (CDPAT).

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

1.13.3 UNESCO

The Republic of Cyprus has signed the UNESCO Convention for the Protection of Incorporeal Cultural Heritage and has undertaken obligations, which it will discharge on the basis of the principles and regulations of the said Convention. Two bodies have been set up for the implementation of the actions: The Executive Body and the Consultative Body. The two bodies are responsible for the necessary actions and for the measures that must be taken for the implementation of the terms of the Convention. Moreover, Cyprus has been elected as a member of the UNESCO Intergovernmental Committee for Intangible Cultural Heritage. The Lefkara embroidery has already been approved by UNESCO as the first representative specimen of the living tradition of Cyprus and has been included in the “World Inventory of Intangible Cultural Heritage.”

1.14 EUROPEAN UNION

During 2011 the Cultural Services provided support to various events which were promoted and implemented in cooperation with European agencies in all the fields of cultural activity. At the level of Cyprus representation in committees managing European programmes related to culture, the Cultural Services participated in the Management Committee for the Programme “Culture,” as well as in the European Committee, which constitutes the digital library, museum and archive of Europe. In view of the upcoming take over of the European Union Presidency by the Republic of Cyprus, the Cultural Services are taking all the necessary actions that fall under their responsibility.

1.14.1 THE EUROPEAN UNION “CULTURE” PROGRAMME

The European Union provides financial encouragement to Culture by supporting cultural actions primarily through the “Culture” Programme. This is a unified, long-term competitive programme, in the context of which community measures in the field of culture are developed and implemented. The current implementation period of the Programme started in 2007 and will end in 2013. The “Culture” Programme aims at strengthening and enhancing the cultural environment in which the European citizens live. It is governed by our common cultural heritage and extends to reinforcing the development of cultural cooperation between creative artists, cultural agents and institutions, as well as between agencies and foundations of the member states taking part, having as guideline the formulation of a European “polity.” The promotion of interstate mobility of professionals in the cultural field, the encouragement of mobility for works of art, the cultural and artistic products and aims of the Programme and the encouragement of the intercultural dialogue constitute the specialized objectives of the Programme. The Education and Culture Ministry provides financial support to various foundations/agencies for their participation in the “Culture” Programme with their own projects. Since May 2003 a Culture Contact Point operates in Cyprus, as in all the participating countries, with the local promotion of the Programme being the main aim. The Ministry of Education maintains provisions for the support of Cypriot cultural agencies whose proposals-projects are selected for co-financing by the European Commission, while it continues to participate, through the Cultural Services, in the committee (of national representatives) in the management of the programme.

1.14.2 “EUROPE FOR CITIZENS” PROGRAMME

Participation in the Programme “Europe for Citizens”: Since 2007 the Citizens’ Communication Structure operates in Cyprus, as in all other participating countries; this is the national contact point aiming at the promotion of the Programme locally. During 2009, following a competition

launched by the Cultural Services for the selection of a sponsor to provide services for the operation of the Cypriot Citizens' Communication Structure for the said Programme, the operation of CCS was assigned to Rtd TALOS Ltd (talos@talos-rtd.com).

The relevant contract was signed in December 2009. The duration of the contract is until the 31st December 2011.

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

1.14.3 EUROPEAN AGENDA FOR CULTURE IN A GLOBALISED WORLD

The Agenda for Culture was followed by the Conclusions of the Council and the representatives of the member states, who met in the framework of the Council, in relation to the work programme in the cultural field 2008-2010. In the context of this Programme, Cyprus participates through the Cultural Services in the activities of four working groups for the following issues:

- a) Mobility of Collections
- b) Mobility of artists and other professionals in the field of Culture. The Ministry of Education and Culture participates in the working groups with the Open Coordination Method (OMC) in the pilot scheme of the European Parliament for the Improvement of the mobility conditions for artists and other professionals of the cultural field. The said working group aims at supporting the mobility environment for artists . A study is also under way in relation to the information systems and the groups make recommendations to the European Commission concerning the provision of guidelines for the information services in respect of mobility.
- c) Maximisation of the capabilities of the creative and cultural industries, especially Small and Medium Size enterprises.
- d) Joint action in relation to education, in particular the education in the arts.

1.15 CONSULTATIVE COMMITTEES

Operating within the Cultural Services are various consultative committees, which are staffed by officers of the Department and leading figures of the country's cultural life.

Officers of the Department also participate in various committees relating to collective cultural events, cinema issues, museums, the institutionalization of the mechanism for the protection of cultural heritage etc

1.16 OTHER INSTITUTIONS AND PROGRAMMES FOR CULTURAL DEVELOPMENT

Based on a decision by the Council of Ministers, the establishment of a Culture Palace is being promoted, which will house the Music Centre. In 2005 the Council of Ministers had approved (decision No. 62.311, dated 6 July 2005) the foundation act and the statute of the Cyprus Culture Foundation. Already, the Board of Administration had begun to implement the objectives and aims of the Foundation, having launched (October 2006) an international competition for the designing of the Culture Palace and assigned the implementation of the

project. In accordance with a government decision, construction work on the project will begin in 2012.

1.16.1 CULTURAL INFRASTRUCTURE

The Local Authorities Support Scheme for the creation of Cultural Infrastructure Projects provides a clear cultural development policy measure for local government authorities. The object of the Scheme is to strengthen the efforts exerted by local government agencies for the creation of cultural infrastructure projects (e.g. libraries, multifunctional cultural centres, theatre halls, exhibition halls, open air theatres etc.), which operate under their responsibility and serve the direct and indirect cultural needs of the local population, thus contributing substantially to the shaping of conditions and requirements that support the general cultural development.

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

During 2011 the co-financing of various projects was approved by the competent Ministerial Committee for cultural infrastructure issues, such as the request by the Local Council of Oroklini to build an amphitheatre and library, the request by Strovolos Municipality for the construction of a library and cultural centre and the request by the Polis Chrysochous Municipality for the construction of an open air amphitheatre.

1.16.2 CREATION OF A MAIN PORTAL FOR CULTURAL INFORMATION

The design of the Main Portal for Cultural Information was completed in September 2007. Through the Main Portal Cyprus Culture will be promoted on the Internet. Following a decision by the Department of Technology Information System, its setting up was assigned to the University of Cyprus, which has completed its work and begun to digitalize the Cultural Services archives. It is expected that the Portal will become operational by the end of the year.

1.16.3 REINFORCING THE CHAIRS IN VARIOUS UNIVERSITIES

The Ministry of Education and Culture is reinforcing research centres and foundations abroad, which deal with Greek and Cypriot issues. The creation of departments for Greek studies in various universities is supported through the provision of an annual financial grant, based on specific criteria.

1.16.4 UTILIZATION OF THE S.P.E.L. BUILDING

Following a decision by the Council of Ministers, the SPEL building in old Nicosia will be redesigned so as to function as a branch of the existing State Gallery of Contemporary Cypriot Art situated in Stassinou Avenue. The procedures for assigning the architectural study for the redesigning of the premises are well advanced and it is expected that work will begin in 2010. The SPEL building will house contemporary works of art from the State Collection, dating from the 1950s onwards, including works that make use of non-conventional and new mediums.

The two permanent exhibitions in the two venues of the State Gallery seek to provide a more comprehensive presentation of the evolution of Cypriot art from the beginning of the 20th century to the present. In parallel, both venues will host periodical exhibitions from Cyprus and abroad, as well as other events about contemporary art.

1.16.5 REOPENING OF THE “PALLAS” CINEMA AND THEATRE AUDITORIUM

The “Pallas” cinema and theatre hall, which was purchased by the Cyprus government, has been renovated and now hosts music, cinema, dance and other performances. Thus, in combination with the Castelliotissa Hall, an important cultural breathing space has been created close to the Nicosia Green Line, while at the same time the long-standing problem of finding a self-owned venue for cultural events has been solved. The project, for which financing had been secured through the European Union Structural Funds, was completed in November 2008 and inaugurated on 1st December, with its management assigned to the Nicosia Municipality.

1.17 CYPRUS NATIONAL COMMISSION FOR UNESCO

The Cyprus National Commission for Unesco is functioning under the supervision of the State, which is exercised by the Minister of Education and Culture through the Permanent Secretary. The Commission General Secretary is the Director of Cultural Services for the time being. The Commission constitutes the vital link between the state, the society of the citizens and the Unesco Organization, acting as the state’s consultative body. The Commission is financed by the Education and Culture Ministry for its organizational needs and the promotion of its programmes.

The Commission promotes the implementation of Unesco Conventions and Programmes in Cyprus in cooperation with all the Ministries and Government Services, as well as with Non – Governmental Organizations, whose activities are related to those of UNESCO, that is education, culture, social and humanitarian studies, the natural sciences and communication and information technology.

It also operates as an information point of the public for the purposes and programmes of UNESCO and distributes free publications, books, posters, and digital material related to the Organisation. Furthermore, it maintains and promotes the contact with other National Commissions for UNESCO member states with the aim of exchanging views and broadening the cooperation for the achievement of common objectives.

The activities of the Cyprus National Commission for Unesco in 2011 can be summed up as follows:

1.17.1 PROMOTING UNESCO PROGRAMMES

The Commission coordinated the organizing and participation of individuals and organized groups in UNESCO activities or those of other National UNESCO Commissions, such as:

- SEMEP (South-Eastern Mediterranean Environmental Project): The Commission, in conjunction with the Education and Culture Ministry, was responsible for organizing the annual meeting of National Coordinators for the UNESCO SEMEP network. The expenses of the meeting were wholly financed by the “Participation Programme” of UNESCO. Also, in the framework of cooperation between countries of the network, the participation of Cypriot pupils in an environmental summer school in Croatia was arranged.

- ASPnet (UNESCO Associated Schools Project Network): The Commission, in cooperation with the Education and Culture Ministry, coordinates the activities of the UNESCO Associated Schools Project Network. Network students also participated in Training Seminars for the World Heritage in Croatia, Slovenia and Norway, which were organized by the corresponding National Commissions of the above countries.
- International Youth Year: the Commission prepared and coordinated the participation of young people from Cyprus in UNESCO Youth Forums in Vienna and Paris.

2. CYPRUS RESEARCH CENTRE

Legal Standing

The Cyprus Research Centre (C.R.C.) was founded by the Greek Communal Assembly (G.C.A.) (Law no. 9, 1964). Since the dissolution of the G.C.A. the C.R.C. has been functioning as a department of the Ministry of Education and Culture (Law 62 of 1966).

Aims and Objectives

- The undertaking of research on Cypriot subjects by both Cypriot and overseas researchers on a systematic basis. Research programmes connected with the most fundamental aspects of Cypriot studies, that is on the history, folklore, linguistics, literature, ethnography and sociology of Cyprus are implemented at the C.R.C. within a broader historical and geographical context.
- The organization, undertaking and conduct of research in any other branch as required by current national imperatives.
- The publication and dissemination of the conclusions of the research conducted.
- The promotion of scholarly research in Cyprus and of research co-operation with other countries.

Means

The realization of the above objectives is sought by the following means:

- By utilizing the existing permanent research staff, the secondary school teachers on secondment and outside scholars.
- By the organization and constitution of research archives and of a library specializing in Cypriot studies. At the C.R.C. to-date a Historical Archive, a Folklore Archive, an Oral Tradition Archive and a Veterans' Archive have been constituted.
- By organizing research missions both within and outside Cyprus.
- By organizing academic conferences in Cyprus, or by the participation of scholars representing the C.R.C. in international conferences abroad.
- Through the promotion of able Cypriot researchers and scholars and through guiding and coordinating their academic research.

Research programmes

The C.R.C. has both short and long-term research programmes which are assigned to its permanent research staff. Long-term research programmes are also assigned to outside scholars.

The conclusions of short-term research programmes are published in the Epeteris (Annual Review) of the C.R.C., while those of long-term programmes are published independently in

one of the following series:

- Texts and Studies in the History of Cyprus
- Publications of the Cyprus Research Centre

Publications

The publications of the C.R.C. are brought out in the above series, either in Greek or in the main European languages (English, French, German, Italian and Spanish) and include a broad range of scholarly works, such as the C.R.C. Annual Review, scholarly monographs, translations, publications of documents and historical sources and the publication of academic conference proceedings. To-date 127 academic books, 35 Annual Reviews and one CD have been published.

During 2011 the CRC published the following:

- Th. Pylarinos, G Paraskeva – Hadjicosta, Πολυξένης Λοιζιάδος, Τα έργα (Polyxeni Loiziados, Works).
- E. Kakoulidou - Panou - Πάνου, Κυπριακός Πεζός Λόγος 15ος - 17ος αιώνας (Cypriot prose 15c – 18c).
- Athanasios Gagatsis, Στοιχεία Ιστορίας της Μαθηματικής Εκπαίδευσης στην Κύπρο από το 1878 έως το 1960 (Elements of the history of mathematics education in Cyprus from 1878 to 1960).
- K. Borhardt, A. Luttrell, E. Schoffler, Documents Concerning Cyprus from the Hospitaller's Rhodian Archives 1409-1459.

Tassos Kaplanis, Ioakeim Kyprios Struggle.

In June 2011, publications of the C.R.C. were donated to the Free University of Berlin, to the extent that the University library is now an officially certified centre for Cypriot books. Books were also donated to other German universities. The CRC's publications of 2010 were appropriately presented in events in the National Research Foundation in Athens and the Cultural Foundation of the National Bank in Salonica.

The Academy of France awarded the Osiris prize to the C.R.C. publication, Pierre-Vincent Claverie, *L'ordre du Temple en Terre Sainte et a Chypre au XIIIe siecle*. Also the CRC publication, G. Kehagioglou and A. Papaleontiou, *History of Modern Cyprus Literature* received the Academy of Athens award.

Archives

For the purposes of research, the conservation and the preservation of original materials on Cypriot studies archives have been constituted the materials of these have been concentrated in a thorough and scholarly manner by research missions organized abroad, purchases or donations or by missions to overseas archives, universities and libraries. The C.R.C. in co-operation with the University of Cyprus Library and in the context of a research programme for the up-dating of the way the archives are administered has completed the establishment of a unified data base and has transformed the totality of the archival material into an electronic library and a digital library.

1. Historical Archive of the Cyprus Research Centre (HA)

The constitution of the historical archive of the C.R.C. began during the first years of the Centre's existence in 1965. A host of records and manuscripts on the Medieval and Ottoman periods of Cyprus history are kept in the HA, from archives in Venice and the Vatican, the Paris National Library and the British Library. The modern period is represented largely through records from the national archives of Greece, Britain and the USA. There is also a rich collection of records

from Cyprus such as ledgers of merchants, musical books, microfilms of ecclesiastical codices, photocopies of dowry contracts, colour slides and photographic materials and notes concerning the history, the institutions and historical personalities of Cyprus. The CRC is also engaged in collecting records regarding Cypriot art kept in the archives of Venice.

2. Folklore Archive (FA)

The Folklore Archive began with a mission to Cyprus organized by the Academy of Athens (1960). Such missions were supported by the Greek Education Office of Cyprus. When the C.R.C. was founded in 1962, it placed among its objectives the collection and recording of the linguistic and folklore materials of Cyprus. With this end in mind permanent researchers of the C.R.C. undertook research missions to various villages throughout Cyprus. The materials collected were recorded on old-fashioned cassette reels, and a large part of them has been transcribed from these reels into written form. The Folklore Archive also contains manuscripts with folklore material donated to the C.R.C. by private persons.

3. Oral Tradition Archive (OTA)

Following systematic research materials on the history and civilization mainly of the occupied parts of Cyprus have been assembled at the OTA, as well as from a number of communities in the government-controlled areas. The archive was set up in the years 1990-1998 and it contains a wealth of oral material on matters of topography, history, and social, economic, spiritual and cultural life. From 1 September 2002 the CRC concentrated on research regarding the government-controlled areas of Cyprus (rural and urban). This research was completed in 2010 and the Oral Tradition Archive now contains data from the entire island. The CRC has also compiled an index for the archive. Work is also in progress toward the compilation of a register regarding the island's Intangible Cultural Heritage.

4. Veterans' Archive

Research on setting up this archive began in October 1990 in co-operation with the Pancyprian Association of World War II veterans and the Pancyprian Greek Association of Volunteer Fighters. The recording of their reminiscences was done on 334 tapes while at the same time valuable written material was also collected, shedding light on the participation of Cypriots in the wars of the 20th century. The CRC has undertaken the creation of a documentary regarding Cyprus' contribution during the Second World War. The DVD has come out in Greek, English and Turkish.

Library

From the time of its foundation (1962) a library at the C.R.C. began to be established on a systematic basis in the fields of linguistics, Folklore, Ethnography, Literature, History and the study of civilizations. Included in this collection are books concerning Cypriot studies (Sources of Cypriot history) and general history (ancient, medieval, Byzantine, as well as the recent history of Greece, Cyprus and other countries). There are also books on linguistics, folklore, archaeology, literature, philology, sociology, religion, periodical publications, dictionaries, annual reviews (Greek and foreign), reference works, old newspapers, publications on the occupied towns and villages of Cyprus and the entire set of C.R.C. publications (Annual Reviews and Monographs). Following the rehousing of the CRC in new and more spacious premises the library is being re-organised and the stock is catalogued in accordance with the ABEKT electronic system. At present the Library stocks 19.300 titles of books and journals.

Miscellanea

The CRC has undertaken the implementation of UNESCO's convention regarding intangible cultural heritage and promotes the inclusion of samples of the island's cultural heritage in UNESCO's catalogue.

During June 2011 the CRC, in co-operation with King's College, University of London, organized a scientific conference titled: Identity/Identities in «Late Medieval Cyprus», with the participation of eminent international scholars. Proceedings will be published by the CRC.

3. CYPRUS THEATRE ORGANISATION

3.1 ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION

ARTISTIC ACTIVITIES DURING THE THEATRICAL PERIOD 1.10.2010 – 30.9.2011

MAIN STAGE

420

C/C Play	No. of Performances	No. of Audiences
1. OTHELLO by William Shakespeare Translation/Direction/Dramaturgical Adaptation: Nikos Charalambous Period: 06.11. – 19.12.10	17	3.768
2. CACTUS FLOWER by Pierre Barillet and Jean-Pierre Grédy Translation/Adaptation: Mimi Denise Direction: Christos Zanos Period: 8.1. – 6.3.11	25	7.073
3. HURLYBURLY by David Rabe Translation: Manolis Dounias, Aliki Danezi-Knutsen Direction: Aliki Danezi-Knutsen Period: 12.03. – 07.05.11	20	2.098
4. BACCHAE by Euripides Translation: Giorgos Himonas Direction: Paolo Baiocco Period: 22.06. – 08.07.11	10	3.998
TOTAL OF MAIN STAGE	72	16.937
COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	111	47.450
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009	68	24.176

NEW STAGE

C/C Play	No. of Performances	No. of Audiences
1. STILL LIFE by Emily Mann Translation: Nicos Savvatis Direction: Korais Damatis Period: 15.10. – 18.12.10	24	1.213
2. THE CRIPPLE OF INISHMAAN by Martin McDonagh Translation: Ericcos Belies Direction: Lukasz Wisniewski Period: 14.01. – 05.03.11	20	3.750
3. ...WITH SILENCE by Alejandro Casona Translation/Adaptation: Nicos Karageorgos Direction: Andreas Tsouris Period: 11.3. – 07.05.11	20	2.507
TOTAL OF NEW STAGE	64	7.470
COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	58	7.072
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009	36	4.323

EXPERIMENTAL STAGE

C/C Play	No. of Performances	No. of Audiences
1. MINEFIELD by Pamela Dürr Translation: Emiliou Charalambides Direction: Anne Contensou Period: 22.9.10 – 31.3.11	148	5.072
2. BODY FADED BLUE by Stergios Mavrikis and Demetris Zavros Direction/Dramaturgical editing: George Rodosthenous Period: 03.11. – 29.12.10	20	2.400
3. TIME FLIES Direction/Research-Editing of texts: Thanasis Georgiou, Fotis Nicolaou Period: 19.1. – 15.3.11	15	2.056
4. THRILL MY HEART by Hanoeh Levin Translation: Jacob Simbi Direction: Theodoros Nikolaides Period: 27.03. – 4.5.11	11	871
TOTAL OF EXPERIMENTAL STAGE	194	10.399
COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	41	3.238
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009	46	5.774

CHILDREN'S STAGE

C/C Play	No. of Performances	No. of Audiences
1. RUMPELSTILTSKIN by Mike Kenny Translation: Xenia Kalogeropoulou Direction: Vasilis Andreou Period: 11.9. – 12.1.11	84	33.476
2. THE THREE PRINCESSES THAT DANCED ...AND SANG Text/Direction: Stratis Panourios Period: 6.2.-19.4.11	59	21.309
TOTAL OF CHILDREN'S STAGE	143	54.785
COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	106	41.707
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009	74	26.919
GRAND TOTAL	473	89.591
COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	316	99.467
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009	224	61.192

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PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEARS 2011, 2009.

C/C Play	No. of Performances	No. of Audiences
2009 Aristophanes "CLOUDS"	2	6.016
2011 Thanasis Georgiou, Fotis Nicolaou "TIMEFLIES"	3	425

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

1.10.10 - 30.9.11	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	-	72	-	16.937	-	16.937
New Stage	3	-	64	-	7.470	-	7.470
Experimental Stage	4	2	194	9	10.399	1.443	11.842
Children's Stage	2	-	143	-	54.785	-	54.785
TOTAL	13	2	473	9	89.591	1.443	91.034

1.10.10 - 30.9.11	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	5	1	111	1	47.450	5.000	52.450
New Stage	3	-	58	-	7.072	-	7.072
Experimental Stage	4	1	41	4	3.238	230	3.468
Children's Stage	2	-	106	-	41.707	-	41.707
TOTAL	14	2	316	5	99.467	5.230	104.697

1.10.09 - 30.9.10	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	5	1	111	1	47.450	5.000	52.450
New Stage	3	-	58	-	7.072	-	7.072
Experimental Stage	4	1	41	4	3.238	230	3.468
Children's Stage	2	-	106	-	41.707	-	41.707
TOTAL	14	2	316	5	99.467	5.230	104.697

1.10.08-30.9.09	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	68	2	24.176	6.016	30.192
New Stage	2	-	36	-	4.323	-	4.323
Experimental Stage	3	2	46	4	5.774	450	6.224
Children's Stage	1	-	74	-	26.919	-	26.919
TOTAL	10	3	224	6	61.192	6.466	67.658

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

3.2 DEPARTMENT OF THEATRE DEVELOPMENT

3.2.1 SUBSIDISATION OF THEATRE CREATIVITY

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

	2011 € Until 26.10.11	2010 €	2009 €
SATIRICON THEATRE	274.140	274.872	255.186
THEATRO ENA	267.920	268.114	238.193
E.TH.A.L.	267.170	256.754	240.249
SKALA THEATRE	272.030	264.470	249.732
TOTAL	1.081.260	1.064.210	983.360

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

	2011 € Until 26.10.11	2010 €	2009 €
THEATRE DIONYSOS	59.600	105.000	111.500
AMFIKTIO	43.500	-	-
THEATRE ANEMONA	34.400	47.000	165.000
THEATRE VERSUS	25.500	31.000	26.000
THEATRE ANTIDOTO	18.000	40.000	-
THEATRE GROUP PERSONA	15.000	4.000	-
PARAVAN PROACTIONS	10.000	12.000	-
THEATRE DENTRO LTD	8.000	7.500	-
THEATRE EPIGONOI	5.000	22.200	44.000
TOTAL	219.000	268.700	346.500

• **Plan A' (Ad Hoc subsidisation of groups)**

	2011 € Until 26.10.11	2010 €	2009 €
OPEN ARTS	8.000	-	-
THEATRE GROUP OLVOS	8.000	-	-
THEATRE GROUP "EPITHESEOS"	-	-	3.000
FOTOS FOTIADES	5.700	5.500	5.000
APOSTOLOS APOSTOLIDES	-	2.000	6.000
THEATRO TECHNIS ELLIS & DORIS KYRIAKIDOU	-	-	7.000
PANAYIOTIS MICHAEL	4.000	-	-
KENTRO PARASTATIKON TECHNON MITOS	2.000	12.000	5.000
THEATRE GROUP POINT 2	2.000	2.500	9.000
THEATRE GROUP "ANERADA"	-	-	8.550
THEATRE STAGONES ZOIS	2.000	9.700	7.000
THEATRE GROUP THEAMA	-	4.000	-
THEATRE GROUP "EPITHEORISIAKOS LOGOS"	-	10.250	12.000
UTE WORMANN – STYLIANOU	-	-	3.000
PROTOPORIAKO THEATRE	-	2.700	-
PANAYIOTA MONIA	-	2.000	-
GROUP PIZAMA KAREKLA	-	4.000	-
MARIOS IOANNOU	-	2.000	-
THEATRE GROUP SOLO YIA TRIS	2.000	5.000	-
CONSTANTINOY ANDRI	-	3.500	-
THEATRE GROUP AGRIO AVGO	-	2.000	-
THEATRE GROUP AEGAEA	-	4.000	-
E.S.P. – THEATRE X	-	8.500	-
ALPHA SQUARE	2.000	-	-
DELITHEATRO	1.000	4.700	-
TOTAL	36.700	84.350	65.550

• Theatres of Cypriot communities abroad

	2011 € Until 26.10.11	2010 €	2009 €
THEATRE GROUP "OUR CYPRUS"	2.500	2.000	-
TOTAL	2.500	2.000	-

**GRAND
TOTAL OF
SUBSIDISATIONS**

1.339.460	1.419.260	1.395.410
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3.2.2 INFRASTRUCTURE

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2011

	€ Until 26.10.11
THOC NEW BUILDING	9.022.080
NEW STAGE THOC	14.302
MAKARIOS III AMPHITHEATRE	1.300
THEATRO AGORAS OF AGIOS ANDREAS	291
TOTAL	9.037.973

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2010

	€
THOC NEW BUILDING	6.915.654
MAKARIOS III AMPHITHEATRE	1.053
NEW STAGE THOC	4.048
KOURION ANCIENT AMPHITHEATRE	5.642
THEATRO AGORAS OF AGIOS ANDREAS	2.793
MUNICIPAL THEATRE OF LATSIA	2.247
MUNICIPAL THEATRE OF LATSIA	85
TOTAL	6.931.522

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2009

	€
THOC NEW BUILDING	3.563.966
CYPRUS THEATRE MUSEUM	70.000
MAKARIOS III AMPHITHEATRE	62.548
NEW STAGE THOC	12.739
KOURION ANCIENT AMPHITHEATRE	2.589
THEATRO AGORAS OF AGIOS ANDREAS	908
MUNICIPAL THEATRE OF LATSIA	861
TOTAL	3.713.611

C. OTHER SUBSIDIES AND ACTIVITIES

Amateur Theatre 2011	€ Until 26.10.11
24th Pancyprrian Festival of Amateur Theatre	39
23th Pancyprrian Festival of Amateur Theatre	1.667
TOTAL	1.706

Amateur Theatre 2010	€ Until 26.10.11
23th Pancyprrian Festival of Amateur Theatre	50.368
22nd Pancyprrian Festival of Amateur Theatre	2.246
TOTAL	52.614

Amateur Theatre 2009	€ Until 26.10.11
22nd Pancyprrian Festival of Amateur Theatre	44.196
21st Pancyprrian Festival of Amateur Theatre	611
TOTAL	44.807

School Theatre:

	2011 € Until 26.10.11	2010 €	2009 €
Pancyprrian Student Theatre Games in Memory of Panayiotis Sergis	29.011	52.078	520.239
	29.011	52.078	520.239

Subsidies of Organisations:

	€
Annual Subsidy of the Cyprus Centre of the International Theatre Institute	77.000
Popular Theatre of Aglandjia	11.000
Cyprus Playwrights Society	4.300
Actor Union of Cyprus	5.125
SI.DI.K.E.K.	5.125
TOTAL	102.550

(1.3) Other Activities

	Until 26.10.11
12th International Competitive Exhibition "Prague Quadrennial 2011"	41.158
EUROPEAN THEATRE CONVENTION	8.498
AUGENBLICK MAL FESTIVAL-BERLIN-«HEADS OR TAILS»	6.736
Subsidy to Cypriot Playwrights whose plays have been staged by subsidised Theatres	4.625
European Office Cyprus	850
Russia – PRIMIO EUROPA	595
TOTAL	62.462

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4. THE CYPRUS LIBRARY

The Cyprus Library was established in 1987 (Law 51/87). It is located on the D'Avila Bastion of the Venetian walls of Nicosia near Eleftheria Square.

In 2011 the Cyprus Library held more than 100,000 volumes and provided lending and reference services to users in Cyprus and abroad. Its primary collections consist of Cypriot books and periodicals, and United Nations documents.

The Bulletin of the Cyprus Bibliography for 2010 was published by the Library.

SPORTS

PART C'

1. CYPRUS SPORTS ORGANISATION

The Cyprus Sports Organisation being the Supreme Sport Authority in the Republic of Cyprus is responsible for the development of the out-of-school sports, as well as the Sports For All project, pursuant to the 69-96 Law on the Cyprus Sports Organisation.

The functioning structure of the CSO is as follows:

1. Sports Sector
2. Sporting Grounds Sector & Technical Services
3. Financial Administration Sector
4. Human Resources Sector

The Competitive Sports, the Sports For All project, as well as each one of the CSO further projects (Anti Doping, National Sport Development Support Scheme-NSDSS, Violence etc) come under the responsibility of the Sports Sector.

The creation and / or the improvement of the sport infrastructure as well as the supervision and maintenance of all the private-owned sporting grounds come under the Sporting Grounds Sector & Technical Services.

The entire financial planning of the CSO and the financial auditing processes come under the Financial Administration Sector.

The training of all the permanent staff of the Organisation, the follow-up of the Sport Research Centre and the Relations with the Trade Unions come under the Human Resources Sector and the Cyprus Sport Research Centre - CSRC.

BREAKDOWN OF THE SECTORS AND BRANCHES:

1.1 SPORTS SECTOR

The Sports Sector has been involved in two disciplines: the Competitive Sports and the Mass Sporting.

1.1.1 COMPETITIVE SPORTS

ANALYSIS OF THE DISCIPLINES AND SECTORS:

SPORTS SECTOR

Sports Sector has developed towards two directions, the one of Competitive Sports and the other of Mass Sports.

1.1.2 COMPETITIVE SPORTS

The CSO has provided the Competitive Sports with financial support amounting to € 14.656.719 used in the form of subsidies:

- (a) CSO projects (Congresses, Insurance, Violence and Fair Play, National Sport Development Support Scheme, National Talents' Scheme, Developing High Performance Athletes Project – Training – preparing for Olympic Games, Research, Woman and Sports and Volunteerism}.
- (b) Discipline A' - Basis Sports (Clubs)
- (c) Discipline B' - Elit Sports (Federations)

2012 top importance activities

The highest ambition of the Organization in the Competitive Sports Sector for 2012 is Cyprus

participating in the Olympic Games to be held in London, as well as our athletes taking part in World and Pan European events of single disciplines aiming to achieve excellence. The London Olympic Games is mainly considered the top of all international events.

The competitive year 2011 has been successful for the Cyprus Sports Organisation

Our athletes' achievements at the latest Mediterranean Games (2009) and at the recent Commonwealth Games (2010) and the current 2011 competitive year give evidence that the upward course of Competitive Sports is pursued and will reach the peak when we participate in the London 2012 Olympic Games, where we hope Cyprus to come up Olympic medallist for the first time.

We lay stress once more on the good show of our athletes during the 2011 competitive year, when the most important achievements of our athletes are reported on the under stated table. Our Paralympic athlete Antonis Aresti has been remarkably successful when he came up a gold medallist so many times at the World Championship organized by the International Paralympic Committee (IPC) in the 200 and 400 metres disciplines, raising high the Cyprus flag in Christchurch town of the remote New Zealand.

Our most important successful detailed results achieved in 2011:

SPORT	ATHLETE'S NAME	PLACE	DISCIPLINE	GAME
TRACK AND FIELD ATHLETICS	ARESTI ANTONIS	1 st 1 st	200 metres 400 metres	WORLD TRACK AND FIELD GAMES OF THE INTERNATIONAL PARALYMPIC COMMITTEE
TAEKWONDO	STYLIANOU ANDREAS	3 rd	TAEKWONDO CATEGORY (+87KG)	WORLD TAEKWONDO CHAMPIONSHIP
SHOOTING	THEOFANOUS LOUIZA	3 rd	SKEET	PANEUROPEAN GAMES
SHOOTING	THEOFANOUS LOUIZA ANDREOU PANAYIOTA ELEFThERIOU ANDRI	3 rd	TEAM SKEET	PANEUROPEAN GAMES
SHOOTING	KAZAKOS GIOROGS	2 nd	ADOLESCENT SKEET	PANEUROPEAN GAMES
SHOOTING	KAZAKOS GIORGOS KYPRIANOU PANAYIOTIS VASSILIOU NICOLAS	1 st	ADOLESCENT TEAM SKEET	PANEUROPEAN GAMES
SHOOTING	ELEFThERIOU ANDRI	4 th	SKEET	WORLD GAMES

Athletes' reward

The Organisation applies the "Partial Benefits Scheme" in the case of high sport performances, able-bodied athletes and those with a handicap, being the unique criterion for athletes and coaches rewarded with important amounts of money for such excellent performance in top sport events. As far as 2010 achievements are concerned (the amounts of money are granted one year later, meaning this year); athletes and coaches have been conferred awards by the Organisation amounting totally to €450.000,00.

In the "CSO Projects" field, are National Projects. The Organisation covers a wide scope of activities and gives particular attention to providing specialised preparation training to our athletes through the High Performance design aiming to ensure the best possible attendance at the London 2012 Olympic Games, spending the sum of €635,000.

The CSO pursues through its National Committees faithfully the international strategies adopted with a view to ensure coordinated actions implemented and effective projects carried out in order to fight against the above-mentioned challenges.

1.2 SOCIAL SPORTS

The CSO Social Sports Project aims to support the population's vulnerable groups, whose health may be focused on through sports and their quality of life be improved. The project aims to ensure equal access to sports and physical activity opportunities are provided, no matter the skills, the gender and the national origin.

The first part of the Project deals with supporting Federations dealing with competitive sports, with getting involved paraplegic or disabled, with special skills, deaf, blind and transplantee athletes.

The second part of the Project deals with supporting institutions and organized groups in their efforts for prevention and addiction, cessation, fighting against youth delinquency, various religious groups, Greeks from abroad, foreigners and migrants, the sustainable development in sports, the local authorities getting involved in organizing events with the Municipalities and the Communities participating massively, with a view to consider and provide physical activity equal opportunities to all municipalities' inhabitants.

The Social Sports Project budget for 2011 amounted to €571.000.

1.3 MASS SPORTING

The Sports-For-All project has successfully been lasting for 25 consecutive years.

The vision of the Project is to get involved in sports the huge majority of the Cypriot population, take benefit from physical exercise and give equal opportunities for sport-practising to all the citizens, no matter their nationality, gender, age, social position, mental or physical state, education, physical integrity, financial situation and social stratum.

The main objectives of the Project are as follows:

- The long life exercise and exercise as part of a person's life.
- Improving physical and mental health.
- Developing a person's character and personality in the context of Fair Play and noble emulation.
- Sport education of people and mainly children aiming eventually to wipe out violence in sports.
- Getting youth in sports as a sound free time activity, reducing crime rate and avoiding bad habits, drugs and further social problems.
- Social cohesion, tolerance and understanding amongst citizens in the context of physical exercise projects.

A. Sports and Child

- a. The "General Sport Practising" project addresses all the Elementary School children and aims basically at getting them involved in a sport-oriented world
- b. The Specialised Projects address children wishing to be intensively involved in the sport discipline they like most and the talented children, having particular sport qualifications are therefore selected accordingly. In the context of this Project, they are offered the opportunity to participate in competitions on regional, provincial and national level.
- c. The "Child and Swimming" project takes place during summer months. It gives the opportunity to all the children to get in contact with water for the first time and learn how to swim properly.

d. The “Pre-elementary Education” project addresses pre-school aged children and the objective is to get them involved in sport-practising while playing.

B. Sports and Woman – Man Project

The Project is extended to big urban areas and reaches even centres in the rural area.

The Current Programs include the following sport disciplines:

- Aerobics / Pilates
- Basketball
- Volleyball
- Swimming
- Futsal

C. Programs for persons with Special Skills, Inclusion Groups, Prisoners and Tourists

The Cyprus Sports Organisation has, in the context of the Sports For All project philosophy, been driving special projects addressing Special Schools’ students, with a view to provide equal physical activity opportunities to all people no matter their gender, age, social position and mainly their mental and physical health. Furthermore, this program has been launched for people belonging to social inclusion groups, prisoners and long stay tourists visiting Cyprus.

Training seminars for Physical Education Teachers involved in the Program are held, aiming to ensure it is constantly upgraded. Furthermore, sport events are organised on a local, regional and national level.

About 18.500 persons (both children and adults) participated in the program in more than 500 centres and 93 physical education teachers were involved.

The overall expenses for the Program are expected to amount to about €2.400.000.

Physical Education Project in the National Guard and the Security Bodies

The Physical Education Project is tremendously beneficial to the conscripts but also to the permanent army officers and those belonging to the security bodies, aiming to upgrade physical education in these areas.

The physical exercising programs being set up aiming to form a modern army and a strong defensive system in these areas in terms of fitness get improved and are adapted to the treaties signed from time to time, while considering the needs as required by the National Guard and the Security Bodies.

Twenty-eight (28) physical education teachers are employed in the context of this program. Two physical education teachers have been appointed to monitor better the project in their capacity as coordinators and a female physical education teacher is appointed as Public Relations Officer. One out of the two coordinators is in charge of Larnaca, Famagusta and Nicosia regions and the second one of Limassol and Paphos regions. The Public Relations Officer works at the Headquarters.

Morning fitness-improving sessions take place for the conscripts’ benefit; the objective is:

- Fitness-improving (aerobic skills)
- Motor skills-improving
- Overall strength-improving

In the afternoon sessions, plays and games take place.

The soldiers are taught the basic principles regarding plays like Basketball, Volleyball, Football, Handball; the objective is:

- Sport-practising - Entertainment
- Developing Leadership
- Self discipline
- Creating Team Spirit
- Promoting Fair play

The objectives of Physical Education sessions in the National Guard are:

- Selecting and valorizing the skills of the National Forces Team' soldiers who have acquired particular sport skills,
- Keeping the soldiers involved in physical activity,
- Promoting fair play, which cultivates morality and correct, fair behaviour,
- Eventually, manning the National Guard with well-trained soldiers, who should be able to cope with and carry out any military mission.

The physical education teachers, apart from giving physical activity classes to the units where they are appointed, they also meet other needs coming up like:

- Organising local military championships among the units upon the conscripts being recruited at the Conscripts' Centres
- Organising and following up the selection test for candidate volunteer officers (five-year committed volunteer officers scheme) and for candidate rank-holders and special forces
- Assessing the permanent officers' fitness, done once yearly

The Project's innovative element was introduced from September 2009 in the Security Bodies, the Police, the Fire Brigade and the Special Unit dealing with Disasters.

The objective of introducing the sport-practising program in the Security Bodies is to consolidate and improve their staff's fitness, enhance their body building, reduce the daily stress, enhance flexibility, combine physical exercise and leisure time for the participants through play and sports.

The sport disciplines are:

- Martial Arts
- Swimming
- Futsal
- Basket-ball
- Gymnastics with weight
- Running – Walking
- Aerobics
- Therapeutic Gymnastics

The overall program cost is expected to be approximately €700.000.

International Sport Relations

It is noted that almost all the sports practised in our country (about 30 disciplines) in terms of team training, with a view to ensure participation in international sport events as well as to establish sport events held in Cyprus and Greece have benefited from the Transnational Agreements signed between Cyprus and other European countries, of which the most powerful is the one signed between Cyprus and Greece

CYPRUS EU PRESIDENCY

The CSO makes already intense preparations with a view to Cyprus assuming the EU Presidency. The key priorities in sports have almost been finalised and include issues like:

- Sports and Health
- Conceiving evidence based sport policies
- Sport integrity (doping social dimension, fixed up games, good governance)

It is noted that these priorities have already been included in preliminary agreements concluded with Poland, Denmark and the European Union.

Moreover, during the Cyprus EU Presidency the following activities related to sports are planned to take place in Cyprus:

- Sport forum and informal Ministerial Meeting
- Sport Directors Congress and
- Sport and Health Experts Congress

1.4 SPORTING GROUNDS & TECHNICAL SERVICES SECTOR

Sporting grounds and technical services sector deals with two basic issues:

- Having constructed private-owned Sport Facilities and subsidizing non private-owned Sport Facilities.
- Administering the private-owned Sport Facilities

1.4.1 HAVING CONSTRUCTED PRIVATE-OWNED SPORT FACILITIES AND SUBSIDIZING NON PRIVATE-OWNED SPORT FACILITIES.

About €7.565.000 are expected to be spent in 2011 to develop the sport infrastructure in terms of works. The Sport Infrastructure on the island related to the big Sport Projects has been completed and a gradual reduction of the funds granted is therefore observed. In case a need comes up for big Sport Projects, the funding is ensured by lending.

The Council's priority policy is the Mass and Social Sports development. This policy promotes the creation of a sport infrastructure everywhere on the Republic of Cyprus' territory (Municipalities and Communities) aiming to raise awareness and attract the citizen's interest in sport-practising.

All the Municipalities, Communities, organised non-profit making groups, church or other child camping and School Boards are invited to participate and collaborate in the context of such policy, aiming to create and develop Sport Facilities.

Projects completed becoming operational in 2011

- Charalambos Koukoularides room is completed and given for use to the community.
- Restoring works and anti-seismic upgrading have been completed in the Indoor Sport Centre Aphrodite, where the European Judo Games took place in October 2011.
- Installing a CCTV system in the Pafian Stadium has been completed.
- The new shooting ground in Larnaca is completed and it is estimated that it will be equipped by March 2012; the ground will be given out for use.

1.4.2 WORKS UNDER CONSTRUCTION AND STUDY

- The new Play Rooms of Ayios Dometios Municipality - the CSO will subsidize the work by giving the amount of €2.000.000.
- The CCTV in the Ethnikos Afnas ground.
- The study on upgrading the Larnaca Community Centre has been completed and an application for urban planning permit issue by stretching the principle was made.
- New sport wooden floors will be placed in the “Spyros Kyprianou” sporting centre in Limassol and “KITION” sporting centre in Larnaca.
- Seats will be placed in the entire Pafian Stadium.

1.4.3 MAINTAINING THE SOCCER GROUNDS GRASS TURF

Maintaining the grass turf in the Makarios Stadium and the auxiliary grounds, and also the grass turf in the Pafian stadium, is carried out constantly. Such maintaining works are undertaken in the context of a four-year maintenance contract, signed by the CSO following a public procurement.

Preserving constantly the grass turf at the Makarios and the auxiliary grounds, as well as at the Pafian Ground; these works are carried out in the context of a four-year maintenance contract, which is assigned at the conclusion of a public procurement launched by the CSO.

1.4.4 SMALL DEVELOPMENT PROJECTS

The Organisation is expected to give a subsidy amounting to €250.000 to various Clubs, Municipalities and Communities in order that they improve their Sport Facilities all over Cyprus.

1.4.5 MASS/SOCIAL SPORTS PROJECTS

Various Mass / Social Sports works have been subsidized by the CSO, in Municipalities and Communities like: the volleyball ground at Ayia Marinouda in Paphos and the basketball ground at the A Elementary School in the Eggomis, Pelendri and Korfi Communities. The CSO hopes that by installing such systems, the CSO hopes to raise awareness amongst the citizens.

1.4.6 INSPECTING THE GYMNASTICS PRIVATE SCHOOLS

The CSO keeps on inspecting the Gymnastics Private Schools aiming to ensure they operate

in accordance with the law and the rules. During 2012 the Organisation is expected to accomplish the amendment of the Inspection Rules. It is also expected to issue the operating license of the Gymnastics Private Schools.

1.5 MANAGING PRIVATE-OWNED SPORT FACILITIES

1.5.1 MANAGING SPORT FACILITIES

- In 2011 the CSO has turned to advantage its Sport Facilities aiming mainly to ensure the qualitative and quantitative development of our Sports, offering a wide range of sport disciplines. Such Sport Facilities have simultaneously been turned to advantage aiming to develop Sport Tourism {external & internal}. Therefore, they contribute enormously to the promotion of Cyprus as a Sport Tourism Destination.
- The most remarkable fact in the Sport Tourism sector is that the Organisation gets throughout time “loyal clients”, which gives evidence that the CSO meets to a great extent the expectations and the needs of the “clients” coming from Sport Tourism (external & internal). Developing the Sport Tourism does not aim but at developing sports. It also contributes considerably to enhance our island’s economic growth.
- Organising international sport events on our island is an important fact in a quite determining way, since it is also one of the most significant tools aiming to promoting the Sport Facilities. Furthermore, it enhances the promotion of Cyprus at the international important Sport Destination.
- Furthermore, our Organisation’s social contribution consists also of conceding the Sport Facilities with a view to organize Social Events.
- Next comes a report about the use of Sport Facilities in 2011, which has been indicative.

NICOSIA:

- The “Evaggelos Florakis” multi-training centre has been turned to advantage even more in 2011 and has met our Clubs’ and Federations’ needs. Sport disciplines, always facing “facilities” problems, like Badminton, Table Tennis, Gymnastics, Fencing take actually place in the multi-training centre. It is also used for the needs of the team sports (Basketball, Volleyball, Tennis & Futsal).
- Furthermore, the Ministry of Education and Culture has since 2009 turned the “Evaggelos Florakis” multi-training centre to advantage in an organised way, in order that the Elementary Education project may be implemented, with a view to the children get familiar with the various sport disciplines.
- The Nicosia Olympic Swimming Pool is used mostly to enhance Competitive Sports through the Nautical Clubs and Mass Sporting, while the foreign athletes prefer it too.
- The “Makarios” Sporting Centre auxiliary grounds have served a good many local teams in 2011 too; they have also served national soccer teams and sometimes foreign teams coming from abroad.

LIMASSOL:

- The “Spyros Kyprianou” Sporting Centre becoming operational in 2006 has extended its operation in 2011, responding to the needs of the following disciplines: Weightlifting,

Gymnastics, Wrestling, Squash and Volleyball. Furthermore, Mass Sporting Programs take place in the Sporting Centre.

- International sport events have been held in the Tourism Sport development sector like fencing and weightlifting.
- The Limassol Olympic Swimming Pool became operational again in 2009, after being reconstructed; it is currently used to enhance Competitive Sports on a local level, through Nautical Clubs and the various Federations.
- Furthermore, the Limassol Olympic Swimming Pool is the most important Sport Tourism destination, available currently by the Organisation, since foreign swimmers consider it amongst their priorities for training purposes.
- The Limassol Indoor Swimming Pool (25m) responds to the needs of the Mass and Leisure Sporting Programs.

LARNACA:

- The Larnaca Olympic Swimming Pool, becoming operational in 2006 has been turned to advantage even more in 2011 in mainly three sectors:
- Developing the Competitive Sports through the two Nautical Clubs being operational in Larnaca.
- Developing the Mass and the Leisure Sports through the CSO National Projects: “Sports For All” and “Sport-practising for the Security Bodies forces”. The Nautical Clubs’ Programs are also developed.
- Developing Tourism Sports by foreign teams from abroad.
- The “KITION” Sport Centre responds to the needs of the team sports (Basketball, Volleyball, Handball) and the individual sports (Boxing, Judo, Gymnastics); furthermore, it has been used by teams from abroad.

PAPHOS:

- The “Paphian” Stadium and the “Afrodite” Room serve throughout time the local Competitive Sports but also the Mass Sports National Programs. Furthermore, in 2011 international events like the Pan European Taekwondo Championship, international Rugby Games, and international soccer games have taken place in one out of the two (2) Sport Facilities in Paphos. Such events have contributed significantly in reducing seasonality in our region and in enhancing the development of our Sports.
- The Olympic-dimensions Swimming Pool at Yeroskipou is subsidized by the CSO, which invests a significantly important amount. The objective is to enhance development in the following three (3) key sectors:
- The Competitive Sports sector through the local Nautical Club.
- The Internal Tourism Sports sector, through our Sport Institutions (Federation and Nautical Club) and the external Sports Tourism.
- The development of Mass Sports and Leisure Sports through the CSO National Programs and also through the Nautical Clubs’ Programs.

AGROS:

- The “Glavkos Clerides” Sporting Centre in Agros has been taken advantage of during 2011.

Developing Mass Sporting Programme indicates the Organisation's interest for providing equal sporting opportunities; furthermore, local Competitive Sports is expected to develop soon, by enhancing sport "culture" in the major area communities.

- Yet, in the local Competitive Sports field, the Sport Centre is used by the local basketball team.
- In the Sport Tourism field (both external and domestic) "faithful clients" haunt the Sporting Centre, coming from both abroad and Cyprus indeed. Camping has been organized on Competitive and Leisure Sports level.
- Furthermore, the Organisation vests the "Glavkos Clerides" Sporting Centre Swimming Pool to the Ministry of Education & Culture for swimming classes attended by the Agros Junior School pupils. The swimming classes take place in the context of a pilot project.

1.6 FINANCIAL MANAGEMENT SECTOR

The income and expenses of the CSO during the period 2010 – 2012 are stated in the following table:

ACCUMULATIVE TABLE OF INCOME – EXPENSES

	2010	2011	2012
	Real. appr. budget €	€	Appr. budget €
INCOME			
1. State subsidies	38.000.000	36.000.000	34.000.000
2. Income from private-owned and other Sport Facilities	746.030	841.100	867.579
3. Sport stamp	0	0	0
4. Other income	1.773.315	2.750.010	2.015.010
5. Lending	0	850.000	0
6. Sport events policing	48.461	120.000	120.000
Total income	40.567.806	40.561.110	37.002.589
1. Management expenses	9.078.557	9.506.682	10.514.692
2. Subsidies	23.109.226	21.059.271	18.511.978
3. Creation & Impr. of Sport Facilities	6.510.506	7.623.127	4.055.889
4. Loans paid off & Other Obligations	1.059.825	802.020	2.400.020
5. Grounds policing	683.441	620.010	620.010
6. Non forecast expenses & Stock	0	950.000	900.000
Total expenses	40.441.556	40.561.110	37.002.589

1.7 CYPRUS SPORT RESEARCH CENTRE (CSRS)

In 2011, 405 ergometric examinations have been performed in male and female athletes involved in various disciplines and categories by the 19 October 2011. The bigger number of participation is observed among athletes having participated in National Teams (253), the clubs' athletes (81) and the Research Projects carried out by the Centre, amounting to (65) ergometric measurements for mainly (Eurofit and Control Groups) specialized research carried out by the CSRS.

As far as the CSRS staffing is concerned seven (7) persons are currently employed there, one of whom is permanent staff, 6 (temporary employees and external collaborators), carrying out various jobs and lab measurements at the Centre and on competition grounds.

Furthermore, the research, the conclusions of which are expected to be announced in the context of international congresses during 2012, hoping that the CSO will approve the CSRS participating in them, is expected to be completed.

It is also expected that the public procurement regarding the computerization system related to all the exams conducted at the CCSR will be completed during 2011 and a further scientific micro-equipment for the psychomotor check-up (software) departments of the Sport Industry (photocell time meter), the Sport Medicine {cardiograph} and the Ergophysiology {replacing the Monark ergobike electronic board} will be bought.

1.8 PROTOCOLS

The CSO has in 2011 signed sport collaboration protocols still valid with Greece.

The sport collaboration with only this country is exclusively due to the limited financial sources in the Organisation's budget, in the context of the financial cuts policy of the Government. The Organisation could very possibly have signed sport collaboration protocols with many other countries indeed, if it could afford doing it with his budget.

In the context of these protocols an exchange of athletes and teams for training and preparation purposes is ensured with a view to participate in competitions taking place both in Cyprus and abroad. Fourteen (14) disciplines have totally become active sports through such protocols

1.9 SERVICE VISITS ABROAD

The Organisation participates in various seminars, meetings, congresses and fora on sports, to be able to follow up and meet the needs of the sport environment. The CSO participates, therefore, in such events and follows up the thematic debates on violence and anti-doping in sports and sport administration, attending indeed the various informal Ministerial Conferences on Sports. Yet, the Organization participates in important European Congresses like the European Sports Congress, the European Sports General Director Meeting, the "Woman & Sports" European Congress as well as the sport meetings organised by the Council of Europe Sport Department, making therefore observations.

1.10 SPORTS ACADEMY

In 2011, the Sport Academy of the Organisation pursued its objective fixed for the three-year

period 2007-2010 regarding the important improvement and the development of the following sectors:

During 2011, the CSO Sport Academy was after its objective as fixed for the three-year period 2010-2013 about improving substantially and enhancing the development of the following sectors:

- High quality training
- Further training of the Sport Institutions' Administrative Leaders

The Sport Academy has pretty successfully implemented Sport Governance Training Projects aiming to offer the basic governance principles to the participating sport leaders, laying stress on the modern sport administration methods.

The Sport Academy has relied upon the Policy and Training Projects Procedures Guide in order to achieve successfully its objectives. This Guide contains detailed description of the policy and the procedures governing the collaboration between the Sports Academy and all the sport institutions related to training projects being approved, organised and subsidized.

In 2011, the CSO still subsidized the sport institutions in Cyprus to assist them enhance the knowledge level of their human resources.

The overall subsidy granted to the sport institutions has amounted to approximately €120.000,00.

YOUTH BOARD

PART D'

1. THE YOUTH BOARD OF CYPRUS

The Youth Board of Cyprus was established by virtue of Law 33(1)/94, unanimously enacted by the House of Representatives in April 1994. Its first Administrative Board was appointed in June 1994. The seven-member Governing Board consists of a representative from the youth organisations of each political party with a parliamentary team in the House of Representatives and three members who are appointed directly by the Council of Ministers. The Minister of Education and Culture acts as the liaison between the Youth Board of Cyprus and the Council of Ministers. The Board's budget is covered by State subsidy. The Youth Board of Cyprus is a legal entity of public law (Semi-Governmental organisation) independent of the civil service, with its own structure and staff, mainly composed of permanent staff and associates employed on a contract basis. Due to its advisory role, the Youth Board submits to the Council of Ministers through the Minister of Education and Culture, proposals and suggestions on youth related issues that will enhance the further promotion of its objectives.

The aims of the Youth Board of Cyprus focus on the:

- promotion of progress and prosperity for all the young people of Cyprus, regardless of religion, ethnic and racial origin,
- enhancement of young people's active participation in the social, economic and cultural development of our country,
- promotion of a positive lifestyle through the youth's engagement in various activities and lastly,
- provision of effective solutions to current youth problems.

Along the Youth Board's re-structuring process which was put into effect in 2008, four Senior Youth Officers (one for each sector of the Youth Board) undertook their duties, but meanwhile the positions of: (14) fourteen have been fulfilled Youth Officers, (9) nine Assistant Clerk Officers and (1) one Chief Accounting Officer. The restructuring of the Youth Board of Cyprus into the following four Sectors: Prevention and Counseling Services Sector, National Agency of Cyprus for the Youth in Action Program, Youth Initiatives Project and Research and Infrastructure Projects, International and European Co-operation, aims at establishing the Youth Board as the competent authority for the achievement of its objectives.

1.1 BUDGET FOR 2011

The Youth Board's budget was approved by the House of Representatives on 24 March 2011. The budget for 2011 reached the amount of €6.759.299 decreasing its total by €180.700 compared to the amount granted in 2010. This decrease of the Budget mainly depends to a decrease of Operating Expenses as also at a decrease to the Personnel Expenses of Youth Board of Cyprus.

1.2 ACTIVITIES

The programs offered to the youth by the Youth Board of Cyprus deal with the following fields of action:

- Participation
- Volunteerism
- Evaluation of youth policy

- Youth information
- Positive lifestyle
- Prevention – addictive substances
- Campaigns
- Employment –Entrepreneurship

International Cooperation

1.3 PROGRAMS

International relations, in the context of the cooperation protocols for the development of cooperation with both countries in the European Union and other countries including the exchange of experiences on issues concerning the youth sector through the acquaintance of programs and infrastructure that exist internationally in this field. The Youth Board of Cyprus has signed bilateral cooperation protocols with the Greek General Secretariat for Youth, the Spanish Institute for Youth, the Communist Youth of Cuba and the National Youth Council of Egypt. In 2011 exchanges of experts took place with the National Youth Institute of Spain for Presidency issues, and with the Greek General Secretariat of Youth for Youth Entrepreneurship issues.

International and European Affairs

The Youth Board of Cyprus (YBC) is active at both International and European level for the promotion of youth policy issues. Specifically, YBC participates in:

- Youth Working Party of the Council of the EU, which meets regularly, (usually 4 to 6 times per Presidency semester). In cooperation with the Member - States of the European Union, the Youth Working Party, prepares, processes and forms youth policy documents to be adopted by the Council of Ministers.
- Experts groups which deal with youth issues and collect and process data on youth in Cyprus for the preparation of the European Youth Report
- The Council of Europe's European Steering Committee for Youth (CDEJ), and the European Knowledge Centre for Youth Policy (EKCYP)

Presidency of the Council of the European Union

Cyprus will undertake the Presidency of the EU in the second half of 2012, in particular, from July 1 - December 31, 2012. Based on the eight fields of action listed in the resolution on a renewed framework for European cooperation in the Youth field (2010 - 2018), the Youth Sector of the Trio Presidency Poland - Denmark - Cyprus, have decided to have as an overarching priority youth participation in democratic life in Europe. Cyprus' Youth Sector has selected as a national priority the Participation and Social Inclusion of young people. The Youth Board of Cyprus promotes the progress and welfare of all young people of Cyprus, regardless of religious, ethnic or racial origin and facilitates their active participation in the social, economic and cultural development of our country.

Structured Dialogue

On November 27, 2009, the Council of Ministers of the European Union (EU) adopted the resolution on a renewed framework for European cooperation in the Youth field (2010-2018). The guiding principle of European cooperation is safeguarding the right

of young people to participate in the development of policies that affect them through a structured dialogue with young people and their organizations. In this context, each Member - State of the EU has established a National Working Group that through open and structured dialogue will seek to diagnose the major problems facing young people today and to formulate ideas and proposals for solving them. The central aim of this initiative is to achieve the largest possible participation of young people in open dialogue, or through the organizations and bodies involved or through independent contributions. The National Working Group, which is responsible for coordinating and organizing the structured dialogue, consists of the following:

- Sophie Tsouris, Cyprus Youth Council
- Constantinos Stylianou, Youth Board of Cyprus
- Marios Epaminondas, Ministry of Education and Culture
- Stella Rousou, Youth Board of Cyprus
- Anna Lytra, National Agency of the “Youth in Action” Programme

“YOUTH IN ACTION” PROGRAM

According to the European Parliament and Council’s decision n. 1719/2006/EU on 15th November 2006 the “Youth in Action” Programme was approved to be implemented for the period 2007-2013. This decision establishes the legal framework to support non formal education activities for young people.

The “Youth in Action” Programme’s aim is to respond on a European level to the needs of young people. Participation to the Programme leads to the acquisition of skills and therefore it greatly contributes to the promotion of informal and non formal education on a European level. Moreover, the Programme and its permanent and annual priorities contribute to the fulfillment of the revised Lisbon Strategy and the European Youth Pact.

Implementation of the Youth in Action Programme is mainly decentralised, the aim being to work as closely as possible with the beneficiaries and to adapt to the diversity of national systems and situations in the youth field. Each Programme Country has appointed a National Agency. These National Agencies promote and implement the Programme at national level and act as the link between the European Commission, promoters at national, regional and local level, and the young people themselves. The task of the Cyprus National Agency is to:

- collect and provide appropriate information on the Youth in Action Programme,
- administer a transparent and equitable selection process for project applications to be funded at decentralised level,
- provide effective and efficient administrative processes,
- seek cooperation with external bodies in order to help to implement the Programme,
- evaluate and monitor the implementation of the Programme,
- provide support to project applicants and promoters throughout the project life cycle,
- form a functioning network with all National Agencies and the Commission,
- improve the visibility of the Programme,
- promote the dissemination and exploit the results of the Programme at national level.

In addition, it plays an important role as an intermediate structure for the development of youth work by:

- creating opportunities to share experiences,

- providing training and non-formal learning experiences,
- promoting values like social inclusion, cultural diversity and active citizenship,
- supporting all kinds of youth structures and groups, especially less formal ones,
- fostering recognition of non-formal learning through appropriate measures.

Among the Programme's beneficiaries for 2011 were informal groups of young people, non governmental organizations, public schools, special schools and the local authorities. The projects' activities covered a wide range of topics such as the environment, volunteerism and culture. The common aspect of all projects which were granted by the Programme was the European dimension and citizenship and the active participation of young people.

EUROPEAN YOUTH CARD and STUDENT CARD

The European Youth Card is a pan-European institution which operates in almost every European country and which is supported by the Council of Europe.

It is a discount card for young people aged 13 to 30 and it provides discounts for hundreds of products and services in Cyprus and in 42 other European countries.

Within the aims and purposes of the card are the welfare of young people, their social, cultural and intellectual growth, as well as the encouragement of mobility.

The European Youth Card is available with only €10 annually.

The European Youth Card / Student, which is now connected with the EYC, is issued FREE OF CHARGE by the Youth Board of Cyprus in collaboration with the Ministry of Education and Culture for all students of Evaluated and Acknowledged programs of studying, both in Cyprus and abroad.

The EYC/Student offers Free Medical Care in all Public Hospitals of Cyprus and the EU member-states.

“YOUTH INITIATIVES” PROGRAMME

The “Youth Initiatives” Programme offers young people the opportunity for mobility, volunteering work and active participation in the cultural, political and social life in Cyprus. It aims at contributing to the creation of Active Citizens. These Activities aim at achieving and maintaining a balance between personal growth and collective activities in every section of the society, particularly those concerning young people.

In 2011 the Programme received the 1070 applications and the total budget of the programme for 2011 was €1,662.005.

Municipality / Community Youth Council

The Municipality and Community Youth Councils are a structure institution that provides the opportunity to youth organizations, young people and structures that are related to youth at local level to express their opinions and ideas for youth matters to the Municipality/ Community Council. Today 24 Municipalities/Communities Youth Councils are established in Cyprus.

The Municipalities and the Communities Youth Councils provide the youth structures and the young people a forum of continues dialogue with the local authorities for youth matters. It is very important that the young people have an active role in shaping their future in co-operation with the local Authorities.

RESEARCH

During 2011 the research concerning “The School Regulations and the Risk Factors”, was delivered. In the research elaboration about 500 pupils of Secondary Education in Cyprus, as well as professors participated.

1.4 INFRASTRUCTURE PROJECTS

MULTIFUNCTIONAL YOUTH CENTRES

Within the framework of the wider cooperation of the Youth Board with local authorities, Multifunctional Youth Centers are being developed in Nicosia, Limassol and Paphos.

The Multifunctional Youth Centers are places of free expression and creative occupation of youth, contributing to their mobilization for participation in public affairs.

Children and young people aged 6-35 have the opportunity to spend creatively their leisure time, within these centers.

Computer, music, drawing, theatre, dance, gymnastics and Greek and Turkish language learning workshops operate free of charge in the Multifunctional Youth Centers. The workshops are operated by professional teachers in rooms with the necessary infrastructure and equipment.

In these premises events, workshops, exhibitions, press conferences and other activities can be organized by both the Youth Board of Cyprus and other organizations, preferably young groups.

Within the framework of the Multifunctional Centre’s operation, during the summer period, “Schools” operated with the participation of Elementary school children at very low cost. All activities of the Multifunctional Youth Centers, apart from the Summer Schools, are free of charge.

1.5 TOY - LIBRARIES

The Toy-library is a facility that includes carefully selected toys and functions like a library. Children aged 4 – 12 years old, as well as children/adolescents with special needs can spend their time creatively by playing either alone or in groups, with the participation of specialists and their parents.

- What does a toy-library offer to the children?
- The children have access to a large variety of high quality toys.
- They spend their leisure time creatively with pleasure.
- They have the opportunity to develop basic knowledge and psychomotor skills.
- Playing affects the children’s socialization.
- Children from different socioeconomic background and origin, along with children with special needs, come in contact together through play.

Toy Libraries operate in cooperation with local authorities in Nicosia, Kaimakli, Limassol, Larnaka, Ayios Athanasios and Paralimni.

1.6 YOUTH INFORMATION CENTRES (KEPLI)

The Youth Information Centers operate based on European standards and provide young

people with general information and counseling services on issues that interest youngsters. The information is provided in both printed and electronic form by the personnel of these Centers, through activities and by offering free access to the internet. At the same time, in some Centers the «Proposition» program is housed which consists of counselors who provide support and advice to young people, couples and families on different issues.

During 2010, they began to provide advisory services on career guidance in Larnaca's KEPLI. From January 2011, these services are provided at all KEPLI. Within the operation of the KEPLI, various seminars, workshops and lectures are organized throughout the year, as regards issues of education, environment, employment etc.

KEPLI operate in Nicosia, Larnaca, K. Polemidia, Paphos and Agros.

1.7 YOUTH FESTIVAL AREA

The Youth Board of Cyprus continued to grant the equipment of the Youth Festival Area to youth organizations and young people, in order to organize their cultural activities and festivals. This equipment may be granted both for activities organized at the specific area and elsewhere.

1.8 YOUTH HOSTEL

The Youth Hostel began its operation in June 2011, at a renovated building, within the Nicosia city walls, in Chrysaliniotissa area.

The Hostel has 5 rooms of 4 beds each, which can be used by adults aged 18-35. The charge is €10 per night and €5 per night for youth organizations, organizations for people with special needs and Schools of Educational Priority.

Within the Hostel, operates an info-point with free access to internet, both for the Hostel residents and young people of the nearby area. Moreover, there is also a conference and activities room, for about 30 people.

1.9 EURODESK

The Youth Board of Cyprus continued the operation of the Eurodesk program in Cyprus, during 2010.

Its main goal is the provision of access, to young people and youth workers, to information on European policies and opportunities.

Eurodesk connects young people with high quality information, concerning: work, studies, mobility, volunteerism, subsidies, exchanges and non-formal education, for free. The information is direct, up to date, accurate and tailored to their needs.

Eurodesk is financed by the European Commission, through the Youth in Action Program, and operates in 32 other countries, as well.

1.10 SECTION OF PREVENTION AND COUNCELING SERVICES

“MIKRI ARKTOS” PREVENTION CENTRES

“Mikri Arktos” Prevention Centres applies universal (primary) prevention programmes in the districts of Limassol, Nicosia and Larnaca. These programmes are applied to a variety of social groups, including young people, parents, teachers and members of the wider community.

Primary prevention concerns all measures in order to avoid harmful/offending behaviors. The sensitization, the information and the motivation of the population aim at the encouragement of positive behavior as well as at the development of a healthy personality. The main goal of the prevention programmes is the development of personal and social skills, the reinforcement of protective factors (personality, social dexterities and environmental and family factors) and the restriction of those factors that can lead to the use of substances, to a dependence relation or activity and any harmful or even offending behavior.

These programmes put an emphasis on positive behavior and the strengthening of the decision making process to make the choices in life that are not harmful for an individual's psychosocial health. The activities are applied in the school/preschool environment as well as in the wider community. Concretely the activities include: Programs (5-8 weekly experiential workshops), Lectures, Meetings, Conferences, Open events. The materials used are selected through various tools and programmes by the Centers' Scientific Team. The workshops are usually conducted on a weekly base and have duration of 90 minutes. These sessions may take part during school hours, the afternoon, or within the framework of the all-day school. The evaluation of program is quantitative and qualitative.

1.11 COMMUNICATION, SUPPORT AND COUNSELING HELPLINE 1410

1410 is part of the Prevention and Counseling Services Section of the Youth Board in Cyprus. It is addressed to those seeking responsible answers on matters concerning their everyday life, but also for more complex issues such as substance abuse, violence, school bullying, school dropping, family matters, social matters, depression, eating disorders etc. In this new, broadened function, the counselors handle a variety of issues including anxiety, grief, eating disorders as well as more common, day to day issues like school and relationship matters. The role of the Line's counselors is to evaluate the psychosocial needs of the callers, provide support and counseling, and also refer them to other relevant agencies and services if this is deemed necessary.

1.12 ONLINE COUNSELING 1410

What exactly is Online Counseling?

Online counseling constitutes the internet extension of 1410. This service handles the same issues and follows the same code of ethics. What differs is that instead of calling 1410, you can log onto the website and chat with the counselor.

How can I use it?

Log on the webpage www.preventionsection.org.cy and chat live with a counselor regarding any issue that you want to share.

What matters does the online counseling handle and what services does it offer?

The services provided, and the matters it handles are exactly the same as the ones of the 1410 Helpline.

Can I trust Online Counseling?

Just like the Helpline, the counselors of the online counseling service handle all cases with equal professionalism regardless of gender, origin, ethnicity, age or sexual preference.

Everything you share with the counselor is confidential and no one else, apart from the two of you, can read the conversation.

You do not need to reveal your name, or any other personal information. It is up to you how much you share. The only thing that matters is to feel comfortable trusting us with what troubles you.

1.13 COUNCELING SERVICES “PROPOSITION”

The purpose of these services is to support and counsel young people, couples and families who encounter difficulties in their lives. The programme has been into effect in the districts of Nicosia, Limassol, Larnaca and Paphos and its offices are housed in the Youth Information Centres of Nicosia and Larnaca, as well as in the Multifunctional Centers of Limassol and Paphos. The programme is staffed by Counselors / Psychologists who offer their services for issues concerning relationship, violence, school problems, issues within the family etc.

All the above services are offered free of charge.

ΠΑΡΑΡΤΗΜΑΤΑ

ΠΑΡΑΡΤΗΜΑ Α': ΔΗΜΟΣΙΑ ΚΑΙ ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2010-2011

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ							
ΠΟΛΗ							
1	Αγία Μαρίνα	2	50			27	
2	Άγιος Δημήτριος	2	49			49	
3	Άγιος Δομέτιος Γ´	1	24			17	
4	Άγιος Κασσιανός (ΖΕΠ)	1	18			8	
5	Άγιος Ανδρέας	2	46			27	
6	Άγιος Αντώνιος	2	36			13	
7	Άγιος Δομέτιος Α´	1	22			15	
8	Άγιος Δομέτιος Β´	2	44			24	
9	Άγιος Σπυρίδωνας	2	40			18	
10	Αγλαντζιά Δ´	3	75			75	
11	Αγλαντζιά Ε´	2	48	1	25	29	0
12	Αγλαντζιά Στ´	3	72	1	23	64	0
13	Ακρόπολη	2	50	1	24	48	0
14	Απόστολος Λουκάς	2	50	1	25	49	0
15	Αρχάγγελος Στροβόλου	2	50			32	
16	Δασούπολη	2	47	1	25	47	0
17	Έγκωμη Α´	2	44			32	
18	Έγκωμη Β´	1	23			12	
19	Εξόρμηση Στροβόλου	1	23	4	45	23	0
20	Καϊμακλί *	5	92	2	49	54	0
21	Κοινωνική Μέριμνα Αγίων Ομολογητών Στρόβολος III	1	19			3	
22	Κοινωνική Μέριμνα Αγίων Ομολογητών *	7	113			42	
23	Κωνσταντινουπόλεως	2	50			50	
24	Λοιζίδειο Στροβόλου	3	72	1	23	38	0
25	Μακεδονίπσσα Α	3	50			22	
26	Μακεδονίπσσα Γ - Στυλιανού Λένα	3	75			46	
27	Μάνα *	8	98			43	
28	Νοσοκομείο Μακάρειο	1	0			0	
29	ΠΑ.ΣΥ.ΔΥ.	1	23	2	49	19	0
30	Παιδομάνα	1	15			12	
31	Παλουριώπσσα Α´	1	24	1	23	23	0
32	Παλουριώπσσα Β´	1	24			13	
33	Πεύκιος Γεωργιάδης	2	50			50	
34	Σταυρός	2	50			31	
35	Φανερωμένη (ΖΕΠ)	1	20			9	
36	Χατζηγεωργάκης Κορνέσιος	1	25			18	
37	Χρυσελευσία	2	49			35	
ΥΠΑΙΘΡΟΣ							
38	Αγία Βαρβάρα	1	23			11	
39	Αγία Μαρίνα Ξυλιάτου	1	11			5	
40	Άγιοι Τριμιθιάς	1	25	1	18	25	0
41	Άγιος Επιφάνιος	1	6			1	
42	Άγιος Μάρωνας	1	19	1	17	15	0
43	Αγίου Νεοφύτου Λακατάμειας	2	50			24	
44	Ακάκι	3	75			38	
45	Αλάμπρα	1	25			15	
46	Ανάγεια	1	25			9	
47	Ανθούπολη	5	85	1	18	35	0

Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
48	Αρεδιού	1	15	1	17	15	0
49	Ασίνου	2	31			14	
50	Αστρομερίτης	2	33			16	
51	Γέρι Α΄	1	21	1	25	16	0
52	Γέρι Β΄	2	48			21	
53	Δάλι Α΄ - Αντρέας Παναγίδης	3	75	1	25	39	0
54	Δάλι Β΄	2	50			18	
55	Δάλι Γ΄ - Αγίου Κωνσταντίνου και Αγίας Ελένης	3	75	1	25	49	0
56	Δευτερά Πάνω	2	50	1	20	27	0
57	Εργάτες	1	22			13	
58	Ευρύχου	1	25			9	
59	Κακοπετριά	1	25			10	
60	Καλό Χωριό Ορεινής	1	23			8	
61	Καμπιά	1	13			7	
62	Καπέδες	1	18			13	
63	Κλήρου	2	49			28	
64	Κοκκινοτριμιθιά	3	62	1	20	36	0
65	Κοράκου	1	8			3	
66	Λακατάμεια Α΄	4	100	2	48	81	0
67	Λακατάμεια Β΄	3	74			34	
68	Λακατάμεια Ε΄	3	75	1	25	53	0
69	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	2	50			36	
70	Λασιιά Α΄	3	75			33	
71	Λασιιά Β΄	2	49			46	
72	Λασιιά Γ΄	2	50			23	
73	Λασιιά Δ΄	2	50			50	
74	Λυθροδόνας	2	50	1	25	33	0
75	Λύμπια	2	49	2	19	34	0
76	Μαθαίτης	1	24			8	
77	Μάμμαρη	1	25			25	
78	Μένικο	1	24			12	
79	Μπισερό - Κουρέλλιο	1	23			11	
80	Μουτουλλάς	1	11			6	
81	Ορούντα	1	11			2	
82	Παλαιομέτοχο Α΄	2	50			29	
83	Παλαιομέτοχο Β΄	1	25			9	
84	Παλαιχώρι	1	17			9	
85	Παπασαύρου Παπαγαθαγγέλου	1	18	1	13	11	0
86	Πέρα Χωριό Νήσου Α΄	2	50	1	25	22	0
87	Πέρα Χωριό Νήσου Β΄	1	24			16	
88	Περιστερώννα	2	50			31	
89	Ποταμιά	1	14			3	
90	Σια	1	24			7	
91	Ταμασός	2	48			23	
92	Τεμβριά	1	21			10	
93	Τσέρι	3	75			36	
94	Φαρμακάς	1	19			5	
95	Ψιμολόφου	1	25			12	
95	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ	178	3847	32	651	2347	0

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 8/12 +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 8/12 +
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ							
ΠΟΛΗ							
1	Λεμεσός Α´	1	21	1	23	21	0
2	Λεμεσός Β´	2	39	1	20	36	0
3	Λεμεσός Γ´	2	43			26	
4	Λεμεσός Δ´ - Λιτώ Παπαχριστοφόρου (ΖΕΠ)	3	60	1	20	45	0
5	Λεμεσός Ε´	3	72			35	
6	Λεμεσός ΣΤ´	3	72	1	25	53	0
7	Λεμεσός Ζ´	3	73			39	
8	Λεμεσός Η´	1	25	1	20	20	0
9	Λεμεσός Θ´ - Καψάλου	4	100			49	
10	Λεμεσός ΙΓ´	3	75			57	
11	Λεμεσός ΙΣΤ´	3	75			53	
12	Λεμεσός ΙΗ´ (ΖΕΠ)	1	21			12	
13	Λεμεσός ΙΘ´	3	66	1	20	37	0
14	Λεμεσός Κ´	2	47			23	
15	Λεμεσός ΚΑ´	2	50			42	
16	Λεμεσός ΚΒ´	2	49			25	
17	Λεμεσός ΚΕ´ - Εκάλης	3	69			39	
18	Λεμεσός ΚΣΤ´ - Παναγίας Τριχερούσας	3	75			75	
19	Λεμεσός ΚΖ´ - Τιμίου Προδρόμου	3	75			44	
20	Λεμεσός ΚΗ´ - Αρχαγγέλου Μιχαήλ	2	50	1	25	47	0
21	Καλογερόπουλος	3	60			45	
ΥΠΑΙΘΡΟΣ							
22	Άγιοι Ανάργυροι	1	25			11	
23	Άγιος Αθανάσιος	4	99	2	38	84	0
24	Άγιος Τύχων	1	25			13	
25	Αγρός	1	19			6	
26	Ακρωτήρι	1	23			9	
27	Ασγάτα	1	11			2	
28	Αυδήμου	1	18			10	
29	Επισκοπή	3	73			33	
30	Ερήμη	1	25			18	
31	Ιαμπική	1	25			11	
32	Καλό Χωριό	1	16			7	
33	Καντού	1	21			4	
34	Κιβίδες	1	25			14	
35	Κολόσσι	2	43			18	
36	Κολόσσι (Συνοικισμός)	2	49			18	
37	Κυπερούνια	2	31			8	
38	Λινόπετρα	3	73	1	20	48	0
39	Μουταγιάκα	2	50			20	
40	Παλώδια	2	48			27	
41	Παρεκκλησιά	1	25	1	25	25	0
42	Πάχνα	1	20			4	
43	Πελένδρι	1	18			8	
44	Πεντάκωμο	1	20			8	
45	Πισσούρι	1	18			6	
46	Πλάτρες Κάτω	1	16			8	
47	Πολεμίδα Κάτω Α´	2	43			10	
48	Πολεμίδα Κάτω Β	3	66	2	44	43	0
49	Πολεμίδα Πάνω- Καρμιώτισσα	4	100			52	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
50	Ποταμός Γερμασόγειας Α´	1	25			25	
51	Ποταμός Γερμασόγειας Β´	2	50			49	
52	Πύργος	2	50			24	
53	Σπιτάλι - Παραμύθα	1	21			10	
54	Τραχώνι	3	63			37	
55	Τριμήκλινη	1	25			12	
56	Ύψωνας	4	100			64	
57	Ύψωνας Γ´	1	25			15	
57	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΔΕΜΕΣΣΟΥ	113	2601	13	280	1584	0
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ							
ΠΟΛΗ							
1	Άγιοι Ανάργυροι	2	48			29	
2	Άγιος Γεώργιος	2	50			39	
3	Άγιος Ιωάννης	2	50			37	
4	Άγιος Λάζαρος Α´	1	25			24	
5	Άγιος Λάζαρος Β´	2	40			17	
6	Δροσιά	3	75			75	
7	Εθνάρχης Μακάριος Γ´ - Κόκκινες	1	25			21	
8	Εθνάρχης Μακάριος Γ´ - Τσιακκιλερό	1	25			20	
9	Ζήνων	2	50			40	
10	Καθαρή - Δημήτρη Λιπέριη	2	50			43	
11	Καλογεράς	2	50			33	
12	Καμάρες	2	50			32	
13	Παυλίδειο	2	47			15	
14	Πρόδρομος - Φλωρίδειο	3	75			56	
15	Σωτήρος	1	25			18	
ΥΠΑΙΘΡΟΣ							
16	Αγγλισίδες	1	25			9	
17	Άγιος Θεόδωρος	1	18			7	
18	Αθένου	3	64	2	47	42	0
19	Αλαμινός	1	14			4	
20	Αλεθρικό	1	25			19	
21	Αναφωτίδα	1	17			6	
22	Αραδίππου Α	5	125	1	25	86	0
23	Αραδίππου Β	2	50			31	
24	Αραδίππου Δ´ - Αγίου Φανουρίου	3	75			66	
25	Βεργίνα - Αγίων Αυξεντίου και Ευσταθίου	2	50			48	
26	Βορόκλινη	3	75	1	25	57	0
27	Δρομολαξιά	3	71			38	
28	Ζύγι	1	23			10	
29	Καλαβασός	1	12			5	
30	Καλό Χωριό	2	36	1	11	24	0
31	Κίπη	2	50			41	
32	Κόρνος	2	42			25	
33	Κοφίνου	1	25			14	
34	Λεύκαρη Πάνω	1	14	1	13	14	0
35	Λιβάδια	4	100	1	25	70	0
36	Μαζωτός	1	16			4	
37	Μαρώνη	1	25			12	
38	Μενεού	2	50			23	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 9/12 +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 9/12 +
39	Μοσφιλωτή	1	22	1	18	15	0
40	Ξυλοτύμβου Α´	2	36			19	
41	Ξυλοτύμβου Β´	1	21			15	
42	Ξυλοφάγου	2	44	1	25	40	0
43	Ορμίδα Α´	2	44			26	
44	Ορμίδα Β´	1	24			14	
45	Περιβόλια	2	46			21	
46	Πύλα	2	48			30	
47	Πυργά	1	25			12	
48	Τερσεφάνου	1	25			15	
49	Τόχνη	1	17			10	
50	Τρούλλοι	2	42			19	
51	Χοιροκοπία	1	25			11	
52	Ψευδάς	1	25			17	
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ							
1	Αγία Νάπα	3	68	4	68	51	0
2	Αυγάρου Α´	2	41			33	
3	Αυγάρου Β´	2	41			30	
4	Βρυσούλες	1	25	1	25	17	0
5	Δάσος Άκνας – Φώτης Πίπας	2	50			21	
6	Δερύνεια	3	67	5	74	50	0
7	Λιοπέτρι	3	69	1	25	48	0
8	Παραλίμνι Α´	2	50			48	
9	Παραλίμνι Β´	2	50			40	
10	Παραλίμνι Γ´	2	50			26	
11	Παραλίμνι Δ´	2	50			25	
12	Παραλίμνι - Γιώρκειο	2	47	6	125	32	0
13	Σωτήρα	3	75	1	25	70	0
14	Φρέναρος	2	50			28	
66	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ Λ/ΚΑΣ-ΑΜΜ/ΣΤΟΥ	123	2864	27	531	1937	0
ΕΠΑΡΧΙΑ ΠΑΦΟΥ							
ΠΟΛΗ							
1	Πάφος Α´	4	97			69	
2	Πάφος Β´ - Μούπαλου (ΖΕΠ)	2	38			22	
3	Πάφος Γ´ - Αποστόλου Παύλου	5	123			73	
4	Πάφος Δ´ - Κάτω Περβολιών (ΖΕΠ)	3	60			60	
5	Πάφος Στ´ - Κάτω Πάφου (ΖΕΠ)	2	40			40	
6	Πάφος Η´ - Αναβαργός	3	75	1	25	53	0
7	Πάφος Θ´ - Πετριδειο	5	122			84	
8	Πάφος Ι´ - Ευαγόρας Παλληκαρίδης	3	74			22	
9	Πάφος ΙΒ´ - Πεύκιος Γεωργιάδης	2	50			32	
10	Πάφος ΙΓ´	2	50			22	
ΥΠΑΙΘΡΟΣ							
11	Αγία Μαρίνα Χρυσοχούς	1	24			7	
12	Αργάκα	1	24			7	
13	Γεροσκήπου Α´	2	50			50	
14	Γεροσκήπου Β´	4	100			76	
15	Γιόλου	1	24			8	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12+}	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12+}
16	Δρούσεια	1	22			10	
17	Έμπα	2	50	1	25	36	0
18	Ίνεια	1	13			6	
19	Κισσόνεργα	2	45			15	
20	Κονιά	2	50			39	
21	Κούκλια	1	17			4	
22	Μανδριά	1	14			5	
23	Μεσόγη	2	48	1	20	30	0
24	Παναγιά	1	7			2	
25	Πέγεια	2	50			22	
26	Πολέμι	1	25			13	
27	Πόλη Χρυσοχούς	4	96	1	25	64	0
28	Πομός	1	8			3	
29	Πύργος Κάτω	1	15			4	
30	Σίμου	1	11			4	
31	Στρουμπί	1	22			9	
32	Τάλα	1	20			8	
33	Τίμη	2	46			23	
34	Τσάδα-Κοιλn-Ευαγόρας Παλληκαρίδης	1	25			8	
35	Χλώρακας-Λέμπα	4	100	1	25	63	0
36	Χολέτρια	1	14			5	
36	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	73	1649	5	120	998	0
	ΚΑΤΕΧΟΜΕΝΑ						
1	Ριζοκάρπασο	1	4	0	0	2	0
ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΠΟΥ ΛΕΙΤΟΥΡΓΟΥΝ ΑΝΕΞΑΡΤΗΤΑ ΑΠΟ ΤΑ ΔΗΜΟΣΙΑ							
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ							
1	Αγλαντζιά Α΄			2	46	.....	0
2	Ελέναιο Τσερίου			1	25	.....	18
3	Κέντρο Σπαστικών και Αναπήρων			1	15	.....	11
4	Λάιονς			4	36	.....	0
5	ΝΑΡΕΚ			1	25	.....	0
6	ΣΚΕ Αγίου Δομετίου			1	21	.....	21
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ							
7	Γερμασόγεια			1	25	.....	25
8	Θεοτόκος			1	7	.....	2
8	ΣΥΝΟΛΟ ΚΟΙΝΟΤΙΚΩΝ	.....	.....	12	168	.....	77
95	ΛΕΥΚΩΣΙΑ	178	3847	32	651	2347	0
57	ΛΕΜΕΣΟΣ	113	2601	13	280	1584	0
66	ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ	123	2864	27	531	1937	0
35	ΠΑΦΟΣ	73	1649	5	120	998	0
1	ΚΑΤΕΧΟΜΕΝΑ	1	4	0	0	2	0
252	ΣΥΝΟΛΟ						
8	Σύνολο Κοινοτικών νηπιαγωγείων που λειτουργούν ανεξάρτητα από τα δημόσια	.....	.....	12	168	.....	77
	ΣΥΝΟΛΟ	488	10965	89	1750	6868	77

ΠΑΡΑΡΤΗΜΑ Β΄ : ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2010-2011

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ			
	Αγία Μαρίνα (ΚΑ)	6	117
	Αγία Μαρίνα (ΚΒ)	7	146
	Άγιοι Ομολογητές (ΚΑ)	7	145
	Άγιοι Ομολογητές (ΚΒ)	9	197
	Άγιος Ανδρέας (ΚΑ)	6	114
	Άγιος Ανδρέας (ΚΒ)	6	115
	Άγιος Αντώνιος	6	120
	Άγιος Βασίλειος (ΚΑ)	9	158
	Άγιος Βασίλειος (ΚΒ)	10	197
	Άγιος Δημήτριος	13	293
	Άγιος Δομέτιος Α΄ (ΚΑ)	4	60
	Άγιος Δομέτιος Α΄ (ΚΒ)	5	96
	Άγιος Δομέτιος Β΄ (ΚΑ)	5	85
	Άγιος Δομέτιος Β΄ (ΚΒ)	6	83
	Άγιος Δομέτιος Γ΄	6	102
	Άγιος Κασσιανός	4	57
	Άγιος Σπυρίδωνας	7	116
	Αγλαντζιά Α΄ (ΚΑ)	4	77
	Αγλαντζιά Β΄ (ΚΒ)	6	95
	Αγλαντζιά Γ΄	10	170
	Αγλαντζιά Δ΄ (ΚΑ)	12	245
	Αγλαντζιά Δ΄ (ΚΒ)	12	261
	Αγλαντζιά Ε΄	12	190
	Αγλαντζιά Στ΄	12	272
	Ακρόπολη (ΚΑ)	6	123
	Ακρόπολη (ΚΒ)	6	132
	Απόστολος Βαρνάβας	12	212
	Απόστολος Λουκάς	13	270
	Αρχάγγελος	13	266
	Δασούπολη (ΚΑ)	7	143
	Δασούπολη (ΚΒ)	7	142
	Έγκωμη Α΄ (ΚΑ)	9	197
	Έγκωμη Α΄ (ΚΒ)	9	197
	Έγκωμη Β΄	6	96
	Ελένειον	6	67
	Καϊμακλί Α΄ (ΚΑ)	6	100
	Καϊμακλί Β΄ (ΚΒ)	6	100
	Καϊμακλί Γ΄ (ΚΑ)	9	180
	Καϊμακλί Γ΄ (ΚΒ)	9	184
	Κωνσταντινουπόλεως	13	285
	Λυκαβηπός (ΚΑ)	6	133
	Λυκαβηπός (ΚΒ)	7	139
	Μακεδονίτσα Α΄	15	321
	Μακεδονίτσα Β΄	12	213

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Μακεδονίπσσα Γ´ - Στυλιανού Λένα	11	238
	Νοσοκομείο (Μακάρειο)		
	Παλουριώπσσα Α´ (ΚΑ)	6	124
	Παλουριώπσσα Α´ (ΚΒ)	6	115
	Παλουριώπσσα Β´ (ΚΑ)	5	88
	Παλουριώπσσα Β´ (ΚΒ)	6	102
	Παλουριώπσσα Γ´	6	113
	Περνέρα	14	265
	Πεύκιος Γεωργιάδης	15	292
	Σταυρός (ΚΑ)	8	136
	Σταυρός (ΚΒ)	9	175
	Φανερωμένη	5	81
	Χατζηγεωργάκης Κορνέσιος	7	133
	Χρυσελεύσα (ΚΑ)	7	130
	Χρυσελεύσα (ΚΒ)	7	126
	Αγία Βαρβάρα	8	137
	Αγία Μαρίνα Ξυλιάτου (Αγία Μαρίνα Ξυλιάτου, Λαγουδερά, Ξυλιάτος, Σαράντι)	3	41
	Άγιοι Τριμιθιάς	6	97
	Άγιος Επιφάνιος	2	25
	Άγιος Ιωάννης Μαλούντας	2	26
	Άγιος Μάρωνας	6	83
	Αγροκπιιά	2	29
	Ακάκι	12	194
	Αλάμπρα	6	85
	Ανάγεια	6	109
	Αναλιόντας	2	19
	Ανθούπολη (ΚΑ)	6	89
	Ανθούπολη (ΚΒ)	5	102
	Αρεδιού	6	96
	Ασίνου (Νικητάρι, Αγία Ειρήνη Λευκωσίας, Άγιος Γεώργιος Καυκάλλου, Βυζακιά, Καννάβια, Κουτραφάς Κάτω, Ποτάμι)	6	123
	Αστρομερίτης	6	92
	Γαλάτα (Γαλάτα, Καλιάνα, Σινάρος)	2	20
	Γέρι Α´	11	170
	Γέρι Β´	10	168
	Δάλι Α´	11	202
	Δάλι Β´	12	225
	Δάλι Γ´	14	279
	Δένεια	2	28
	Δευτερά (Δευτερά Πάνω, Δευτερά Κάτω)	12	222
	Εργάτες	6	103
	Ευρύχου (Ευρύχου, Άγιος Θεόδωρος Σολέας, Κατύδατα, Ληνού, Σκουριώπσσα, Τεμβριά, Φλάσου)	7	121
	Κακοπετριά (Κακοπετριά, Κούρδαλι, Σπήλια)	6	88
	Καλό Χωριό Ορεινής	3	54
	Καμπιά	2	14

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Κάμπος (Κάμπος, Τσακίστρα)	2	9
	Καπέδες	4	38
	Κλήρου (Κλήρου, Γούρρη, Λαζανιάς, Φικάρδου)	7	124
	Κοκκινότριμιθιά Α´	6	121
	Κοκκινότριμιθιά Β´	7	142
	Κοράκου	2	34
	Λακατάμεια Α´ (ΚΑ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	132
	Λακατάμεια Α´ (ΚΒ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	135
	Λακατάμεια Β´ - Αγίου Μάμα	10	195
	Λακατάμεια Γ´ - Αγίου Γεωργίου	15	325
	Λακατάμεια Δ´ - Αγίου Νεοφύτου	15	298
	Λακατάμεια Ε´ - Αγίου Ιωάννη Χρυσοστόμου	16	342
	Λακατάμεια Ζ´ - Αγίου Παντελεήμονα	16	335
	Λακατάμεια Στ´ - Αγίου Στυλιανού	18	388
	Λασιιά Α´	12	210
	Λασιιά Β´ (ΚΑ)	6	128
	Λασιιά Β´ (ΚΒ)	8	168
	Λασιιά Γ´	10	215
	Λασιιά Δ´	12	260
	Λυθροδόνας - Μελέπιον	12	236
	Λύμπια	12	201
	Μαθιάτης	4	48
	Μαλούντα	2	15
	Μάμμαρη	6	127
	Μαραθάσα (Καλοπαναγιώτης, Άγιος Δημήτριος, Γερακιές, Καμινάρια, Λεμίθου, Μυλικούρι, Μουτουλλάς, Οίκος, Παλαιόμυλος, Πεδουλάς, Πρόδρομος, Τρεις Ελιές)	2	11
	Μένικο	5	61
	Μιτσερό (Μιτσερό, Αληθινού, Άλωνα, Λιβάδια Λευκωσίας, Πλατανιστάσα)	3	46
	Ορούντα	2	28
	Παλαιομέτοχο Α´	8	143
	Παλαιομέτοχο Β´	6	104
	Παλαιχώρι (Παλαιχώρι Μόρφου, Παλαιχώρι Ορεινής, Απλίκι, Ασκάς, Φτερικούδι)	6	69
	Πέρα Χωριό Νήσου Α´	11	186
	Πέρα Χωριό Νήσου Β´	7	130
	Περισερώνα (Περισερώνα Λευκωσίας, Κάτω Μονή)	6	127
	Ποταμιά	2	23
	Σια	3	36
	Ταμασός (Πέρα Ορεινής, Επισκοπειό, Πολιπκό)	6	114
	Τσέρι Α´	11	206
	Τσέρι Β´ (Μέρος Τσερίου, Κοτσιάτης, Μαργί)	12	185
	Φαρμακάς (Φαρμακάς, Καμπί)	2	32
	Ψιμολόφου	7	103
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ	968	18000

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ			
	Λεμεσός Α´ (ΚΑ)	5	77
	Λεμεσός Α´ (ΚΒ)	5	67
	Λεμεσός Β´ (ΚΑ)	9	170
	Λεμεσός Β´ (ΚΒ)	9	191
	Λεμεσός Γ´	12	204
	Λεμεσός Δ´ (ΚΑ)	8	142
	Λεμεσός Δ´ (ΚΒ)	8	152
	Λεμεσός Ε´ (ΚΑ) - Αγίου Ιωάννη	5	87
	Λεμεσός Ε´ (ΚΒ) - Αγίου Ιωάννη	7	129
	Λεμεσός Στ´ (ΚΑ) - Αγίου Νικολάου	10	162
	Λεμεσός Στ´ (ΚΒ) - Αγίου Νικολάου	9	165
	Λεμεσός Ζ´ (ΚΑ) - Αποστόλου Ανδρέα	9	171
	Λεμεσός Ζ´ (ΚΒ) - Αποστόλου Ανδρέα	9	197
	Λεμεσός Η´ (ΚΑ) - Ομόνοιας	6	109
	Λεμεσός Η´ (ΚΒ) - Ομόνοιας	6	114
	Λεμεσός Θ´ (ΚΑ) - Καψάλου	6	101
	Λεμεσός Θ´ (ΚΒ) - Καψάλου	6	108
	Λεμεσός Ι´ (ΚΑ) - Χαλκούτσας	6	134
	Λεμεσός Ι´ (ΚΒ) - Χαλκούτσας	6	139
	Λεμεσός ΙΑ´ (ΚΑ) - Τσιρείου	9	164
	Λεμεσός ΙΑ´ (ΚΒ) - Τσιρείου	9	183
	Λεμεσός ΙΒ´ (ΚΑ) - Λαντιείου	6	118
	Λεμεσός ΙΒ´ (ΚΒ) - Λαντιείου	8	163
	Λεμεσός ΙΓ´ (ΚΑ) - Αγίου Σπυρίδωνα	6	113
	Λεμεσός ΙΓ´ (ΚΒ) - Αγίου Σπυρίδωνα	7	163
	Λεμεσός ΙΔ´ - Μέσα Γειτονιάς	6	98
	Λεμεσός ΙΕ´ (ΚΑ) - Αγίου Νεοφύτου	7	145
	Λεμεσός ΙΕ´ (ΚΒ) - Αγίου Νεοφύτου	9	186
	Λεμεσός ΙΣτ´ - Ζακακίου	16	324
	Λεμεσός ΙΖ´ - Μονοβόλικου	11	190
	Λεμεσός ΙΗ´ - Αγίου Αντωνίου	5	74
	Λεμεσός ΙΘ´ - Αγίας Φυλάξεως	15	297
	Λεμεσός Κ´ - Αγίου Παντελεήμονα	12	252
	Λεμεσός ΚΑ´ - Κοντοβάθεια	18	410
	Λεμεσός ΚΒ´ - Αγίου Γεωργίου	12	222
	Λεμεσός ΚΓ´ - Αγίου Σπυρίδωνα	14	291
	Λεμεσός ΚΔ´ - Αποστόλου Βαρνάβα	12	235
	Λεμεσός ΚΕ´ - Εκάλης	17	366
	Λεμεσός ΚΣτ´ - Παναγίας Τριχερούσας	20	446
	Λεμεσός ΚΖ´ - Τιμίου Προδρόμου (Μέρος Δήμου Μέσα Γειτονιάς, Φασούλα Λεμεσού)	14	282
	Λεμεσός ΚΗ´ - Αρχαγγέλου Μιχαήλ	15	322
	Νοσοκομείο Λεμεσού		
	Άγιοι Ανάργυροι (Μονή, Μοναγρούλλι)	4	53
	Άγιος Αθανάσιος Α´	9	160

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Άγιος Αθανάσιος Β´	17	335
	Άγιος Αμβρόσιος	2	11
	Άγιος Τύχων	3	41
	Αγρός (Αγρός, Άγιος Θεόδωρος Λεμεσού, Άγιος Ιωάννης Λεμεσού, Μύλος Κάτω)	4	61
	Ακρωτήρι	3	47
	Απεισιά	3	37
	Ασγάτα (Ασγάτα, Βάσα Κελλακίου, Πλατιές Μεταλλεία, Σανίδα)	3	30
	Ασώματος	2	17
	Αυδήμου (Αυδήμου, Άγιος Θωμάς, Αλέκτορα, Ανώγυρα, Παραμάλι, Πλατανίστεια, Πρασσιό Αυδήμου)	5	69
	Αψιού (Αψιού, Γεράσα, Μαθικολώνη)	3	37
	Γερμασόγεια (Γερμασόγεια, Ακρούντα, Φοινικάρια)	8	126
	Επισκοπή (Επισκοπή Λεμεσού, Σωτήρα Λεμεσού)	11	209
	Ερήμη	8	136
	Ιαμαπική (Επαγώνεια, Ακαπνού, Αρακαπάς, Διερώνα, Κελλάκι, Κλωνάρι, Οδού, Πρασσιό Κελλακίου, Προφήτης Ηλίας, Συκόπετρα)	6	85
	Καλό Χωριό (Καλό Χωριό Λεμεσού, Άγιος Κωνσταντίνος, Άγιος Παύλος, Ζωοπηγή, Λουβαράς)	3	51
	Καντού (Καντού, Σωτήρα Λεμεσού)	2	21
	Κολόσσι Α´	7	128
	Κολόσσι Β´	12	235
	Κιβίδες Πάνω (Κιβίδες Πάνω, Κιβίδες Κάτω, Άγιος Θεράπων, Βουνί)	4	58
	Κυπερούντα (Κυπερούντα, Αγρίδια, Δύμες, Χανδριά)	6	113
	Λινόπετρα	12	227
	Μουπαγιάκα (Μουπαγιάκα, Αρμενοχώρι)	8	138
	Όμοδος (Όμοδος, Άγιος Νικόλαος Πάφου, Κέδαρες, Κισσούσα, Μαλιά, Μούσερε, Ποταμιού, Πραπώρι, Φυλούσα Κελοκεδάρων)	2	16
	Παλόδεια	6	87
	Παραμύθα (Παραμύθα, Σπιτάλι)	3	37
	Παρεκκλησιά	9	142
	Πάχνα (Πάχνα, Άρσος Λεμεσού, Βάσα Κοιλανίου, Δωρά)	3	42
	Πελένδρι (Πελένδρι, Ποταμίτσα)	6	61
	Πεντάκωμο	2	28
	Πισσούρι	6	83
	Πλάτρες Κάτω (Πλάτρες Κάτω, Πλάτρες Πάνω, Μανδριά Λεμεσού)	2	20
	Πολεμίδα Κάτω Α´	10	164
	Πολεμίδα Κάτω Β´	7	102
	Πολεμίδα Πάνω - Καρμιώπιστα (Πολεμίδα Πάνω, Άλασσα, Κορφή)	16	311
	Ποταμός Γερμασόγειας Α´	12	262
	Ποταμός Γερμασόγειας Β´	18	378
	Πύργος	8	125
	Σούνι - Ζανακιά	2	20

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Τραχώνι Α´	7	140
	Τραχώνι Β´	6	116
	Τριμήκλινη (Τριμήκλινη, Άγιος Γεώργιος Λεμεσού, Άγιος Μάμας, Αμιάντος, Δωρός, Καπηλειό, Κοιλάνι, Κουκά, Λάνεια, Λιμνάτης, Μονάγρι, Μονιάτης, Πέρα Πεδί, Σαϊπάς, Σιλίκου)	6	70
	Ύψωνας Α´	17	330
	Ύψωνας Β´	17	344
	Φοινί	2	19
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ		701	12985
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ			
	Άγιοι Ανάργυροι - Μιχάλης Κακογιάννης	12	207
	Άγιος Γεώργιος	9	155
	Άγιος Ιωάννης	10	177
	Άγιος Λάζαρος Α´	13	259
	Άγιος Λάζαρος Β´	10	160
	Βεργίνα - Αγίων Αυξεντίου και Ευσταθίου	16	337
	Δροσιά (Κ.Α.)	12	290
	Δροσιά (Κ.Β.)	13	286
	Εθνάρχης Μακάριος Γ´ (ΚΑ)	6	124
	Εθνάρχης Μακάριος Γ´ (ΚΒ)	6	127
	Ζήνων	12	241
	Καθαρή - Δημήτρη Λιπέρη	14	325
	Καλογεράς (ΚΑ)	6	113
	Καλογεράς (ΚΒ)	7	151
	Καμάρες	13	281
	Νοσοκομείο Λάρνακας		
	Πρόδρομος (ΚΑ)	8	183
	Πρόδρομος (ΚΒ)	8	158
	Σωπήρος	13	278
	Αγγλισίδες (Αγγλισίδες, Μενόγεια)	6	77
	Αγία Άννα	2	23
	Άγιος Θεόδωρος	2	34
	Αθηνού (ΚΑ)	8	166
	Αθηνού (ΚΒ)	9	175
	Αλαμινός - Δημητράκη Γεωργίου	2	15
	Αλεθρικό (Αλεθρικό, Κιβισίλι, Κλαυδιά)	6	109
	Αναφωτίδα	5	54
	Αραδίππου Α´	12	261
	Αραδίππου Β´ (Μέρος Δήμου Αραδίππου, Αβδελλερό)	11	240
	Αραδίππου Γ´	12	232
	Αραδίππου Δ´ - Αγίου Φανουρίου	18	401
	Βορόκλινη	17	372
	Δρομολαξιά Α´	6	111
	Δρομολαξιά Β´	7	138

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Ζύγι (Ζύγι, Βασιλικό, Μαρί)	6	64
	Καλαβασός	3	46
	Καλό Χωρίο	8	117
	Κελλιιά	2	34
	Κίπι	13	280
	Κόρνος	7	125
	Κοφίνου - Μιχαλοπούλειο	5	78
	Λεύκαρα Πάνω (Λεύκαρα Πάνω, Λεύκαρα Κάτω, Βαβαταινιά, Βάβλα, Κάτω Δρυς, Λάγεια, Σκαρίνου)	5	70
	Λιβιάδια (ΚΑ)	9	185
	Λιβιάδια (ΚΒ)	9	206
	Μαζωτός	4	48
	Μαρώνι (Μαρώνι, Ψεμματισμένος)	3	42
	Μενεού	10	168
	Μοσφιλωπή	6	98
	Ξυλοτύμβου Α´	8	128
	Ξυλοτύμβου Β´	8	141
	Ξυλοφάγου Α´	12	244
	Ξυλοφάγου Β´	11	194
	Ορά (Ορά, Μελίνη)	2	16
	Ορμίδεια Α´	7	136
	Ορμίδεια Β´	8	140
	Περιβόλια	10	170
	Πύλα	6	92
	Πυργά	6	77
	Τερσεφάνου	6	82
	Τόχνη	2	25
	Τρούλλοι	7	102
	Χοιροκοιτία (Χοιροκοιτία, Άγιοι Βαβαταινιάς)	6	59
	Ψευδάς	6	94
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΑΡΝΑΚΑΣ		506	9521
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ			
	Αγία Νάπα	16	299
	Άγιος Γεώργιος - Βρυσούλες - Αχερίτου (Αχερίτου, Βρυσούλες, Στροβίλια)	7	121
	Αυγόρου Α´	10	160
	Αυγόρου Β´	12	194
	Δάσος Άχνας - Φώτης Πίπας	11	166
	Δερύνεια Α´	8	137
	Δερύνεια Β´	8	137
	Δερύνεια Γ´	12	182
	Λιοπέτρι Α´	9	155
	Λιοπέτρι Β´	11	201
	Παραλίμνι Α´	15	284
	Παραλίμνι Β´	15	289
	Παραλίμνι Γ´	13	255

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Παραλίμνι Δ´	16	312
	Σωτήρα Α´	8	145
	Σωτήρα Β´	7	118
	Σωτήρα Γ´	8	140
	Φρέναρος	12	246
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΑΜΜΟΧΩΣΤΟΥ		198	3541
ΕΠΑΡΧΙΑ ΠΑΦΟΥ			
	Πάφος Α´ - Νεοφύτειο	6	137
	Πάφος Β´ - Δημήτριο	8	157
	Πάφος Γ´ (ΚΑ) - Αποστόλου Παύλου	6	98
	Πάφος Γ´ (ΚΒ) - Αποστόλου Παύλου	6	122
	Πάφος Δ´ - Κάτω Περβολιών	15	266
	Πάφος Ε´ - Μούπαλου	8	122
	Πάφος ΣΤ´ - Κάτω Πάφου	14	223
	Πάφος Ζ´ - Αγίου Κενδέα	9	140
	Πάφος Η´ - Ιορδάνειο	13	272
	Πάφος Θ´ - Κουπάτειο	18	366
	Πάφος Ι´ - Ευαγόρας Παλληκαρίδης	17	334
	Πάφος ΙΑ´ - Αγίου Σπυριδωνα	16	294
	Πάφος ΙΒ´ - Πεύκιος Γεωργιάδης	12	202
	Πάφος ΙΓ´	6	80
	Αγία Μαρίνα Χρυσοκούς (Αγία Μαρίνα Χρυσοκούς, Γιαλιά, Νέα Δήμματα)	6	72
	Άγιος Γεώργιος (Άγιος Γεώργιος Πάφου, Κιδάσι, Μαμώνια, Φασούλα Πάφου)	2	14
	Αναρίτα	3	32
	Αργάκα (Αργάκα Κάτω, Αργάκα Πάνω)	5	58
	Γεροσκήπου Α´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	16	335
	Γεροσκήπου Β´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	12	275
	Γιόλου (Γιόλου, Μηλιού)	5	55
	Δρούσεια (Δρούσεια, Κρίτου Τέρα, Τέρα)	4	48
	Έμπα	12	206
	Ίνεια	3	33
	Κάθικας (Κάθικας, Αρόδες Κάτω, Αρόδες Πάνω, Θελέτρα)	2	12
	Κισσόνεργα (Κισσόνεργα, Ακουρσός)	7	132
	Κονιά (Κονιά, Άρμου, Επισκοπή Πάφου, Μαραθούντα)	9	152
	Κούκλια (Κούκλια, Αρχιμανδρίτα, Νικόκλεια)	3	38
	Μανδριά	3	39
	Μεσόγη (Μεσόγη, Μέσα Χωριό)	6	112
	Παναγιά (Παναγιά, Άγιος Φώπιος, Αμπελίτης, Ασπρογιά, Γαλαταριά, Κοιλίνια, Πενταλιά, Στατός)	2	20
	Πέγεια	10	163
	Πολέμι (Πολέμι, Άγιος Δημητριάδης, Δρυινιά, Καλλέπεια, Κανναβιού, Κρίτου Μαρόπου, Λάσα, Λεμώνια, Λετύμβου, Μηλιά Πάφου, Χούλου, Ψάθι)	6	82

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Πόλη Χρυσοχούς (Πόλη Χρυσοχούς, Ακουρδάλεια Κάτω, Ακουρδάλεια Πάνω, Ανδρολίκου, Γουδί, Κυνούσα, Λασιί, Λυσός, Μακούντα, Μελάδεια, Νέο Χωρίο Πάφου, Πελαθούσα, Περιστερώνα Πάφου, Προδρόμι, Σαραμά, Σκούλλη, Στενή, Φυλούσα Χρυσοχούς, Χόλη, Χρυσοχού)	16	320
	Πομός (Πομός, Παχύαμμος)	2	21
	Πύργος Κάτω (Πύργος Κάτω, Πύργος Πάνω, Μανσούρα, Μοσφίλι, Πιγένια)	5	61
	Σίμου (Σίμου, Δρύμου, Φύτη)	2	17
	Στρουμπί	3	34
	Τάλα	6	72
	Τίμη (Τίμη, Αγία Μαρίνα Κελοκεδάρων, Αμαργέτη, Αξύλου, Ελεδιό, Νατά)	6	97
	Τρεμιθούσα	3	36
	Τσάδα-Κοίλη - Ευαγόρας Παλληκαρίδης (Τσάδα, Κοίλη, Κούρακα)	4	52
	Χλώρακας - Αγίου Νικολάου	10	187
	Χλώρακας - Λέμπα - Αγίου Στεφάνου (Χλώρακα, Λέμπα)	12	209
	Χολέτρια (Χολέτρια, Άγιος Ιωάννης Πάφου, Αρμίνου, Κελοκέδαρα, Μέσανα, Σαλαμιού, Σταυροκόκνου, Τραχυπέδουλα)	2	27
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ		341	5824
ΚΑΤΕΧΟΜΕΝΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ			
1.	Ριζοκάρπασο (Ριζοκάρπασο, Αγία Τριάδα)	2	18

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΔΗΜΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ

A/A	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
1	Λευκωσία	129	968	18000
2	Λεμεσός	88	701	12985
3	Λάρνακα	63	506	9521
4	Αμμόχωστος	18	198	3541
5	Πάφος	45	341	5824
6	Κατεχόμενα	1	2	18
ΓΕΝΙΚΟ ΣΥΝΟΛΟ		344 *	2716	49889

* Στον αριθμό περιλαμβάνεται το Μακάρειο Νοσοκομείο στη Λευκωσία και τα Νοσοκομεία Λεμεσού και Λάρνακας.

ΠΑΡΑΡΤΗΜΑ Γ΄: ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2010-2011

Α/Α	ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
	ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ	
1	«Ευαγγελισμός»	45
2	Ειδικό Σχολείο Λευκωσίας	55
3	Σχολή Κωφών	16
4	Σχολή Τυφλών	2
	ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ	
1	«Απόστολος Λουκάς»	38
2	Παιδικό Αναρρωτήριο Ερυθρού Σταυρού	20
	ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ	
1	«Άγιος Σπυρίδωνας»	45
	ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ	
1	«Απόστολος Βαρνάβας» Λιοπετρίου	36
	ΕΠΑΡΧΙΑ ΠΑΦΟΥ	
1	«Θεοσκέπαστη»	31
	ΣΥΝΟΛΟ	288

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΓΙΑ ΤΑ ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ

Α/Α	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
1	Λευκωσία	4	118
2	Λεμεσός	2	58
3	Λάρνακα	1	45
4	Αμμόχωστος	1	36
5	Πάφος	1	31
	ΓΕΝΙΚΟ ΣΥΝΟΛΟ	9	288

ΛΕΥΚΩΣΙΑ		ΤΕΛΙΚΟΙ ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2010/2011																		
		Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ						
		Μ/Π	Μ/Π	Μ.Ο	Τμήματα	Μ/Π	Μ/Π	Μ.Ο	Τμήματα	Μ/Π	Μ/Π	Μ.Ο	Τμήματα	Μ/Π	Μ/Π	Μ.Ο	Τμήματα			
ΣΧΟΛΕΙΟ																				
1	Γυμν. Αγλαντζιάς	73	50	123	5	24,6	4	96	4	24	58	41	99	5	19,8	177	141	318	14	22,71
2	Γυμν. Φανερωμένης	13	6	19	2	9,5	2	14	23	2	9	21	30	2	15	31	41	72	6	12
3	Γυμν. Παλουριώτισσας	65	68	133	6	22,17	6	78	140	6	85	85	170	7	24,29	212	231	443	19	23,32
4	Γυμν. Ακρόπολης	65	57	122	6	20,33	5	51	104	5	53	58	111	5	22,2	171	166	337	16	21,06
5	Γυμν. Έγκωμης	54	67	121	5	24,2	4	55	99	5	56	48	104	5	20,8	154	170	324	15	21,6
6	Γυμν. Μακαρίου, Πλατύ	48	78	126	6	21	78	67	145	6	73	58	131	6	21,83	199	203	402	18	22,33
7	Γυμν. Αγ. Δομετίου	40	41	81	4	20,25	4	31	71	4	35	35	70	3	23,33	115	107	222	11	20,18
8	Γυμν. Ανθοπούλης	39	37	76	4	19	46	52	98	4	46	58	107	5	21,4	134	147	281	13	21,62
9	Γυμν. Αγ. Βασιλείου Στρ.	38	69	107	5	21,4	73	66	139	6	65	65	134	6	22,33	180	200	380	17	22,35
10	Γυμν. Αγ. Στυλιανού (Ασπρες)	46	43	89	4	22,25	85	75	160	7	84	78	162	7	23,14	215	196	411	18	22,83
11	Γυμν. Σαμουρ Στρ.	45	48	93	4	23,25	61	58	119	5	61	86	147	6	24,5	167	192	359	15	23,93
12	Γυμν. Κωνσταντινουπόλεως	51	38	89	4	22,25	38	56	94	4	57	48	105	5	21	146	142	288	13	22,15
13	Γυμν. Διανέλλου και Θεοδότου	55	60	115	5	23	62	68	130	6	64	64	128	6	21,33	181	192	373	17	21,94
14	Γυμν. Μακεδονίτισσας	61	67	128	6	21,33	76	74	150	7	68	71	139	6	23,17	205	212	417	19	21,95
15	Γυμν. Λατσιών	70	90	160	7	22,86	74	92	166	7	87	107	194	8	24,25	231	289	520	22	23,64
16	Γυμν. Γερίου	22	32	54	3	18	23	39	62	3	23	26	57	3	19	76	97	173	9	19,22
17	Γυμν. Αρχαγγέλου	66	74	140	6	23,33	85	104	189	9	78	100	178	8	22,25	229	278	507	23	22,04
18	Γυμν. Αγ. Ιωάννη Χρυσοστόμου	61	61	122	6	20,33										61	61	122	6	20,33
19	Γυμν. Πέτρα Χωρίου Νήσου	85	77	162	7	23,14	90	85	175	8	73	55	128	6	21,33	248	217	465	21	22,14
20	Γυμν. Αγ. Βαρβάρας	79	64	143	6	23,83	87	71	158	7	72	64	136	6	22,67	238	199	437	19	23
21	Γυμν. Κλήρου	78	74	152	7	21,71	68	55	123	6	74	59	133	6	22,17	220	188	408	19	21,47
22	Γυμν. Ακακίου	36	31	67	3	22,33	42	33	75	4	40	40	88	4	22	126	104	230	11	20,91
23	Γυμν. Σολέας	47	35	82	4	20,5	45	35	80	4	36	45	81	4	20,25	128	115	243	12	20,25
24	Γυμν. Κοκκινοτριμιθιάς	72	51	123	5	24,6	64	56	120	5	79	60	139	6	23,17	215	167	382	16	23,88
25	Γυμν. ΝΑΡΕΚ	3	3	6	1	6	2	1	3	1	2	1	3	1	3	7	5	12	3	4
ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ		1312	1321	2633	121	21,76	1353	1366	2719	125	1401	1373	2774	126	22,02	4066	4060	8126	372	21,84

ΛΕΙΜΕΣΟΣ
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ

	A Τάξη												B Τάξη												Γ Τάξη												ΣΥΝΟΛΟ					
	Μητρες			Εύνοια			Τμήματα			Μ.Ο			Μητρες			Εύνοια			Τμήματα			Μ.Ο			Μητρες			Εύνοια			Τμήματα			Μ.Ο								
	Μητρες	Μητρες	Μητρες	Εύνοια	Εύνοια	Εύνοια	Τμήματα	Τμήματα	Τμήματα	Μ.Ο	Μ.Ο	Μ.Ο	Μητρες	Μητρες	Μητρες	Εύνοια	Εύνοια	Εύνοια	Τμήματα	Τμήματα	Τμήματα	Μ.Ο	Μ.Ο	Μ.Ο	Μητρες	Μητρες	Μητρες	Εύνοια	Εύνοια	Εύνοια	Τμήματα	Τμήματα	Τμήματα	Μ.Ο	Μ.Ο	Μ.Ο						
ΣΧΟΛΕΙΟ	67	65	132	6	22	6	71	69	140	7	20	7	71	65	136	6	22,67	6	22,67	209	199	408	19	21,47	209	199	408	19	21,47													
26 Λανίτιο Γυμν.	48	53	101	5	20,2	5	68	56	124	5	24,8	5	81	67	148	6	24,67	6	24,67	197	176	373	16	23,31	197	176	373	16	23,31													
27 Γυμν. Καλογεροπούλου	72	72	144	6	24	6	69	82	151	7	21,571	7	89	77	166	7	23,71	7	23,71	230	231	461	20	23,05	230	231	461	20	23,05													
28 Γυμν. Αγ. Ιωάννη	60	58	118	6	19,67	6	65	50	115	6	19,167	6	39	44	83	4	20,75	4	20,75	164	152	316	16	19,75	164	152	316	16	19,75													
29 Γυμν. Νεάπολης	80	99	179	8	22,38	8	90	79	169	7	24,143	7	64	84	148	6	24,67	6	24,67	234	262	496	21	23,62	234	262	496	21	23,62													
30 Γυμν. Καθολικής	70	74	144	6	24	6	86	90	176	7	25,143	7	83	83	155	7	22,14	7	22,14	228	247	475	20	23,75	228	247	475	20	23,75													
31 Γυμν. Πολεμίδων	79	69	148	7	21,14	6	63	70	133	6	22,167	6	93	66	159	7	22,71	7	22,71	235	205	440	20	22	235	205	440	20	22													
32 Τσίφριο Γυμν.	48	35	83	5	16,6	3	32	22	54	3	18	3	36	35	71	4	17,75	4	17,75	116	92	208	12	17,33	116	92	208	12	17,33													
33 Γυμν. Αγίου Αντωνίου	52	38	90	4	22,5	4	51	34	85	4	21,25	4	39	40	79	4	19,75	4	19,75	142	112	254	12	21,17	142	112	254	12	21,17													
34 Θέκλειο Γυμν.	67	79	146	7	20,86	7	100	87	187	9	20,778	9	100	92	192	9	21,33	9	21,33	267	258	525	25	21	267	258	525	25	21													
35 Γυμν. Ανόπετρας	102	87	189	8	23,63	8	72	87	159	7	22,714	7	92	98	190	8	23,75	8	23,75	266	272	538	23	23,39	266	272	538	23	23,39													
36 Γυμν. Αγ. Αθανασίου	57	34	91	4	22,75	4	58	37	95	5	19	5	55	53	108	5	21,6	5	21,6	170	124	294	14	21	170	124	294	14	21													
37 Γυμν. Αγ. Βαρβάρας	79	70	149	7	21,29	7	75	90	165	7	23,571	7	81	85	166	7	23,71	7	23,71	235	245	480	21	22,86	235	245	480	21	22,86													
38 Γυμν. Αγ. Φυλάξεως	55	55	110	5	22	5	56	49	105	5	21	5	57	64	121	6	20,17	6	20,17	168	168	336	16	21	168	168	336	16	21													
39 Γυμν. Αγ. Νεοφύτου	47	38	85	4	21,25	4	50	60	110	5	22	5	65	35	100	5	20	5	20	162	133	295	14	21,07	162	133	295	14	21,07													
40 Γυμν. Ζακακίου	49	50	99	5	19,8	5	44	49	93	4	23,25	4	56	49	105	5	21	5	21	149	148	297	14	21,21	149	148	297	14	21,21													
41 Γυμν. Τραχωινίου	56	49	105	5	21	5	61	51	112	5	22,4	5	44	44	88	5	20,2	5	20,2	161	157	318	15	21,2	161	157	318	15	21,2													
42 Γυμν. Επισκοπής	34	21	55	3	18,33	3	27	28	55	3	18,333	3	27	23	50	3	16,67	3	16,67	88	72	160	9	17,78	88	72	160	9	17,78													
43 Γυμν. Αγρού	6	6	12	1	12	1	15	9	24	2	12	2	9	9	18	1	18	1	18	30	24	54	4	13,5	30	24	54	4	13,5													
44 Γυμν. Ομόδους	60	63	123	5	24,6	5	63	63	126	6	21	6	64	65	129	6	21,5	6	21,5	187	191	378	17	22,24	187	191	378	17	22,24													
45 Γυμν. Υψωνα	8	10	18	1	18	1	8	4	12	1	12	1	8	8	16	1	16	1	16	24	22	46	3	15,33	24	22	46	3	15,33													
46 Εμπ. Σχ. Μισοή Λεμύθου																																										
ΣΥΝΟΛΟ ΕΠ. ΛΕΙΜΕΣΟΥ	1196	1125	2321	108	21,49	108	1224	1166	2390	111	21,532	111	1242	1199	2441	112	21,79	112	21,79	3662	3490	7152	331	21,61	3662	3490	7152	331	21,61													

	ΛΑΡΝΑΚΑ	ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ																																			
		Α Τάξη							B Τάξη							Γ Τάξη							ΣΥΝΟΛΟ														
		Μήνες	Μήνες	Μήνες	Μ.Ο	Τμήματα	Σύνολο	Μήνες	Μήνες	Μήνες	Μ.Ο	Τμήματα	Σύνολο	Μήνες	Μήνες	Μήνες	Μ.Ο	Τμήματα	Σύνολο	Μήνες	Μήνες	Μήνες	Μ.Ο	Τμήματα	Σύνολο	Μήνες	Μήνες	Μήνες	Μ.Ο	Τμήματα	Σύνολο						
	ΣΧΟΛΕΙΟ	93	99	192	8	24	82	76	158	7	22,571	79	91	170	7	24,29	254	266	520	22	23,64																
	47 Γυμν. Δροσιάς	48	52	100	4	25	49	52	101	4	25,25	56	35	91	4	22,75	153	139	292	12	24,33																
	48 Ευρυβάδειο γυμν.	31	29	60	3	20	42	32	74	4	18,5	40	42	82	4	20,5	113	103	216	11	19,64																
	49 Γυμν. Φανερωμένης	53	67	120	5	24	45	52	97	5	19,4	43	66	109	5	21,8	141	185	326	15	21,73																
	50 Διανέλλειο Γυμν.	111	89	200	8	25	87	85	172	8	21,5	71	90	161	7	23	269	264	533	23	23,17																
	51 Γυμν. Λειβαδιών	89	79	168	7	24	91	106	196	8	24,5	96	105	200	8	25	275	289	564	23	24,52																
	52 Γυμν. Βεργίνας	87	68	155	7	22,14	78	100	178	8	22,25	98	77	175	7	25	263	245	508	22	23,09																
	53 Γυμν. Αραδίππου	81	88	169	8	21,13	85	85	170	8	21,25	82	85	167	7	23,86	248	258	506	23	22																
	54 Γυμν. Κιτίου	25	34	59	3	19,67	25	29	54	3	18	41	31	72	3	24	91	94	185	9	20,56																
	55 Γυμν. Λευκάρων	23	31	54	3	18	28	36	64	3	21,333	31	35	66	3	22	82	102	184	9	20,44																
	56 Γυμν. Αθηναίου	55	54	109	5	21,8	85	67	152	7	21,714	63	63	126	6	21	203	184	387	18	21,5																
	57 Γυμν. Ξυλοτύμπου	70	64	134	6	22,33	60	56	116	5	23,2	69	61	130	5	26	199	181	380	16	23,75																
	58 Γυμν. Ξυλοφάγου																																				
	ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚ.	766	754	1520	67	22,69	757	775	1532	70	21,886	768	781	1549	66	23,47	2291	2310	4601	203	22,67																
	ΑΜΜΟΧ.																																				
	ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧ.																																				

ΜΑΘΗΤΕΣ

ΠΑΦΟΣ		ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ																			
		Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
		Μήρες	Μήρες	Τμήματα	Μ.Ο	Μήρες	Μήρες	Τμήματα	Μ.Ο	Μήρες	Μήρες	Τμήματα	Μ.Ο	Μήρες	Μήρες	Τμήματα	Μ.Ο				
		Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο				
ΣΧΟΛΕΙΟ																					
63	Γυμν. Αγ. Θεοδώρου Πάφου	82	85	167	7	23,86	83	82	165	7	23,571	97	90	187	8	23,38	262	257	519	22	23,59
64	Νικολαΐδιο Γυμν.	50	57	107	5	21,4	49	64	113	5	22,6	66	62	128	5	25,6	165	183	348	15	23,2
65	Γυμν. Ατ. Παύλου	113	108	221	9	24,56	104	96	199	8	24,875	122	109	231	9	25,67	339	312	651	26	25,04
66	Γυμν. Γεροκλήπου	93	73	166	7	23,71	88	69	157	7	22,429	82	69	151	7	21,57	263	211	474	21	22,57
67	Γυμν. Εμίτας	59	64	123	5	24,6	78	90	168	7	24	84	67	151	7	21,57	221	221	442	19	23,26
68	Γυμν. Παναγίας Θεοσκέπτασης	55	62	117	6	19,5	58	54	112	6	18,667	53	52	105	6	17,5	166	168	334	18	18,56
69	Γυμν. Πόλης Χρυσσούς	50	48	98	4	24,5	50	47	97	4	24,25	50	43	93	5	18,6	150	138	288	13	22,15
70	Γυμν. Πολεμίου	16	14	30	2	15	24	21	45	2	22,5	20	19	39	2	19,5	60	54	114	6	19
71	Γυμν. Παναγίας	3	3	6	1	6	1	1	2	1	2	6	1	7	1	7	10	5	15	3	5
72	Γυμν. Κάτω Πύργου	8	8	16	1	16	6	10	16	1	16	6	5	11	1	11	20	23	43	3	14,33
	ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	529	522	1051	47	22,36	541	533	1074	48	22,375	586	517	1103	51	21,63	1656	1572	3228	146	22,11
	ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ	1312	1321	2633	121	21,76	1353	1366	2719	125	21,752	1401	1373	2774	126	22,02	4066	4060	8126	372	21,84
	ΣΥΝΟΛΟ Επ. ΛΕΙΜΕΣΟΥ	1196	1125	2321	108	21,49	1224	1166	2390	111	21,532	1242	1199	2441	112	21,79	3662	3490	7152	331	21,61
	ΣΥΝΟΛΟ Επ. ΛΑΡΝΑΚ.	766	754	1520	67	22,69	757	775	1532	70	21,886	768	781	1549	66	23,47	2291	2310	4601	203	22,67
	ΣΥΝΟΛΟ Επ. ΑΜΜΟΧ.	235	231	466	21	22,19	258	246	504	23	21,913	279	210	489	23	21,26	772	687	1459	67	21,78
	ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	529	522	1051	47	22,36	541	533	1074	48	22,375	586	517	1103	51	21,63	1656	1572	3228	146	22,11

ΓΕΝΙΚΟ ΣΥΝΟΛΟ		Α Τάξη												B Τάξη				Γ Τάξη				ΣΥΝΟΛΟ			
		Μήρες	Μήρες	Τμήματα	Μ.Ο	Μήρες	Μήρες	Τμήματα	Μ.Ο	Μήρες	Μήρες	Τμήματα	Μ.Ο	Μήρες	Μήρες	Τμήματα	Μ.Ο	Μήρες	Μήρες	Τμήματα	Μ.Ο				
		Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο			
		Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο	Σύνολο		
4038	3953	7991	364	21,953	4133	4086	8219	377	21,80106	4276	4080	8356	378	22,106	12447	12119	24566	1119	21,954						

α/α	ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΙΜΗΜΑΤΩΝ ΛΥΚΕΙΩΝ 2010-2011																
	Α' Τάξη							Β' Τάξη							ΣΥΝΟΛΟ		
	Μ/τες	Μ/τριες	Συν.	Τμ.	Μ.Ο	Μ/τες	Μ/τριες	Συν.	Τμ.	Μ.Ο	Μ/τες	Μ/τριες	Συν.	Τμ.	Μ.Ο	Μ/τες	Μ/τριες
1	84	110	194	9	21,56	77	123	200	11	18,18	60	97	157	9	17,44	19	221
2	81	65	146	7	20,86	57	61	118	7	16,86	52	74	126	7	18	21	190
3	75	73	148	7	21,14	66	78	144	7	20,57	61	88	149	8	18,63	22	202
4	98	102	200	9	22,22	117	92	209	10	20,9	94	101	195	9	21,67	28	309
5	97	134	231	10	23,1	120	140	260	13	20	102	139	241	11	21,91	34	413
6	59	67	126	6	21	50	57	107	6	17,83	69	74	143	7	20,43	19	198
7	95	119	214	9	23,78	90	109	199	11	18,09	96	87	183	10	18,3	30	315
8	94	79	173	7	24,71	123	122	245	12	20,42	132	110	242	12	20,17	31	349
9	85	148	233	10	23,3	99	128	227	12	18,92	104	147	251	12	20,92	34	423
10	94	140	234	10	23,4	98	121	219	10	21,9	97	116	213	10	21,3	30	377
11	36	36	72	4	18	36	46	82	4	20,5	39	59	98	5	19,6	13	141
12	77	103	180	8	22,5	100	127	227	11	20,64	104	115	219	11	19,91	30	345
13	113	145	258	12	21,5	115	137	252	13	19,38	113	153	266	14	19	39	435
14	130	136	266	11	24,18	117	152	269	13	20,69	98	173	271	13	20,85	37	461
	1218	1457	2675	119	22,48	1265	1493	2758	140	19,7	1221	1533	2754	138	19,96	397	4483
15	94	137	231	10	23,1	100	137	237	12	19,75	92	112	204	10	20,4	21	286
16	96	125	221	9	24,56	92	164	256	12	21,33	88	125	213	10	21,3	31	414
17	2	0	2	1	2	0	0	0	0	#####	3	3	6	1	6	2	5
	192	262	454	20	22,7	192	301	493	24	20,54	183	240	423	21	20,14	65	803
18	85	117	202	9	22,44	75	110	185	9	20,56	73	87	160	8	20	26	314
19	82	110	192	8	24	85	119	204	9	22,67	97	142	239	12	19,92	29	371
20	120	123	243	11	22,09	96	177	273	12	22,75	92	124	216	11	19,64	34	424
21	105	98	203	9	22,56	82	119	201	9	22,33	76	103	179	9	19,89	27	320
22	74	149	223	9	24,78	94	144	238	12	19,83	103	155	258	13	19,85	34	448
23	36	28	64	3	21,33	21	22	43	2	21,5	13	45	58	3	19,33	8	95
24	68	95	163	7	23,29	92	135	227	11	20,64	80	84	164	8	20,5	26	314
	570	720	1290	56	23,04	545	826	1371	64	21,42	534	740	1274	64	19,91	184	2286

ΠΑΦΟΣ

ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ

ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ										
	Μήνες	Μήρες	Σύνολο	Τμήματα	Μ.Ο	Μήρες	Μήρες	Σύνολο	Τμήματα	Μ.Ο	Μήρες	Μήρες	Σύνολο	Τμήματα	Μ.Ο					
63 Γυμν. Αγ. Θεοδώρου Πάφου	82	85	167	7	23,86	83	82	165	7	23,571	97	90	187	8	23,38	262	257	519	22	23,59
64 Νικολαΐδαιο Γυμν.	50	57	107	5	21,4	49	64	113	5	22,6	66	62	128	5	25,6	165	183	348	15	23,2
65 Γυμν. Ατ. Παύλου	113	108	221	9	24,56	104	96	199	8	24,875	122	109	231	9	25,67	339	312	651	26	25,04
66 Γυμν. Γεροκλήπου	93	73	166	7	23,71	88	69	157	7	22,429	82	69	151	7	21,57	263	211	474	21	22,57
67 Γυμν. Εμίτας	59	64	123	5	24,6	78	90	168	7	24	84	67	151	7	21,57	221	221	442	19	23,26
68 Γυμν. Παναγίας Θεοσκέπτασης	55	62	117	6	19,5	58	54	112	6	18,667	53	52	105	6	17,5	166	168	334	18	18,56
69 Γυμν. Πόλης Χρυσσούς	50	48	98	4	24,5	50	47	97	4	24,25	50	43	93	5	18,6	150	138	288	13	22,15
70 Γυμν. Πολεμίου	16	14	30	2	15	24	21	45	2	22,5	20	19	39	2	19,5	60	54	114	6	19
71 Γυμν. Παναγίας	3	3	6	1	6	1	1	2	1	2	6	1	7	1	7	10	5	15	3	5
72 Γυμν. Κάτω Πύργου	8	8	16	1	16	6	10	16	1	16	6	5	11	1	11	20	23	43	3	14,33
ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	529	522	1051	47	22,36	541	533	1074	48	22,375	586	517	1103	51	21,63	1656	1572	3228	146	22,11
ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ	1312	1321	2633	121	21,76	1353	1366	2719	125	21,752	1401	1373	2774	126	22,02	4066	4060	8126	372	21,84
ΣΥΝΟΛΟ Επ. ΛΕΙΜΕΣΟΥ	1196	1125	2321	108	21,49	1224	1166	2390	111	21,532	1242	1199	2441	112	21,79	3662	3490	7152	331	21,61
ΣΥΝΟΛΟ Επ. ΛΑΡΝΑΚ.	766	754	1520	67	22,69	757	775	1532	70	21,886	768	781	1549	66	23,47	2291	2310	4601	203	22,67
ΣΥΝΟΛΟ Επ. ΑΜΜΟΧ.	235	231	466	21	22,19	258	246	504	23	21,913	279	210	489	23	21,26	772	687	1459	67	21,78
ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	529	522	1051	47	22,36	541	533	1074	48	22,375	586	517	1103	51	21,63	1656	1572	3228	146	22,11

ΓΕΝΙΚΟ ΣΥΝΟΛΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ									
	Μήνες	Μήρες	Σύνολο	Τμήματα	Μ.Ο	Μήρες	Μήρες	Σύνολο	Τμήματα	Μ.Ο	Μήρες	Μήρες	Σύνολο	Τμήματα	Μ.Ο				
4038	3953	7991	364	21,953	4133	4086	8219	377	21,80106	4276	4080	8356	378	22,106	12447	12119	24566	1119	21,954

**ΠΑΡΑΡΤΗΜΑ Ε΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΤΕΧΝΙΚΗΣ ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
2010 - 2011**

Α/Α ΣΧΟΛΕΣ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ			ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ
	ΓΕΝΙΚΑ ΜΑΘΗΜΑΤΑ	ΤΕΧΝΟΛΟΓΙΚΑ ΜΑΘΗΜΑΤΑ	ΕΡΓΑΣΤΗΡΙΑΚΑ ΜΑΘΗΜΑΤΑ	
Επαρχία Λευκωσίας				
1. Α΄ Τεχνική Σχολή Λευκωσίας	30	33	38	411
2. Εσπερινή Τεχνική Σχολή	8	15	15	144
3. Β΄ Τεχνική Σχολή Λευκωσίας	8	10	10	110
4. Τεχνική Σχολή Μακάριος Γ΄	36	45	57	660
Σύνολο	82	103	120	1325
Επαρχία Λεμεσού				
Α΄ Τεχνική Σχολή Λεμεσού	29	30	39	429
Β΄ Τεχνική Σχολή Λεμεσού	18	24	26	272
Γ΄ Τεχνική Σχολή Λεμεσού	10	12	24	291
Απεήπειο Γυμνάσιο Αγρού	3	3	6	25
Σύνολο	60	69	95	1017
Επαρχία Λάρνακας				
Τεχνική Σχολή Λάρνακας	20	35	35	455
Τεχνική Σχολή Αγίου Λαζάρου	17	33	41	413
Σύνολο	37	68	76	868
Επαρχία Αμμοχώστου				
Τεχνική Σχολή Παραλιμνίου	7	7	10	119
Περιφερειακή Τεχνική και Γεωργική Σχολή Αυγόρου	18	28	34	335
Σύνολο	25	35	44	454
Επαρχία Πάφου				
Τεχνική Σχολή Πάφου	22	40	47	455
Τεχνική Σχολή Πόλης Χρυσοχούς	7	7	9	88
Σύνολο	29	47	56	543

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