

Annual Report

2013

Ministry of Education and Culture

Part A

Education



ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

1.1 DEPARTMENT OF PRIMARY EDUCATION

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

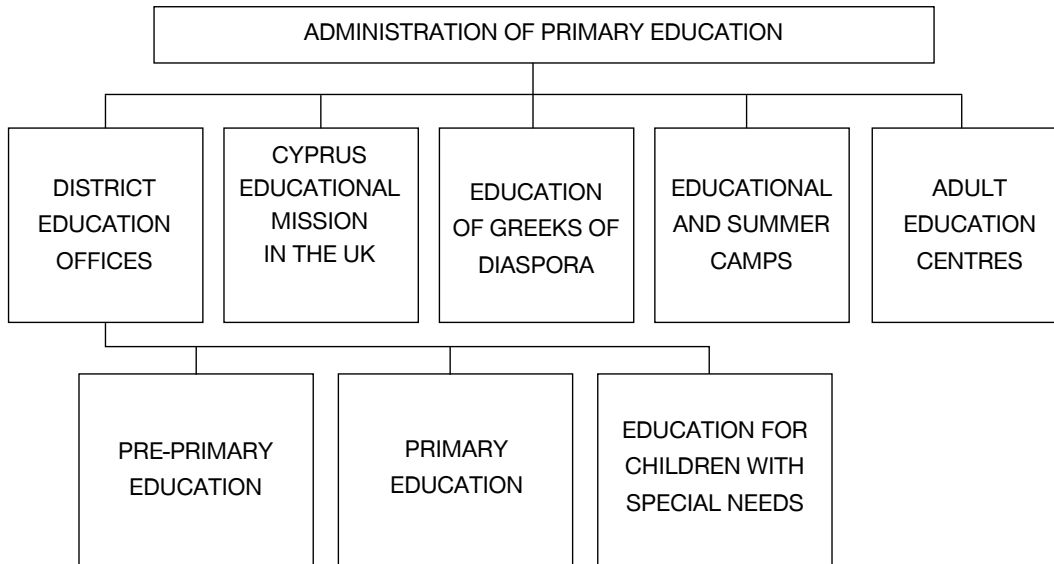
Primary Education works towards the continuous improvement and quality upgrading of education through systematic and responsible planning and with the cooperation of all the stakeholders. During the school year 2012-2013 the in-service training of teachers continued as well as the development of new teaching materials. The following actions also continued:

- The implementation of various educational programmes (Environmental Education, Health Education, Museum Education, Visual Arts, 'IKADE', etc.) aiming to develop creativity in and out of the classroom and for pupils to find joy in learning.
- The provision of intensive and differentiated programmes for learning Greek as a second language which are offered to foreign or repatriated children in order to enable their smooth integration in the public educational system.

- All-Day Compulsory Schools, which functioned in 14 different Primary Schools while All-Day Voluntary Schools functioned in 113 Primary Schools and Special Units as well as in 47 Public Pre-primary Schools.

The various sectors of the Department of Primary Education include:

- the District Education Offices which are responsible for the administration of the Public, Community and Private Pre-primary Schools (Pre-primary Education), the Public and Private Primary Schools (Primary Education), the Special Schools and the rendering of individualised help to children with special needs who attend Special Units, in Primary and in Pre-primary 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 Camps, and
- the Adult Education Centres.



1.1.1 PRE-PRIMARY EDUCATION

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

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

It is also widely acknowledged that Pre-primary education contributes significantly to the preparation of children for Primary School and minimises school failure. Bearing these facts in mind, the Ministry of Education and Culture (M.O.E.C.) has over the last

few years introduced a number of innovations aiming at the upgrading of Pre-primary Education. The most important action is, perhaps, the introduction of compulsory Pre-primary Education for children aged 48/12 - 58/12 years old, which was established in September 2004.

Pre-primary Education is responsible for the education of children attending public, community and private pre-primary schools, aged 3 to 58/12 years old. Pre-primary Education is responsible for complementing the family's role, and providing ample support for the development of the children, the fulfilment of their basic needs and the creation of supportive and constructive learning experiences. This will, consequently, enable them to become aware of their capabilities and overall potential and enhance their self-image.

The Pre-primary Schools' educational programme aims to retain many elements of family life, and emphasises the encouragement of creative activities through child-centred approaches in an environment which promotes cooperative learning, experimentation and group work. Emphasis is also placed on offering love, support, trust, acceptance, safety and respect for every child's individuality.

1.1.2 PRIMARY EDUCATION

Primary Education is responsible for the education of children between the ages of 58/12 to 118/12 years old, who are attending public and private primary schools. The fundamental principle defining the aims of Primary Education has always been the balanced development of the children's personality. The Curricula and Syllabi are, therefore, based on three central pillars that function together to achieve these goals. In particular, the first pillar refers to the comprehensive and sufficient body of knowledge and skills that pupils are expected to master in each school subject. The second pillar focuses on the values, attitudes and behaviours that pupils should develop as democratic citizens, while the third pillar is related to the development of qualities, skills and key competences required by and for the 21st century society, so that children can become able to take on responsibilities and be active in the contemporary, sociocultural context.

More specifically, the main aim of Primary Education is to create and secure the necessary learning opportunities so that all children regardless of age, sex, family and social background or cognitive abilities, can be enabled to:

- achieve a balanced development in the cognitive, emotional and psychomotor domains, while making the most of the means offered by modern technology,
- deal successfully with the various problems they may come across, including possible adjustment difficulties to the school and wider environment and be prepared for active and constructive participation in social, political, cultural and financial contexts,
- acquire positive attitudes towards learning,
- develop social understanding, belief in human values, respect towards cultural heritage and human rights, and
- develop an appreciation for beauty, a disposition to creativity and love for life and nature, in order to become sensitised in preserving and improving the environment.

1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

During the year 2013, 330 Greek-Cypriots and 110 Maronites were living in occupied areas of Cyprus.

Although initially three primary schools managed to operate in the occupied areas, despite the Turkish occupying regime's restrictions – one in Rizokarpaso, one in Agia Trias and one in Kormakitis – two of them have now closed. During the school year 1996-1997, the primary school in Agia Triada was compelled to close down due to the denial of the Turkish occupying forces to allow the school teacher Mrs Eleni Foka to return to her village, regardless of the intense efforts of the Republic of Cyprus. 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 intensive 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 Pre-primary School that started functioning in one of the classrooms of the Rizokarpaso Primary School.

During the school year 2012-2013, five children attended the Rizokarpaso Pre-primary School, while seventeen pupils attended classes at the Rizokarpaso Primary School, the only Greek-Cypriot School that has been continuously in operation since the beginning of the Turkish Occupation.

A number of difficulties were faced during the school year 2012-2013 due to the efforts of the occupying forces to control and restrict the work of the schools. Such difficulties were censorship of textbooks and non-approval of specific teachers by the occupying authorities.

Nevertheless, the education provided by the three schools mentioned above, is considered satisfactory. The M.O.E.C. ensures that all necessary teaching materials and textbooks are sent to these schools, while the Educational Service Committee provides the educational staff needed for the operation of the schools.

1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

As of September 2001, the M.O.E.C., 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 to Special Units at mainstream schools. Children attending Special Units are also assigned to a mainstream class where they can attend integrated lessons and participate in celebratory or festive events.

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

The educational and other needs of children in Pre-primary Schools, in Primary Schools, in Special Units and in Special Schools are being met through programmes for Special Education. Five hundred and eighty (580) teachers of various specialisations (teachers for intellectual, functional and adjustment difficulties, teachers for the deaf, the blind, teachers for special physical education, 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 M.O.E.C., aims to reinforce the awareness and sensitivity of School Inspectors, School Principals, class teachers and teachers of Special Education to the provisions of the Law and their obligations towards children with special needs attending their schools. This objective is achieved through in-service training seminars and personal contacts with people involved in special needs education (Inspectors of Special Education, Educational Psychologists, Special Educational Needs Coordinators and teachers of Special Education).

1.1.5 CYPRUS EDUCATIONAL MISSION IN THE UK

Through the Cyprus Educational Mission in the UK, the M.O.E.C. supports the efforts of the UK Greek-Cypriot Community to maintain its ethnic, religious, cultural and linguistic identity. The Cyprus Educational Mission in the UK achieves this aim through the teaching of the Greek language, the organisation of events for national and religious festivals and the familiarisation of pupils with the customs, traditions and history of Cyprus.

The educational mission is staffed by seconded teachers from Cyprus as well as part-time teachers from – or based in – the UK. The M.O.E.C. further supports the work of the mission by publishing and providing the mission with relevant textbooks as well as providing training for the teachers and organising annual Summer Camps in Cyprus, which offer Greek-Cypriot children living in the UK the opportunity to visit Cyprus and acquire first-hand experiences of its local traditions.

1.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

In its efforts to offer educational help to Greeks living in other countries, the M.O.E.C. has proceeded with the following:

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

1.1.7 EDUCATIONAL AND SUMMER CAMPS

The aim of the Educational and Summer Camping Programme is to offer children of the 5th and 6th grades of Primary Schools in Cyprus and other countries, the opportunity to get to know and love the natural environment of the countryside, to develop positive attitudes and behaviours towards the environment, to make friends with children of their own age, to learn about Cyprus culture and the history of the island and learn about the island itself in general. Children from abroad, who participate in educational camps in Cyprus, have the opportunity to learn the Greek language and visit some of the most

interesting attractions in the non-occupied Cyprus.

Furthermore, the Educational and Summer Camping Programme offers children the opportunity to live for a few days away from their families, in an organised community, enabling them to socialise with their peers and develop their self-awareness and self-respect, to improve their collaboration skills and develop their sense of responsibility as well as their ability for self-organisation and self-support. Moreover, the programme helps to improve the children's health and offers children organised entertainment activities, supports current trends in education through experiential environmental education and the organisation of social life in educational camps.

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

During the school year 2012-2013 Educational Camps operated in two different periods with five five-day sessions in October-November 2012 and seven five-day sessions in May-June 2013 as well as a session for children of the Maronite Community. A total of 1032 children from 39 Primary Schools in Cyprus were involved (26 5th-grade classes, 27 6th-grade classes and 7 5th-6th mix grade classes). Thirty six children and five teachers from Sikeon Primary School in Thessaloniki also attended the programme.

Three programmes took place in the camps during summer time:

- Summer Camps in Prodromos, accommodating approximately 656 children from 169 Primary Schools in Cyprus in eight seven-day sessions.
- The Hospitality Programme for children from abroad which involved a total of 84 children and escorts from Greece (Preveza, Florina, Paranesti) and 26 children and attendants from Mariupol in Ukraine.
- The Children's Summer Camps Abroad, in which 100 children and escorts from Cyprus participated. They were hosted by the municipality of Paranesti in the area of Drama and the Ukraine government through the Honorary Consul of Cyprus in Mariupol.

1.1.8 ADULT EDUCATION CENTRES

The Adult Education Centres is a significant programme which provides general adult education in Cyprus within the framework of providing lifelong learning opportunities. The main objective of the Adult Education Centres is the general development of each adult's personality as well as the social, financial and cultural development of citizens and society in general. Their aims coincide with the State's developmental policy and the wider aims of the M.O.E.C. regarding the provision of "Lifelong Learning" opportunities for all the citizens of the Republic of Cyprus and the combating of educational inequalities so that citizens may be successfully integrated and enabled to act efficiently in a united Europe.

The Adult Education Centres were initially established in 1952, mainly in rural areas. 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 non-occupied areas of the Republic of Cyprus, offering learning opportunities for further personal, professional and social development to thousands of adults aged 15 and over.

The Adult Education Centres offer a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, arts and crafts, cultural programmes,

health and other issues of general interest, as well as on teaching professional and vocational skills.

Furthermore, every year the Adult Education Centres organise free of charge learning activities for various target groups, such as people with literacy difficulties, people with special needs, enclaved Cypriots, prisoners, mentally ill and elderly people. They also offer, free of charge, Greek language courses to children of repatriated Cypriots, political refugees and Turkish Cypriots. Moreover, Turkish language courses are offered free of charge to Greek Cypriots.

The Adult Education Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education with the provision of a variety of quality courses. More than 31.000 citizens have attended the Adult Education Centres during the school year 2012-2013, 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 jurisdiction of the Department of Primary Education, for the last three years.

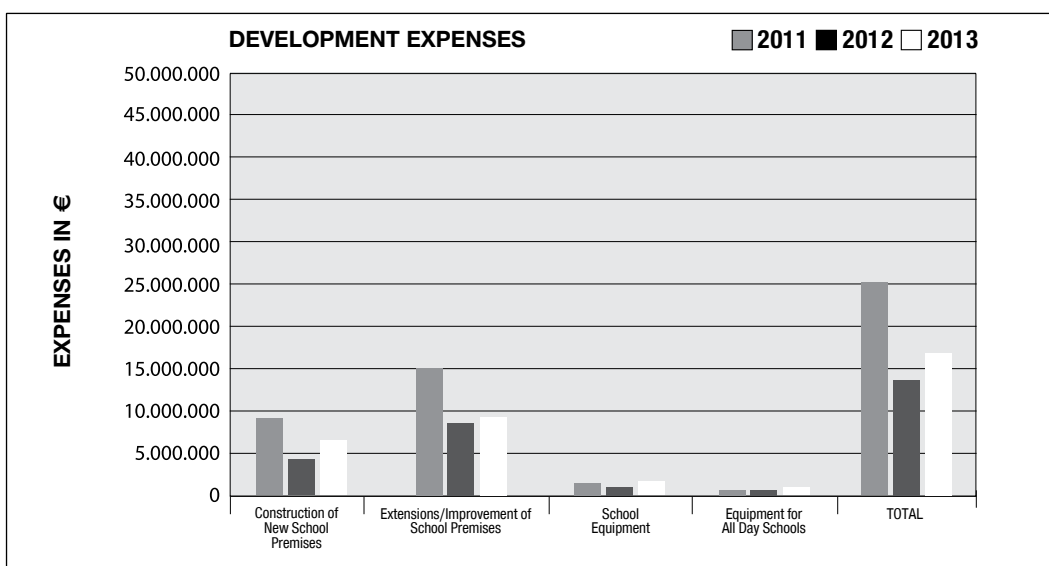
SCHOOLS	2010-2011	2011-2012	2012-2013
PRE-PRIMARY SCHOOLS			
Public Pre-primary Schools:			
a) Number of Schools (*)	255	263	264
b) Number of Pupils (*)	10965	11352	11769
c) Number of Teachers (*)	695	736	752
Community Pre-primary Schools:			
a) Number of Schools	63	69	75
b) Number of Pupils	1750	1869	2113
c) Number of Teachers	91	97	108
PRIMARY SCHOOLS			
a) Number of Schools (*)	344	342	340
b) Number of Pupils (*)	49889	49795	49612
c) Number of Teachers (*)	4167	4154	4144
SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS			
a) Number of Schools	9	9	9
b) Number of Pupils (3-21 years old)	288	311	343
c) Number of Teachers (Special Teachers)	139	139	148
GREEK COMMUNITY SCHOOLS ABROAD			
a) Number of Schools	87	74	76
b) Number of Pupils	8000	6500	5300
c) Number of Teachers: permanent	40	40	36
part time	158	155	157
ADULT EDUCATION CENTRES			
a) Number of Centres	395	398	421
b) Number of Members	29611	30049	31500
c) Number of Instructors	845	848	816

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

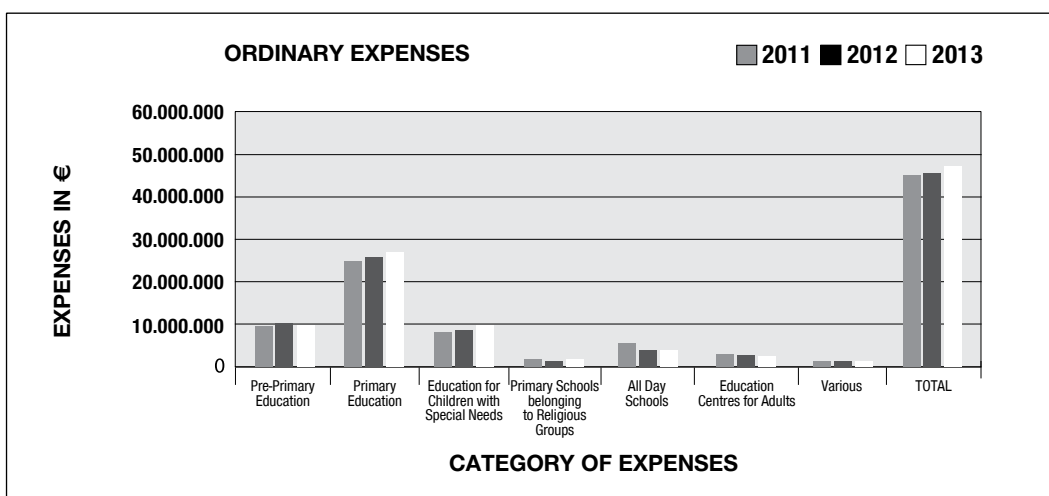
SCHOOLS IN OCCUPIED AREAS	2010-2011	2011-2012	2012-2013
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	4	4	5
c) Number of Teachers	1	2	1
PRIMARY EDUCATION			
a) Number of Schools	1	1	1
b) Number of Pupils	18	18	17
c) Number of Teachers	4	4	4

1.1.10 FINANCIAL STATUS

The development expenditure for the financial years 2011, 2012 and 2013 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2011, 2012 and 2013 in Primary Education are shown in the graph below:



1.1.11 SCHOOL PREMISES

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

Moreover, in September 2012 and upon completion of their construction, two new Pre-Primary Schools began operating.

1.2 SECONDARY GENERAL EDUCATION

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

Public Secondary General Education is offered to pupils between the ages of 12 - 18, through two three-year levels - the Gymnasium and the Lyceum (Eniaio Lykeio). The curriculum includes common core subjects, such as Modern Greek and Mathematics and Optional Subjects. Some subjects are interdisciplinary such as Health Education and Environmental Studies.

Moreover, there are various extracurricular activities, for example clubs, excursions, visits to various places and so on in order to attain a wholesome and balanced development of the pupils' personality. Tuition is free of charge for both levels of education and it is compulsory up to the age of 15.

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

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

1.2.1 THE GYMNASIUM

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

Within the framework of the policy of the Ministry of Education and Culture for qualitative upgrading of education new institutions have been introduced and promoted, such as the teaching of Information Technology in all classes, the utilization of the school libraries, the introduction of the special rooms, such as the Language or the History Rooms, as well as the upgrading of the institution of the Form Teacher.

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

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

Measures are also taken for the education and training of pupils with special needs. Special assistance is offered to these pupils for their school development in all sectors, and especially in the psychological, social and educational ones.

1.2.2 THE ENIAIO LYKEIO

In the school year 2000 - 2001, the institution of the Eniaio Lykeio was introduced all over Cyprus. An institution which is promoted and developed continuously so that all those concerned be able to face the challenges of the society of knowledge, and the new realities stemming from the accession of Cyprus in the European Union and the features of the Cyprus State- political, social and economic. All the above led to the specification of the qualities of the teenager-citizen of the 21st century.

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

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

1.2.3 THE EUROPEAN DIMENSION IN EDUCATION

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

1.2.4 PRIVATE SECONDARY EDUCATION

There are thirty-seven private secondary education schools in Cyprus, which prepare pupils for enrollment in Tertiary Education in Cyprus or abroad and their integration in the labour market. Primary and Secondary Education 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.

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

- a) monitoring the private schools and institutes operation in accordance to the law with reference to the premises,
- b) checking the appropriateness of the teaching staff and issuing certificates of recognition of the professional qualifications for teachers working in private secondary schools and institutes,
- c) checking the increase of the tuition fees for the private schools, and
- d) reviewing of Legislation pertaining the establishment and operation of private schools and institutes.

1.2.5 STATE INSTITUTES FOR FURTHER EDUCATION

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

1.2.6 THE COUNSELLING AND CAREERS EDUCATION SERVICE

The Counselling and Careers Education Service (C.C.E.S.) operates within the Public Secondary Education System of Cyprus. It offers Guidance and Education-related information to students and other young people, at schools and the Central Office located in the premises of the Ministry of Education and Culture in Lefkosia, as well as the District Offices of the Ministry of Education and Culture (M.O.E.C) in Lemesos, Larnaka / Ammochostos and Pafos.

1.2.7 NUMBER OF PUPILS

During the school year 2012-2013, 23833 pupils attended the Gymnasium, 21171 pupils attended the Eniaio Lykeio (Lyceum) and 6651 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
2007-08	27530	23242	50772	720
2008-09	26361	23083	49444	686
2009-10	25424	22896	48320	698
2010-11	24566	23049	47615	659
2011-12	24265	22199	46464	697
2012-13	23833	21171	45004	651

Pupils of lower secondary schools the school year 2012-13 were distributed across 1081 classrooms with an average of 22, 05 pupils per classroom and in upper secondary schools were distributed across 991 classes with an average of 21.36 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
2008-09	1199	21,99	1106	20,87
2009-10	1170	21,73	1097	20,87
2010-11	1120	21,91	1085	21,22
2011-12	1095	22,16	1026	21,64
2012-13	1081	22,05	991	21,36

NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2012 - 2013 was 6.023.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANT	ON CONTRACT	TOTAL NO OF TEACHERS	TOTAL NO OF EDUCATOR	C.E.O./ INSP
THEOLOGIANS	10	4	29	181	31	212	255	1
PHILOLOGIST	48	63	265	1166	118	1284	1660	14
MATHEMATICIANS	4	20	95	466	63	529	648	4
PHYSICISTS	6	12	49	231	46	277	344	2
NATYR./BIOLOGIST	0	6	28	143	32	175	209	1
CHEMIST	4	5	26	128	32	160	195	1
GEOGRAPHERS	0	0	3	12	9	21	24	0
ENGLISH	7	18	62	275	65	340	427	5
FRENCH	7	6	29	125	22	147	189	2
ITALIANS	0	0	0	22	9	31	31	
SPANISH	0	0	0	9	18	27	27	
GERMANS	0	1	1	3	6	9	11	
RUSSIANS	0	0	0	3	14	17	17	
TURKISH	0	0	0	7	2	9	9	

ECONOMICS	0	3	27	117	52	169	199	1
PHYSICAL EDUCATION	7	8	52	289	63	352	419	2
MUSIC	1	4	23	130	16	146	174	1
ART	2	8	22	120	32	152	184	1
PHOTOGRAPHERS	0	0	0	5	6	11	11	
HOME ECONOMICS	0	5	16	128	34	162	183	1
INFORMATION TECHNOLOG.	3	8	32	357	11	368	411	2
TECHNOLOGY	1	10	24	161	35	196	231	3
COUNCILORS	0	2	11	94	30	124	137	1
THEATRE	0	0	0	6	22	28	28	
TOTAL	100	183	794	4178	768	4946	6023	42

1.2.9 SCHOOLS IN OPERATION

During the school year 2012 - 2013 the following schools operated:

Gymnasia	65
Lycea	39
Gymnasia and Lycea joined	7
Evening Schools	5
Total	116

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 2013 aimed at:

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

During the year 2013, regular expenditure, in Secondary Education, apart from educators' salaries, aimed at covering functional expenses as follows:

- Operating Expenses
- School athletics
- State Institutes for Further Education
- Maintenance and Repairs
- Personnel Training
- Publications
- Publications and purchases of books
- International pupils' competitions
- Social Transfers

1.2.11 ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

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

Expansions and improvements of Gymnasia and Lycea

In the annual budget for the year 2013, expansions and improvements of school buildings were included in order to be able to deal with problems of buildings in several schools.

1.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

1.3.1 STRUCTURE AND PROSPECTS OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

Over the last decades, technical and vocational education in Cyprus has gone through several stages and has been called upon to assume various roles, depending on the socio-economic situation and the tendencies prevailing in industry and the labour market. In this multifaceted, continually changing environment, technical and vocational education should not be viewed as a simple, static process of amassing knowledge and skills. Rather, it should be regarded as a continuous economic and social necessity, capable of providing equal opportunities to all and, thus, operating as a mechanism that combats social exclusion and promotes social cohesion.

The Department of Secondary Technical and Vocational Education offers a wide range of technical and vocational education, initial training and lifelong training programmes to eligible gymnasium leavers and adults.

Formal mainstream upper secondary initial technical and vocational education programmes are offered at technical schools free of charge. They are offered in two directions, the theoretical and the practical direction. The duration of studies is three years for each direction. The first year of studies is common for each direction and field of study, and pupils select a specialization offered in their chosen field of study in the second and third year of their studies. The theoretical direction and the first and second years of the practical direction are completely school-based and combine general education subjects with technological and workshop subjects. The third year of studies in the practical direction combines a school-based environment with a real workplace, as final-year pupils are placed in industry for one day per week, where they follow a practical training programme.

Formal mainstream upper secondary initial technical and vocational education programmes are offered at twelve public technical schools. There are three technical schools in Lefkosia, three in Lemesos, two in Larnaka, two in the free area Ammochostos, one in Paphos and one in Polis Chrysochou. There is also one Hotel and Catering Department operating at Apeitio Gymnasium in Agros.

Upon completion of secondary technical and vocational education, pupils receive a school leaving certificate (apolyterion), which is equivalent to that awarded by lycea (secondary general education schools), providing access to the world of work or to Institutions of Higher and Tertiary Education in Cyprus or abroad.

Formal upper secondary technical and vocational education offers eleven fields of study, each divided into various specializations, as shown in the table below:

FIELDS OF STUDY AND SPECIALIZATIONS		DIRECTION	
1	MECHANICAL ENGINEERING		
	Mechanical Engineering (General)	Theoretical	
	Production Engineering and Machine Tools		Practical
	Welding and Metal Constructions		Practical
	Plumbing, Heating and Cooling Systems	Theoretical	Practical
	Electromechanical Hotel Equipment		Practical
	Automobile Engineering	Theoretical	Practical
	Car Electrics and Electronics	Theoretical	Practical
	Motorcycle and Boat Engines		Practical
2	ELECTRICAL ENGINEERING		
	Electrical Installations	Theoretical	Practical
	Electronics	Theoretical	
	Computer Engineering	Theoretical	
	Electrical Appliances, Automation and Control Systems	Theoretical	Practical
	Domestic Appliances, Refrigeration and Air Conditioning		Practical
	Electronic Communications	Theoretical	Practical
3	CIVIL ENGINEERING – ARCHITECTURE		
	Civil Engineering	Theoretical	
	Architecture	Theoretical	
	Land Surveying	Theoretical	
	Building		Practical
	Laboratory Assistants		Practical
4	DRAFTSMEN		
	Draftsmen		Practical
5	WOODCRAFT AND FURNITURE MAKING		
	Furniture Design and Production	Theoretical	
	Woodcraft and Furniture Making		Practical
6	APPLIED ARTS		
	Graphic Design	Theoretical	Practical
	Interior Design	Theoretical	Practical
	Goldsmithing – Silversmithing		Practical
7	CLOTHING		
	Fashion Design	Theoretical	
	Dressmaking		Practical
8	HAIRDRESSING		
	Hairdressing		Practical
9	AGRICULTURE		
	Horticulture		Practical
10	SERVICES		
	Tourist Agency and Hotel Clerks	Theoretical	Practical
	Sales Personnel		Practical
	Bank and Accounting Clerks	Theoretical	
	Secretarial Studies		Practical
11	HOTEL AND CATERING		
	Cooks and Waiters		Practical

1.3.2 EVENING TECHNICAL SCHOOLS

The Department of Secondary Technical and Vocational Education also offers formal education programmes through the two evening technical schools operating in Lefkosia and Lemesos, in order to further promote participation in STVE and support the integration of school dropouts in the workplace and in society in general.

The programmes offered at the evening technical schools are equivalent to the secondary technical and vocational education programmes that are offered in mainstream technical schools. The material taught in each field of study and specialization is the same as the material taught in the respective field of study/specialization offered at the technical schools that operate in the morning, adapted, however, to the particular characteristics

and needs of the pupils who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools.

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

1.3.3 THE APPRENTICESHIP SCHEME – NEW MODERN APPRENTICESHIP

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

The Apprenticeship Scheme has been replaced by the New Modern Apprenticeship (NMA), which started its operation in the school year 2012-2013. In 2007, the Council of Ministers approved the proposal for the establishment of the NMA, which provides an alternative pathway for education, training and development for young people who drop out from the formal education system and is geared towards meeting the needs of the labour market. The NMA embraces young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation is not compulsory and is free of charge.

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

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

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

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

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

During the school year 2012-2013, the Apprenticeship Scheme and the New Modern Apprenticeship coexisted. The Apprenticeship Scheme operated only at second (final) year level since there was no intake of new apprentices.

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

The apprenticeship certificate allows access to several regulated occupations (e.g. building contractor and electrician), provided that all other requirements of the relevant legislation are met.

1.3.4 AFTERNOON AND EVENING CLASSES

Technical and Vocational Education one-year and three-year programmes, as well as preparatory classes for various examinations, are offered by the Department of Secondary Technical and Vocational Education during the afternoon and evening on the premises of Technical Schools in all major towns. Individuals attending Afternoon and Evening Classes pay limited fees approved by the Council of Ministers.

- **Afternoon and Evening Technical and Vocational Education One-Year and Three-Year Programmes**

The objective of these programmes is to offer continuing education and training to adults working in industry, in order to be able to respond efficiently to the contemporary demands of the labour market, as well as training aiming at the re-integration of unemployed individuals into the labour market, in areas where there is shortage of skilled workers. Therefore, such programmes help to meet the needs of the economy in labour force, both in terms of quality and quantity.

Successful completion of the three-year programmes leads to the acquisition of a school leaving certificate equivalent to that awarded to graduates of upper secondary general or upper secondary technical and vocational education, as far as the technical component is concerned. This means that individuals who already hold an upper secondary education school leaving certificate are given an opportunity to obtain a second school leaving certificate in their chosen field of study.

- **Afternoon and Evening Preparatory Classes**

Preparatory classes for various examinations are offered to pupils of mainstream initial Technical and Vocational Education, as well as to adults. They cover a range of subjects and aim at:

Preparing pupils or graduates of Technical Schools for the entrance examinations to Institutions of Higher and Tertiary Education in Cyprus and abroad.

Preparing pupils and adults for various examinations required by governmental and semi-governmental organizations, for purposes of recognition of vocational qualifications or for the issue of a licence to practise a profession.

1.3.5 SCHOOLS IN OPERATION

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

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

About 4284 pupils attended mainstream and evening technical schools during the school year 2012-2013, distributed as shown in the Table below:

School	No. of Pupils
A Technical School Lefkosia	434
B Technical School Lefkosia	163
Technical School «Makarios C» Lefkosia	539
Evening Technical School Lefkosia	144
A´ Technical School Lemesos	473
B´ Technical School Lemesos	255
C´ Technical School Lemesos	371
Evening Technical School Lemesos	66
Apeitio Gymnasium Agros	24
Larnaka Technical School	495
St. Lazaros Technical School Larnaka	329
Paralimni Technical School	110
Avgorou Technical and Agricultural School	293
Paphos Technical School	496
Polis Technical School	92
TOTAL NUMBER OF PUPILS	4284

1.3.6 TEACHING PERSONNEL

The number of secondary technical and vocational education teachers (including head teachers and deputy head teachers) employed at technical schools for the school year 2012-2013 was 505. The number of part time teachers and Instructors for the Afternoon and Evening Classes was 125.

1.3.7 NUMBER OF PUPILS

During the school year 2012-2013, the number of pupils studying in the various programmes offered by the Department of Secondary Technical and Vocational Education was as follows:

Programme	No of Pupils
Technical Schools	4074
Evening Technical Schools	210
Apprenticeship Scheme	73
Special Units	51
Afternoon and Evening Classes	1027
Post Secondary Institutes of VET	192
TOTAL	5627

1.3.8 EXPENDITURE

During the fiscal year of 2013 the development expenditure for Secondary Technical and Vocational Education reached the amount of €1.520.000, while the current expenditure for the same year was €1.229.000.

1.3.9 INFRASTRUCTURE EXPENDITURE

School building extensions and improvements

The total cost of school extensions and improvements for the school year 2012-2013 added up to €671.798 and was distributed as follows:

Technical School Makarios C Lefkosia	€9.200
B´ Technical School Lemesos	€13.350
C´ Technical School Lemesos	€47.205
Larnaka Technical School	€487.990
Paphos Technical School	€109.053
Avgorou Technical and Agricultural School	€5.000

1.4 HIGHER AND TERTIARY EDUCATION

The Department of Higher and Tertiary Education (DHTE) is the competent authority within the MOEC regarding all sectors and issues linked to Higher Education (HE). The Department was established in 1984 and has played a leading role in the development of HE in Cyprus. The Department aims to further cultivate the appropriate conditions for the provision of high quality HE and training in academic and professional programmes of studies, increasing the capacity of provision as much as possible to the larger possible number of people. It is responsible for the budget, the legal matters of state universities, the registration of private universities, the development of international cooperation by developing bilateral/multilateral agreements, the establishment and operation of HEIs, and so on.

However, right after the independence of the island (1960) and several years before the establishment of DHTE, a number of professionally oriented public and private non-university level institutions had been developed in Cyprus to cover educational, economical and societal needs. At the end of the 80's, the discussions about the establishment of universities in Cyprus matured. DHTE had an important role in the establishment and development of universities in Cyprus.

Specifically, the first university of the island, 'The University of Cyprus', was founded in 1989. This University received the first undergraduate students in 1992 and the first postgraduate students in 1997. In 2002, the 'Open University of Cyprus' was founded and received its first student in 2006. It has been offering distance learning programmes which reflect the government's policy for increasing the possibilities of people to have access to lifelong learning and professional development. The following year, 2007, the 'Cyprus University of Technology' was established to offer fields of studies related to applied sciences and technology.

In 2007 three private universities were registered and given probationary license to operate based on the legislation regarding the establishment and operation of private universities in Cyprus. These universities are: 'Frederick University', 'European University-Cyprus' and 'University of Nicosia'. Now these three universities operate under Licence of Operation (final). 'Neapolis University - Pafos' in 2010 and the University of Central Lancashire – Cyprus in 2012 received Initial Permission of Operation by the Ministry of Education and Culture.

The programmes, the procedures and the buildings of all private universities were evaluated and accredited by the Evaluation Committee of Private Universities (ECPU). Private universities are to a great extent autonomous; however, new Schools and Departments, as well as new programmes, are submitted for evaluation and approval

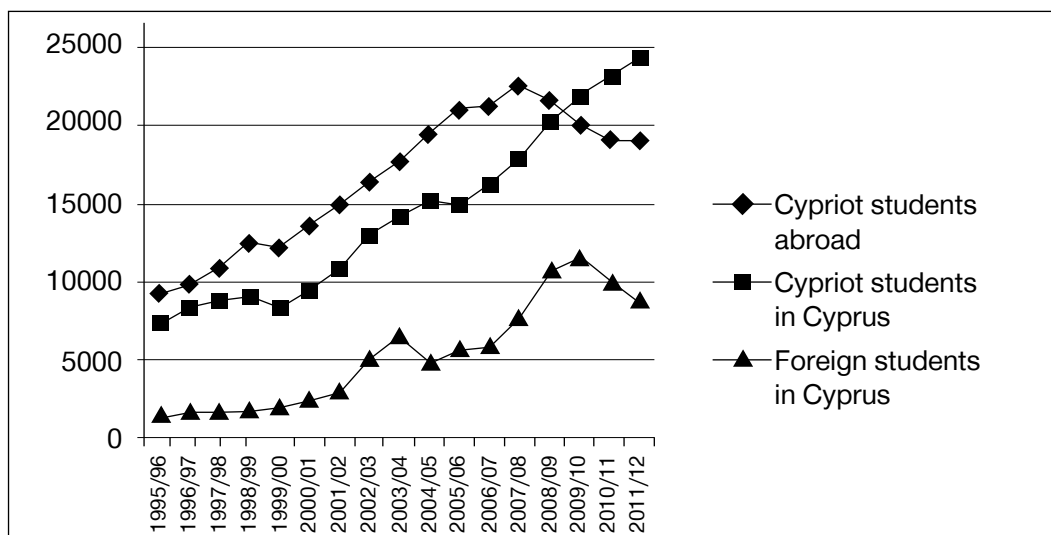
by the ECPU. Still, the private universities are autonomous to define their own goals and strategies.

It is important to note that all public and private universities have developed undergraduate and graduate programmes (first, second and third cycles) of high quality and are developing infrastructures for high quality research centres.

As mentioned above, in the early 60's, a number of Private Institutions of Higher Education were established. These institutions were operating without a legal framework till 1996. During that year an independent body, the Council of Educational Evaluation - Accreditation, was established and had the overall responsibility for organizing and overseeing the educational evaluation-accreditation process for the programmes of study of Private Institutions of Higher Education. Currently, there are 38 Private Institutions of HE operating on the island.

In this context, the number of students has been increasing rapidly over the last ten years. The following graph shows the number of Cypriot and foreign students in Cyprus as well as the number of Cypriot students studying abroad from 1995-96 until 2011-12. In the last two years, the number of Cypriot students studying in Cyprus has started to exceed the number of those studying abroad.

Graph 1: Cypriot and Foreign Students in Cyprus and Cypriot Students Studying Abroad



In this framework, the main priority of the DHTE is the provision of high quality assurance and quality enhancement of the HEIs of Cyprus. For this reason, four independent bodies have been operating: the Council of the Educational Evaluation –Accreditation, the Advisory Committee for Tertiary Education, the Evaluation Committee of Private Universities, and the Council for the Recognition of Higher Education Qualifications of Cyprus which is the competent authority of the Republic of Cyprus for the recognition of Higher and Tertiary Education qualifications obtained in Cyprus and abroad. These bodies will soon be replaced by an Agency of Quality Assurance, Accreditation and Recognition of Qualifications in HE which will be the new competent authority for quality assurance and recognition in Cyprus.

1.4.1 PUBLIC UNIVERSITIES

Public universities are established by law and they are financed mostly by the government. They are autonomous and self-governing universities. At present, there are

three public universities in Cyprus. Two of them operate in Lefkosia, the capital city, and one in Lemesos. The University of Cyprus and the Cyprus University of Technology are conventional universities which have as a main goal to promote education and research to as many young students as possible. On the other hand, the Open University of Cyprus is a distance learning university which aims to include adult learners in further education and promote lifelong learning.

Admissions:

The majority of undergraduate students are admitted to the Universities on the basis of their results in the Pancyprian Examinations, the competitive entrance examinations organised centrally by the Ministry of Education and Culture. Postgraduate students are admitted on the basis of other criteria similar to those used by academic institutions in Europe and the United States.

Overseas students who are graduates of high-schools recognised by the appropriate education authority of their country and who possess a good knowledge of Greek can be admitted based on GCEs, IGCSEs or other equivalent examinations, or based on the results of special examinations set by the above universities.

Prospective students of the Open University of Cyprus can proceed with their application on line. Each programme of study has its own minimum entry requirements and should applications exceed available positions, applications that meet the entry requirements are randomly selected for enrolment to the respective programmes.

THE UNIVERSITY OF CYPRUS (UCY) (WWW.UCY.AC.CY)

The University of Cyprus (UCY) was established in 1989 as the first public university of Cyprus, and accepted its first students in 1992. Although newly established, UCY has managed to become the leading educational institution in Cyprus, and one of the most respected institutions in the Mediterranean, hosting today almost 7000 students. UCY is a vigorous community of scholars engaged in the generation and diffusion of knowledge. Despite its brief history, UCY has earned the respect of the international academic community and the appreciation of Cypriot society.

Vision

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

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

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

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

by the academic excellence of the University of Cyprus, the new programme will train medical doctors fully qualified to practice in today's world.

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

The official languages of instruction are Greek and Turkish, the official languages of the Republic of Cyprus as stipulated by the Constitution. In postgraduate inter-University cooperation programmes, other languages may also be used. In a number of Departments such as the English Studies Department and the French Studies and Modern Languages Department, English and French, respectively, are the languages of instruction.

Approximately, 1000 undergraduate students are admitted to the University of Cyprus every year. The majority of undergraduate students are admitted at the University on the basis of their results in the Pancyprian Examinations, the competitive entrance examinations organised centrally by the Ministry of Education and Culture. Postgraduate students are admitted on the basis of other criteria which are also used by academic institutions in Europe and the United States. Overseas students who are graduates of high-schools recognized by the appropriate education authority of their country and who possess a good knowledge of Greek or Turkish can be admitted based on GCE or GCSE or other equivalent examinations, or based on the results of special examinations set by UCY.

OPEN UNIVERSITY OF CYPRUS (OUC) (WWW.OUC.AC.CY)

Mission and Objectives:

The Open University of Cyprus was legally established in 2002 as the second state university and the only institution of higher education in Cyprus, offering recognized academic programmes at all levels (undergraduate, master and doctorate) using the distance learning methodology. Studies at OUC reflect its unique educational philosophy, which is based on modern educational systems supported by technology and promoting lifelong learning.

OUC welcomed its first students in the academic year 2006-07 and its mission is dually oriented towards both the domestic and international student communities. The academic programmes offered by OUC are international, well planned and career-oriented to correspond to the needs of the country and the public's demand for upgrading its knowledge and skills. At the same time, it emphasizes research work in various scientific fields and actively supports its faculty members in publishing their research. Finally, through its social endeavours and commitment to connect with society, OUC envisions its role as an inspiring educational institution, an innovative open university that offers a stimulating environment for students, staff and alumni, noted for promoting culture and cooperation with neighbouring countries and beyond.

Academic Programmes:

Utilizing a dedicated distance education model, the OUC's main strategic aim is to help individuals meet their learning needs and provide them with full access to university education and knowledge, regardless of age and background and above and beyond

the usual time and place constraints of a conventional university. Moreover, short courses are offered by OUC to provide individuals with opportunities for education, training and re-training in scientific areas, useful to both their professional and personal development, thus actively promoting lifelong learning.

Educational Methodology:

The degrees awarded by the Open University of Cyprus are equivalent to the degrees awarded by all accredited universities worldwide, regardless of the educational methodology used - conventional or not. The University's academic programmes are expressed in ECTS credit units, which facilitate comparability of study programmes within Europe. The main educational tool used for distance learning studies at OUC is the e-learning platform, called e-class. E-class is a complete and continuously evolving e-learning management system that supports all phases of the educational process and it is the online space where students can find and manage all electronic content and study material, submit their papers and get feedback on their progress, organise their study calendars and interact with synchronous and asynchronous communication tools with their tutors and fellow students.

For admission to the programmes offered by OUC, prospective students are invited to submit their applications online, through the Open University of Cyprus website. Each programme of study has its own minimum entry requirements and should applications exceed available positions, applications that meet the entry requirements are randomly selected for enrolment to the respective programmes.

CYPRUS UNIVERSITY OF TECHNOLOGY (CUT) (WWW.CUT.AC.CY)

The Cyprus University of Technology is a public university. It was established by law in 2003, and welcomed its first students in September 2007. The University's Faculties are located in the city centre of Lemesos. With its orientation towards applied research, the University aspires to establish for itself a role in support of the state and society in their efforts to confront problems, which cover all areas of science and technology. The development of all departments aspires to offer education to students of a high scientific, technological and professional level. Moreover, 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.

1.4.2 PRIVATE UNIVERSITIES

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

Admissions

All five private universities follow similar guidelines on admissions of their prospective students. High school grades, competence in computers and English language and other qualifications and diplomas are the main criteria of acceptance to the Universities' Departments. Candidates for a bachelor degree program should submit a school leaving certificate from a recognized six-form secondary school. In addition, good knowledge of the English language is required for all programmes of private universities taught

in English. Applicants may also be asked to take placement tests developed by the Departments before the decision on the admission status is made.

FREDERICK UNIVERSITY (www.frederick.ac.cy)

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 Lefkosia and the other in Lemessos, the second largest city. The mission of Frederick University is to provide learning opportunities through teaching and research in the fields of science, technology, letters and the arts, to promote intercultural dialogue and contribute to the wider social context in general.

EUROPEAN UNIVERSITY CYPRUS (EUC) (www.euc.ac.cy)

European University Cyprus was 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 the society.

UNIVERSITY OF NICOSIA (www.unic.ac.cy)

The University of Nicosia 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).

NEAPOLIS UNIVERSITY – PAFOS (www.nup.ac.cy)

Neapolis University – Pafos received the Ministry of Education Initial Permission of Operation in September 2010 and it is the first ever university in the region of Pafos. The University offers a comprehensive range of undergraduate, master and doctoral programmes that reflect the philosophy of the University to develop a balanced portfolio of academic activities that combine and allow the establishment of centres of excellence in the chosen academic fields.

UNIVERSITY OF CENTRAL LANCASHIRE - CYPRUS (UCLAN-CYPRUS) (www.uclancyprus.ac.cy)

UCLan - Cyprus is the latest Institution to be registered as a University in Cyprus, having received Ministry of Education Initial Permission of Operation in September 2012. It is the first university in the region of Larnaka. The University offers subjects in Business, Law, Mathematics, Computing and Teaching English to Speakers of Other Languages (TESOL). UCLan-Cyprus aspires to be a University recognised for its commitment to higher students experience, outstanding research, innovative learning and valuable engagement with industry and communities within Cyprus, the Eastern Mediterranean, the Middle East and the rest of the world.

1.4.3 PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The Cyprus Government has the responsibility for the operation of the Public Institutions of 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 currently operate in Cyprus are the following:

1. The Higher Hotel Institute of Cyprus (www.hhic.ac.cy)
2. The Cyprus Forestry College (www.moa.gov.cy/fc)
3. The Mediterranean Institute of Management (www.mlsi.gov.cy/kepa)
4. The Police Academy (www.police.gov.cy)

1.4.4 PRIVATE INSTITUTIONS OF TERTIARY EDUCATION

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

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

Private Institutions of Higher Education offer a wide range of academic as well as vocational programmes of studies in the various fields of:

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

The language of instruction at the PITE is English for most of the programmes of studies offered, thus attracting scholars and students in a multicultural environment. The establishment and operation of PITE is regulated by the corresponding law, according to which all such institutions should be registered in the Register of Private Tertiary Education Institutions of the Ministry of Education and Culture.

The registration of a private institution does not imply recognition of the degrees awarded by it. The evaluation – accreditation of a programme of study is possible only after successful educational evaluation – accreditation by the Council of Educational Evaluation and Accreditation (SEKAP), the competent authority responsible for this

purpose. In January 2000, the first programmes of study were educationally evaluated – accredited and the results were published in the Official Gazette of the Republic of Cyprus. The evaluation continued in the following years and as of June 2012, 139 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 Higher Education Institutions and/or they can allow EU member state Higher Education Institutions to award their qualifications within the Republic of Cyprus provided that it follows some criteria.

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

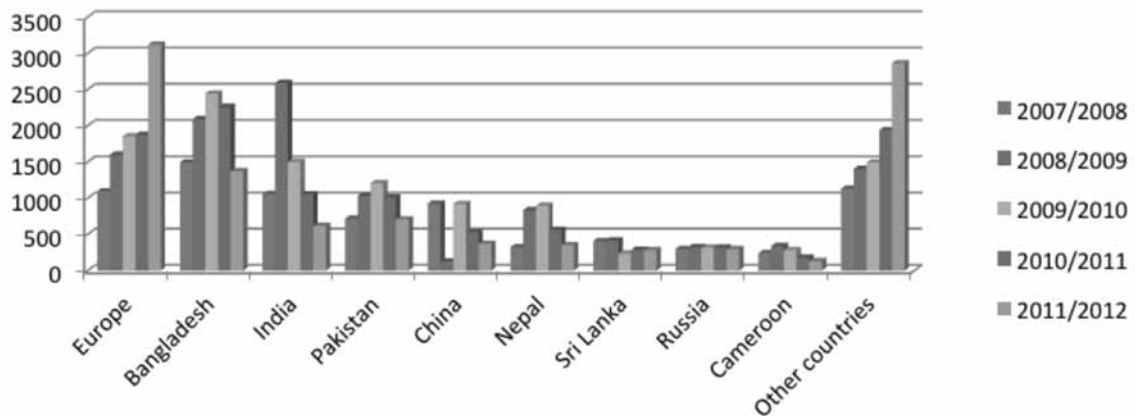
1. AIGAIA SCHOOL OF ART AND DESIGN (www.aigaia.com.cy)
2. A.C. AMERICAN COLLEGE (www.ac.ac.cy)
3. ALEXANDER COLLEGE (www.alexander.ac.cy)
4. ATLANTIS COLLEGE (www.atlantiscollege.com)
5. C.D.A COLLEGE (Lefkosia) (www.cdacollege.ac.cy)
6. C.D.A COLLEGE (Larnaka) (www.cdacollege.ac.cy)
7. C.D.A COLLEGE (Lemesos) (www.cdacollege.ac.cy)
8. CASA COLLEGE (www.casacollege.com)
9. COLLEGE OF TOURISM AND HOTEL MANAGEMENT (www.cothm.ac.cy)
10. CYPRUS COLLEGE (Lefkosia) (www.cycollege.ac.cy)
11. CYPRUS COLLEGE (Lemesos) (www.cycollege.ac.cy)
12. CYPRUS COLLEGE OF ART (www.artcyprus.org)
13. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (www.ciim.ac.cy)
14. CYPRUS SCHOOL OF MOLECULAR MEDICINE (www.cing.ac.cy/csmm)
15. FREDERICK INSTITUTE OF TECHNOLOGY (Lefkosia) (www.fit.ac.cy)
16. FREDERICK INSTITUTE OF TECHNOLOGY (Lemesos) (www.fit.ac.cy)
17. GLOBAL COLLEGE (www.globalcollege.com.cy)
18. INTERCOLLEGE (Lefkosia) (www.intercollege.ac.cy)
19. INTERCOLLEGE (Larnaka) (www.intercollege.ac.cy)
20. INTERCOLLEGE (Lemesos) (www.lim.intercollege.ac.cy)
21. INTERNAPA COLLEGE (www.internapa.ac.cy)
22. KES COLLEGE (www.kes.ac.cy)
23. LARNACA COLLEGE (www.larnacacollege.com)
24. LEDRA COLLEGE (www.ledra.ac.cy)
25. MESOYIOS COLLEGE (www.mesoyios.ac.cy)
26. M.K.C. CITY COLLEGE LARNACA (www.citycollege.ac.cy)
27. MUSIC ACADEMY “ARTE” (www.artemusic.org)
28. P.A COLLEGE (www.pacollege.ac.cy)
29. SUSINI COLLEGE (Lemesos) (www.susini.ac.cy)

30. SUSINI COLLEGE (Lefkosia) (www.susini.ac.cy)
31. THE C.T.L. EUROCOLLEGE (www.ctleuro.ac.cy)
32. THE CYPRUS INSTITUTE (www.cyi.ac.cy)
33. THE CYPRUS INSTITUTE OF MARKETING (Lefkosia) (www.cima.com.cy)
34. THE CYPRUS INSTITUTE OF MARKETING (Lemesos) (www.cima.com.cy)
35. THE LIMASSOL COLLEGE-T.L.C (www.reacollege.ac.cy)
36. THE PHILIPS COLLEGE (www.philips.ac.cy)
37. VLADIMIRO KAFKARIDES SCHOOL OF DRAMA (www.satiriko.com)
38. WHITE CITY COLLEGE (www.whitecitycollege.ac.cy)

INTERNATIONAL STUDENTS

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

The following graph illustrates the number of foreign students by country of citizenship for the academic years 2007-2012.



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 2013, KY.S.A.T.S received over 790 applications

for recognition of qualifications, 7 applications requesting re-examination and over 522 applications for written information. During the same period, the Council held nine meetings. It is expected that by the end of 2013 the total number of applications for recognition and written information will be over 1050 and 700 respectively.

KY.S.A.T.S. was represented in the Council of Europe's ELCORE Working Group Meeting (Electronic Core Information on Recognition Working Group) which was held in Brussels, Belgium on March the 18th, 2013.

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

During 2013 the Council of Educational Evaluation and Accreditation had four (4) meetings. During those meetings the Council discussed a range of issues that are related to its responsibilities. The Council evaluated and re-evaluated fifty-five (55) programmes of study that are offered by the Private Institutions of Higher Education in Cyprus.

The total number of evaluated and accredited programmes by S.EK.A.P that are offered by the Private Institutions of Higher Education in Cyprus, up until the end of 2013, is one hundred and fifty-seven (157). Out of these, seven (7) are offered at certificate level, ninety-one (91) at diploma level, eighteen (18) at higher diploma level, twenty-four (24) at degree level and fifteen (15) at master's level.

The Council's officers have and continue 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 programmes of study have to go through.

1.4.7 EVALUATION COMMITTEE OF PRIVATE UNIVERSITIES (ECPU)

The Evaluation Committee of Private Universities (ECPU) aims to examine applications submitted for the establishment and operation of private universities. Compiled by the Private Universities (Establishment, Operation and Control) Law 109 (1) of 2005, which provides the legal framework for the establishment and operation of private universities in Cyprus. According to Article 10 of the above Act, the Council of Ministers upon the recommendation of the Minister of Education and Culture draw seven-member Evaluation Committee for five years.

The members of ECPU are:

- a) the current President of the Council of Educational Evaluation - Accreditation (S.E.K.A.P.), who acts as President,
- b) two members of the Council of Educational Evaluation – Accreditation, and
- c) four persons holding tenured professor or equivalent position in an academic institution located in two different countries and who have sufficient experience in the management of a university.

The ECPU determines both the manner of convening its meetings, and the procedures followed during the meetings and generally in the performance of its functions. The Commission may appoint expert panels to discuss certain issues concerning the application, but the final decision is taken by the ECPU.

Five Private Universities operate in Cyprus. Three of them (Frederick University, European University, University of Nicosia) secured "License of Operation" and two of them (Neapolis University - Pafos, University of Central Lancashire Cyprus-UCLan Cyprus) operate under the "initial license of operation".

During 2013, ECPU held six meetings during which dealt with matters within its competence. In January 2013 a new application was accepted for the establishment of a Private University under the name “Cosmos Open University” which is still under evaluation procedure. During the same period ECPU continued the process of evaluating the programme of studies offered by private universities that operate with the status of “License of operation” through a more concise evaluation process. During 2013, ECPU approved 18 new programs at the three private universities operating under the “License of Operation”. For the evaluation of programs at universities operating with the status of the “initial license of operation”, the committee formed eight (8) teams of experts and approved a total of 14 new programs.

ECPU continued this year the task of monitoring and controlling the operation of the first three private universities operating under the original operating “license of operation”. Moreover, ECPU collects on a semester basis data and information from private universities working with “initial license of operation” to exercise effective control. Additionally, ECPU makes on-site visits to private universities for verification of the data requested. During the on-site visit, ECPU records the current situation in the areas of administration, teaching, research and infrastructure of each of the universities.

1.4.8 EXAMINATION SERVICES OF THE MINISTRY OF EDUCATION AND CULTURE

The Examination Services of the Ministry of Education and Culture is a division of the Department of Tertiary Education. The mission of the Examination Services is the provision of reliable and valid examinations aiming at objective and fair assessment of candidates.

The examinations organized by the Examination Services fall under two categories:

- Examinations conducted on behalf of the Ministry of Education and Culture (MOEC) aiming to serve educational purposes, and
- Examinations organized in collaboration with other public services, semi-public organizations, municipalities, police force, etc.

The examinations conducted on behalf of the MOEC to serve educational purposes are the following:

- Pancyprian Examinations: High School Leaving Certificate examinations and entrance examination for public Universities in Cyprus and Greece
- Greek typing and shorthand examinations
- Examinations for certification of very good knowledge of Greek language
- Examinations for certification of basic knowledge of Greek language for immigrants
- Entrance examinations for the Higher Fine Arts Schools in Greece
- Entrance examinations for the Merchant Shipping Academy in Greece

Listed below, are the examinations organized in collaboration with other public services, semi-public organizations, municipalities, army force, police force, etc.

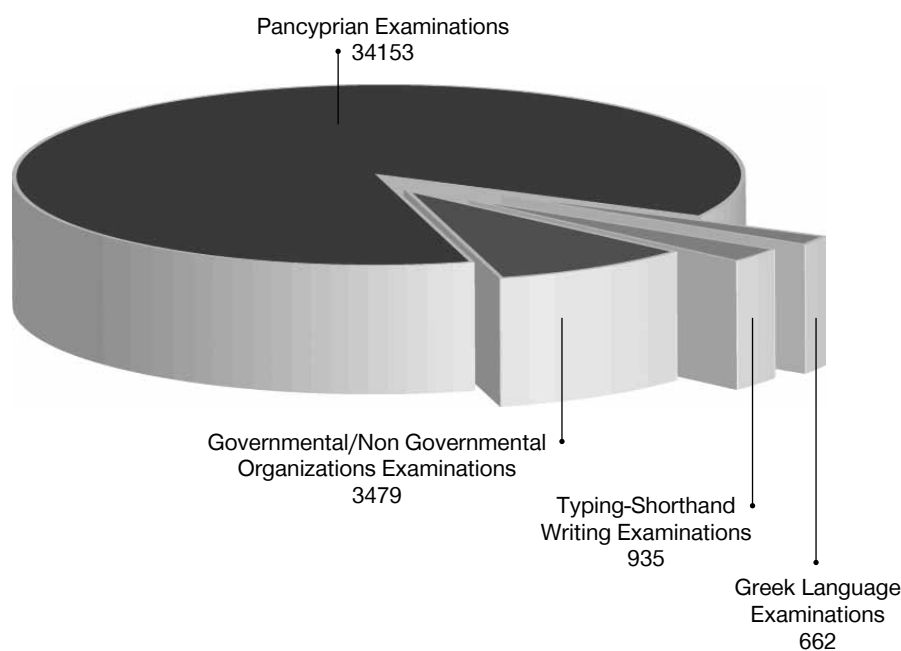
- Examinations for appointment/promotion of applicants in the public sector, semi-governmental organizations, police force, municipalities, etc.
- Examinations for certification of Greek language – good, very good, excellent levels – according to the public service law.
- Examinations for certification of foreign language, according to the public service law.

- Examinations for the selection of officer candidates for the cadet school of the army.
- Certification for Heat, Ventilation and A/C experts.

For the period of January – October 2013, the Examination Services has organized different exams which served the needs of 15311 candidates and 39229 examination papers were processed, as shown in the following graph:

EXAMINATION PAPERS 2013

TOTAL NUMBER OF EXAMINATION PAPERS PROCESSED BY THE EXAMINATION SERVICES IN 2013



TOTAL NUMBER OF EXAMINATION PAPERS PROCESSED: 39229

1.5 THE CYPRUS PEDAGOGICAL INSTITUTE

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

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

1.6 TECHNICAL SERVICES DEPARTMENT

SCHOOL BUILDINGS

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

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

The projects undertaken comprise of:

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

The annual budget contains:

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

All construction projects include:

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

2.

INNOVATIONS, REFORMS AND STRUCTURAL CHANGES IN EDUCATION

2.1 CURRICULA

2.1.1 NEW STRUCTURES

The provision of quality for the content of the schoolbooks and the teaching materials through the renovation and revision of the syllabi and curricula consists utmost priority for the Ministry of Education and Culture. Our aim for the evaluation of the applied policies as regards the Curricula (structures, procedures, content), by adopting amendments, where it is believed essential, has been implemented with the endorsement of ad hoc Committees. Specifically the following committees have been introduced and function:

- **INTERDEPARTMENTAL COMMITTEE FOR THE EVALUATION OF THE CURRICULA**

The Interdepartmental Committee for the Evaluation of the Curricula is moderated by the Minister of Education and Culture and additionally the Permanent Secretary of the Ministry of Education and Culture, the Directors of Primary, Secondary and Secondary Technical Education, the Director of the Pedagogical Institute and the representatives of the educational unions POED (primary), OELMEK (secondary), OLTEK (technical education) participate. The Interdepartmental Committee for the Evaluation of the Curricula has a recommendatory role as regards the mission of the Minister of Education and Culture and especially in relation to issues of curricula and syllabi at all levels of education.

• **COORDINATING COMMITTEE FOR THE CURRICULA**

The Coordinating Committee for the Curricula, moderated by the Director of the Pedagogical Institute, implements the policy determined by the Competent Authority in relation to issues of revision of the Curricula and their promotion in schools, according to the decisions of the Interdepartmental Committee.

The Coordinating Committee for the Curricula consists the main correlation between the Working Groups for the Curricula and the Interdepartmental Committee for the Evaluation of the Curricula, ensuring the optimization of coordination among all parts involved.

• **SCIENTIFIC COMMITTEE FOR THE REVISION OF THE CYPRUS EDUCATIONAL SYSTEM**

The Scientific Committee has been set up after the Minister's of Education and Culture recommendation and a relevant decision by the Council of Ministers. Six prominent university professors participate: Mary Koutselini, Petros Pashiardis, Nikos Stylianopoulos, Petros Papapolyviou, Leonidas Kyriakides and Michalinos Zembylas. The Scientific Committee consists a supportive / consultative body for the Minister of Education and Culture, both for issues related to curricula and for those set as priority matters of our educational policy (i.e. the Appointment Catalogue / the Appraisal Plan).

2.1.2 THE PRODUCTION OF MATERIALS - WORKING GROUPS FOR THE CURRICULA

According to the needs for the production of educational materials, Working Groups for the Curricula have been established, both for Primary and Secondary Education. In the working groups educationalists with special qualifications in the subject they work on and for which they prepare relevant materials, either in printed or digital form, participate. The work of the working groups is coordinated by an appointed Inspector either from Primary or Secondary Education accordingly, in cooperation and agreement with both the relevant Directory and the Coordinating Committee for the Curricula. At the same time, some of the Working Groups are supported with their work by University Professors.

2.2 PRIMARY EDUCATION

2.2.1 THE IMPLEMENTATION OF NEW CURRICULA AND TIMETABLES IN PRIMARY SCHOOLS

In the school year 2012-2013 the implementation of the new Curricula and school timetables continued in all Primary Schools.

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

Within the framework of modernizing and upgrading the Cyprus Educational System and in order to provide quality assurance of the textbooks and other teaching materials

prepared in previous years, a gradual evaluation of the process was initiated. This will involve the evaluation of policies implemented in relation to the National Curriculum and the new school timetable with the intention to adopt changes and improvements wherever such an action is needed. For this reason, the M.O.E.C. has formed the “Interdepartmental Committee for the Evaluation of the National Curriculum”, which is supported by the “Coordinating Committee for the National Curriculum” and the “Academic Committee” which consists of leading academics.

2.2.1.1 Modern Greek

Within the framework of the modernisation of the Cyprus educational system, the Greek Language subject plays a multilayered and significant role. The M.O.E.C states as the main aim of teaching the proficient acquisition of the Greek language and the development of literacy in varied contexts and communicative situations.

Specifically, the Greek Language subject endeavours focus on building awareness of linguistic structures and the functions they perform in a variety of contexts, aiming towards their effective use. At the same time, the objective is for pupils to develop both the skills of critical exploration of texts and the ability to form a critical stance towards them.

The language is taught through a contextualized communication process and the use of modern pedagogical approaches, where children become researchers, creators and autonomous learners within and outside the school environment.

2.2.1.2 Mathematics

In September 2011 the New Mathematics Curriculum was implemented in primary education and the school timetable was adapted to include five teaching periods of mathematics per week. The main focus of the Mathematics Curriculum is to determine that pupils will acquire the necessary mathematical knowledge and competencies in ways that meet the needs of constructive, concerned and reflective citizens. Moreover, the focus of the Mathematics Curriculum is the development of pupils’ positive attitudes towards Mathematics and their willingness to engage with the subject.

The Mathematics Curriculum is steered by four principles: (a) pupils should be involved in mathematical investigations, enhancing their curiosity and interest, (b) emphasis should be given to problem-solving, (c) ICT should constitute an integral part of mathematics education, and (d) pupils’ experiences should be enriched through pedagogically rich examples, that arise from pupils’ active engagement with meaningful mathematical problems and concepts.

New trends in the teaching and learning of Mathematics involve pupils’ active engagement in the acquisition of mathematical concepts, the development of epistemological approaches regarding the new mathematical concepts and differentiated instruction. The didactical model that emerges from the Mathematics Curriculum, and reflects the new trends, refers to the stages of Exploration, Investigation, Activities and Evaluation. Specifically, exploration is an activity which creates dissonance with pupils’ own ideas in order to develop pupils’ motivation. Investigations are focused activities in which pupils explore ideas through hands-on experiences, formulate and test hypotheses, solve problems and give explanations for what they observe. In the stage of carrying out activities, pupils apply, clarify and extend their understanding on the new mathematical concept. In the evaluation stage pupils review and assess what they have learned and how they have learned it. At the same time, enrichment activities can be used by pupils at various ability levels.

During the school year 2012-2013, the New Curricula for Mathematics was implemented in grades 1 and 2 while in the school year 2013-2014 it is expected to be implemented in grade 3. It is expected to be fully implemented by the school year 2016-2017.

2.2.1.3 Science

During the school year 2012-2013, the implementation of the New Science Curriculum was carried out through the introduction of new units in the subjects “Science and Technology” for grades 1-4 and Science for grades 5-6.

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

Acquiring knowledge and constructing concepts related to everyday experiences, enabling pupils to formulate interpretations of the phenomena they observe in their environment.

Developing skills, attitudes and behaviours towards the direction of competencies, which are useful both for everyday life and lifelong learning.

The development, as well as the application of the learning content, as determined by the above axes is based on the principles of different theories and procedures, such as Constructivism, Inquiry Based Science Learning (IBSL) and Team Learning.

The priorities of the Science Curriculum Coordinating Committee focused on revising the teaching materials produced in the previous school year, based on data collected from teachers, producing new units and supporting teachers on a school basis. At the same time, regional seminars were organised in all districts, which included demonstration lessons and experiential workshops for the participants on the content and developmental principles of the Curriculum.

2.2.1.4 Getting to know my World (Geography)

Within the framework of the Educational Reform and the subsequent development of the New Curricula, the subject “Getting to know my World” (Geography), is allocated two weekly teaching periods in all primary school grades, while prior to the Educational Reform, the subject was allocated two weekly teaching periods only for grades 3, 4, 5 and 6.

The upgrade and update of the subject, includes, in addition to the development of new teaching materials, a change in the teaching approach, so that it is now congruent with recent developments in Geography and Geography Education.

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

- a) the formulation of success indicators for every grade,
- b) the development of a Programme of Study for every grade so that it takes into account thematic geography, places and regional geography, mapping tools and processes, geographic concepts and corresponding analytical geographical (spatial) skills,
- c) the development of educational materials for pupils and teachers, and
- d) the training of 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 vital space so that future citizens may 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, and
- c) attitudes that manifest acceptance and respect towards the diversity of people and environments, in order to achieve rational and sustainable resource management at the local and global scale.

A number of the developments in the contemporary approach to School Geography is based on scientific evidence that the human brain undertakes specific mental tasks for processing spatial data. These processes are the basis for the design of learning activities in Geography and all other subjects of the Curriculum that use spatial information.

The need to develop spatial thinking is of great importance in contemporary societies since contemporary living dictates the use of knowledge in order to support judgments and decision making for spatial decisions. The democratisation of geographic information (be it through the internet or digital globes) and the challenges of modern life have elevated the importance of spatial thinking and skills. They are today a must for organising, analyzing and evaluating decisions that involve space and place and a prerequisite for successful people and societies.

2.2.1.5 Health Education

During 2012-2013 the M.O.E.C. supported and trained school teachers to effectively implement the Health Education Curriculum. Various structured and dissemination activities were carried out in a large number of schools, as well as in central in-service training programmes. At the same time, the main objective has been to support the schools in developing and implementing an action plan on health education and prevention of delinquency, which is accepted by the pupils and staff of the school and meets the needs and characteristics of the school, but also exploits opportunities for collaboration with parents, the community and other stakeholders.

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

The school year 2011-2012 was the year during which the curriculum of Environmental Education was finalized and the design of its implementation completed and initiated in the context of the School Sustainable Environmental Policy, which is developed by each school based on its needs and particularities.

In September 2011 everything was ready for the implementation of the policy in primary schools. The implementation was successful and the results deemed positive. During the year in-service teacher training was offered both centrally as well as at the school level.

The E.E.-E.S.D. sets sustainable development at the heart of education. Sustainability is one of the main educational objectives, and serves as a key concept for the reorientation of education and learning. Through E.E.-E.S.D. the educational system aims at shaping a sustainable school which operates as an agent of change in education and society. The school becomes a model-organism that promotes sustainability and adopts it in school life through the entire remodelling of the three main levels of operation:

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

The aim is to make today's pupils, and tomorrow's citizens, able to create conditions of sustainability and adopt sustainable lifestyles. We aim at shaping autonomous and

active citizens, who are environmentally aware, possess relevant knowledge, realize the seriousness of the issues and have the skills, as well as the willingness to become agents of change in the direction of problem solving. Citizens who do not respond passively and do not conform to choices of various power centres, but explore instead and think critically, take responsibility, participate in the decision making processes, are engaged dynamically and democratically in societal developments with an aim to make the changes needed so as to create conditions of sustainable development.

In addition to the developments in the Curricula, various environmental education programmes continue to be implemented and many schools are actively involved in programmes such as:

- the European programme “Ecological Schools”,
- the “Golden-Green Leaf” programme, which is a collaboration between Greece and Cyprus,
- the programme “Seed-Source of Life”, and
- the programme “Learning about Forests”.

Furthermore, the Environmental Education Centres are being fully utilized and give pupils the opportunity for more in-depth engagement with environmental education. Environmental Education is also part of the educational programme of the educational and summer camps of the M.O.E.C.

Within these new developments, 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.

2.2.1.7 English

As of the school year 2011-2012, English is taught from the 1st grade of Primary Education. The methodology adopted for the teaching of English in the first years of Primary Education is mainly centred on the use of songs, games and storytelling.

Within the new timetable implemented in 2011-2012, the teaching of English in grades 4, 5 and 6 of Primary continues - as previously - with 2 periods a week. English in the first grades of Primary (grades 1, 2 and 3) is introduced in the following way:

Grade 1 - one period per week

Grade 2 - one period per week

Grade 3 - two periods per week.

It is, however, important for young children to have systematic and ample contact with the foreign language. It is for this reason that the introduction of English in the first years of Primary School follows an approach in which English becomes part of the children’s school day. This is implemented by including English at various stages of the school day such as starting the day with a song or having a short break in-between lessons with a simple game or action song.

Strengthening the presence of the foreign language in all grades of Primary Education is also enhanced through the introduction of CLIL (Content and Language Integrated Learning) which involves dual-focused teaching, where a school subject is taught through a foreign language (in this case, English). CLIL in Primary Education is currently implemented in a number of schools where teachers have received CLIL-related training.

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

2.2.1.8 Art Education

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

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

During the school year 2012-2013 the Visual Arts Curriculum was partially implemented in all grades of primary school. In order to support its implementation the Art Education Team carried out the following actions:

- Teacher training in school networks which took place on a national scale, as well as during the two-day teacher seminars (September, 2012).
- Teacher support which was offered by the Inspectors and the Art Education advisors both as school-based support and through electronic mail.
- Organisation and delivery of a non-compulsory seminar through the Pedagogical Institute in Lefkosia and Lemesos.
- Presentation of the rationale and content of the Visual Arts Curriculum to the Inspectors of Primary Education and the Board of Directors of the Pancyprian Organisation of Greek Teachers (POED).
- Authoring and publication of a Teacher's Guide for the implementation of the Visual Arts Curriculum.
- Development of supporting materials to further support aspects of the Visual Arts Curriculum.
- Updating of the M.O.E.C. website with educational resources, e.g. visual arts units that were implemented in schools, supporting materials, videos with art techniques and pupils' artworks.
- Reviewing and updating of the Art Education Programmes that are organised in museums and galleries in Lefkosia, Lemesos and Pafos so that they conform to the New National Curriculum.
- Organisation of children's art exhibitions with works inspired by the Art Education Programmes and the Archive of Cyprus Children's Art.
- Preparation of an action plan for the initiation of the programme "Creative Partnerships with Artists", which is part of the Visual Arts Curriculum.

2.2.1.9 Music Education

During the school year 2012-2013, new teaching materials were used for Music Education. The new materials focus on two thematic areas. The first one, entitled "Healthy mind in a healthy body" deals with mental and physical health, through music. The second one entitled "Cypriot traditional music" brings out the richness of Cypriot traditional music. Teachers implemented many of the activities that were suggested and in many cases Cypriot traditional music was performed in school concerts.

New teaching materials for grades 1 and 2 were produced and parts of the materials were piloted. The comments and feedback from teachers were very positive. The new

materials will be fully implemented during the academic year 2013-2014.

Training the teachers was one of the priorities of the Music Education Coordinating Team. Seminars for different groups of teachers were organised in various towns and 200 teachers participated.

The educational programmes in collaboration with the Cyprus Symphonic Orchestra continued with great success. 3000 pupils had the opportunity to participate. For the first time primary school pupils had the opportunity to participate in the cultural festival “Kypria” which was held in October 2012. Three choirs, from three Lefkosia primary schools were prepared and taught by the music teacher of each school. The children had the unique experience of participating in the concert “Oresteia” of Iannis Xenakis.

2.2.1.10 Physical Education

During the school year 2012-2013 emphasis was placed on training which in turn enhanced the quality implementation of the curriculum at younger ages, and especially the full implementation of the new P.E. curriculum in the first grade of Primary and the general promotion of the important role that physical education plays in the school.

A two-day teacher training offered in September was the starting point of the training courses. During this in-service training, teachers dealt with curriculum content and engaged further with practical issues. Teachers’ concerns formed the basis for final changes to the text of the revised curriculum which was approved by the Chair of the curriculum committee in March 2013. This was followed by training courses, based on school networks, first with the participation of school principals and then with the participation of P.E. teachers.

The meetings with principals focused on promoting the important role that physical education plays in the school. The aim was for the school principals to understand the important role of physical education and give it the attention it deserves in terms of effective development and support of their staff and of applying the knowledge and skills obtained in physical education during school breaks and school events.

The content areas of Educational Gymnastics and Athletics were the topics of the in-service teacher training that were followed and run based on school networks. Educational Gymnastics was chosen for its importance in gaining body control and space awareness; skills that are the basis for the development of other areas of the curriculum. Athletics was chosen because it is now a content area for all grades, not only for older grades as it was previously and thus used to cause confusion in educators as regards continuity of content within primary education. So, in this course, it was made clear how to approach Athletics at younger ages and how at older ages, while eradicating misconceptions of perfection and peak performance.

Collaborative Learning Communities were run at the same time so as to further support teachers. Teachers broadened their knowledge and enriched their practice in the area of educational gymnastics and topics of their interest. In addition, they exchanged ideas on good practices.

Inspectors and counsellors of Physical Education visited schools and provided support to teachers. At the same time, they collected feedback from the implementation of teaching materials which were produced and made available to teachers through the website of the M.O.E.C.

Optional courses offered through the Pedagogical Institute contributed to the effort for effective implementation of the curriculum in younger grades. The course “Physical Education at early ages” found great response from teachers who taught the course

at younger ages and especially in kindergarten. Teachers benefited from the practical nature of the seminars.

Finally, an additional innovative action was the effort to implement CLIL in Physical Education. An optional training course was offered to teachers and helped add to their knowledge and experiences another important aspect of Physical Education and its important role in the school unit.

2.2.2 IMPLEMENTATION OF THE ALL-DAY SCHOOL

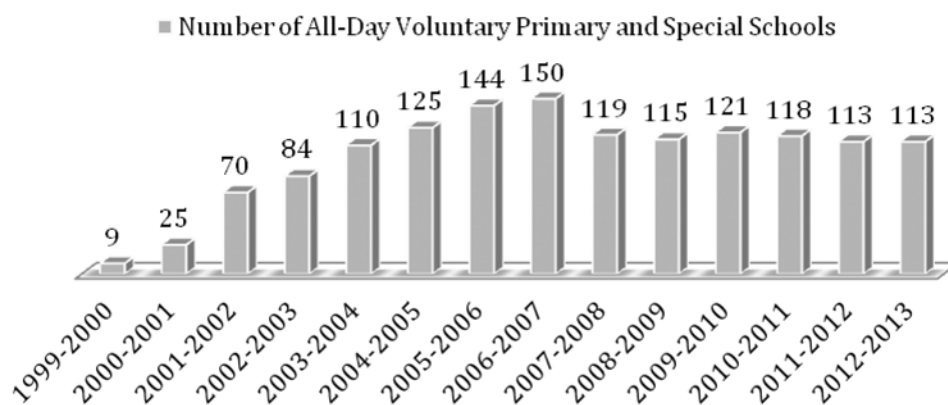
2.2.2.1 All-Day Voluntary Schools in Primary Education

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

Since then – and upon the request of many schools – the institution of All-Day Voluntary Primary and Special Schools was extended and implemented as follows:

Number of All-Day Voluntary Primary and Special Schools



During the school year 2012-2013, 113 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 89 as All-Day Schools on a voluntary basis for grades 4th, 5th and 6th. However, these 89 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 for four days a week (every day - except on Wednesdays) – based on two time schedules – until 3:05 p.m. or until 4:00 p.m. That is, they have three or four additional afternoon teaching periods.

No changes have been made concerning either the curriculum or the timetable of the morning programme of the schools. On the contrary, they continue to operate according to the existing school regulations. The afternoon programme includes lunch at school,

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

The number of pupils per class ranges from 8 to 25, according to the subject and needs of each school unit. The formation of classes and groups is done according to the pupils' interests and the teachers' talents and specialised subjects.

The M.O.E.C. provides all schools which function as All-Day Schools, with the necessary equipment.

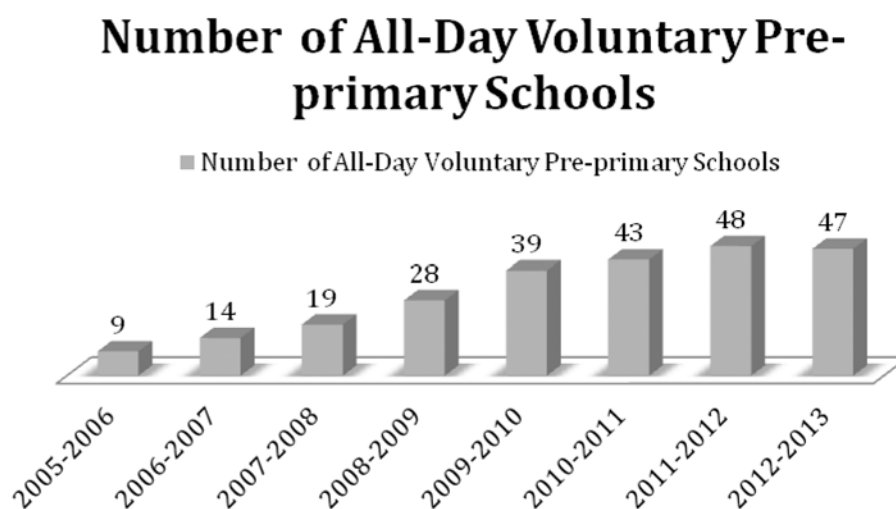
Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision/preparation of the meals are undertaken by the parents. The type of food and the specific menu followed are consistent with a menu agreed and arranged by parents in collaboration with the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

2.2.2.2 All-Day Voluntary Schools in Pre-primary Education

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

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

Since then, the institution of All-Day Voluntary Pre-primary Schools was extended – upon the request of many schools – and implemented as follows:



These Pre-primary Schools operate as All-Day Schools on a voluntary basis. They function from October to May for four days a week (every day - except on Wednesdays) – based on two time schedules – until 3:05 p.m. or until 4:00 p.m. That is, they have three or four additional afternoon periods.

No changes have been made concerning either the curriculum or the timetable of the morning programme of the schools. On the contrary, they continue to operate according to the existing school regulations.

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

The maximum number of pupils per class is 25.

The M.O.E.C. provided all schools already operating as All-Day Schools, with the necessary equipment.

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

2.2.2.3 All-Day Compulsory Schools in Primary Education

The rapid changes in Cyprus society created the need to reform the Cyprus Educational System. This reform entails innovations in terms of improved conditions of school life, modern ways of learning, new school subjects, upgraded infrastructure and a revised Curriculum and School Timetable. Therefore, the M.O.E.C. introduced the All-Day Compulsory School in Primary Education, on a pilot basis in the school year 2006-2007 in nine Primary Schools throughout Cyprus.

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

The first phase of the pilot programme had a duration of three years and was completed in the school year 2008-2009. It was evaluated by an Independent Evaluation Committee. In June 2009 the Council of Ministers approved a new framework of All-Day Compulsory Schools, which was designed on the basis of the suggestions of the Evaluation Committee and the observations of the M.O.E.C. The new framework constituted the second phase of the pilot implementation of All-Day Compulsory Schools and it was implemented during the school year 2009-2010.

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

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

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

The educational programme and the way the All-Day Compulsory Schools function are very different from the existing All-Day Voluntary Schools. The All-Day Compulsory Schools operate with a unified curriculum, unified school management and staff and also with an upgraded educational programme.

The All-Day Compulsory Schools operate four days a week (Monday, Tuesday, Thursday and Friday) from 7:45 a.m. to 3:15 pm or 4:00 p.m. and one day a week (Wednesday) from 7:45 a.m. to 1:05 p.m. They have a total of 47 teaching periods that is 12 teaching periods more than the regular (non-All-Day) 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 elective subjects, which the pupils choose based on their interests (e.g. dancing, swimming, drama, etc.).

For the teaching of English, Information Technology and the elective subjects there is a special arrangement for the hiring of specialised teaching staff (i.e. dance teachers, drama teachers, etc.). Another special arrangement, concerning the operation of the All-Day Compulsory Schools, is the appointment of an Advisory Committee for each school. Each school has its own Advisory Committee which comprises of local teachers, parents and representatives from the School Board.

During the four days that these schools operate in the afternoon, lunch is provided to pupils. The school menu is designed by nutritionists and the food is prepared and supplied by catering services, except in the cases where the school unit has decided otherwise. Meals are offered in a specially arranged area, which functions as a dining room. During lunch, additional ancillary staff helps with serving meals and cleaning up whereas pupils are supervised by their teachers. The cost of meals is covered mostly by the parents, while the M.O.E.C. finances part of the cost. The financial support offered is €470 per pupil and covers 20% of the registered pupils except in the cases of schools in mountainous areas, where the M.O.E.C. finances, with the same amount, all the pupils. This additional support is covered mostly within the wider framework of support towards the residents of these areas.

2.2.3 EDUCATIONAL PROGRAMMES AND ACTIONS IN PRIMARY EDUCATION

2.2.3.1 Health Promotion

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

- **Funding school actions and interventions**

Many health promotion programmes, actions and interventions carried out in 2012-2013 have been supported by funds provided by the Coordinating Committee of Health Education and Citizenship. Schools can apply for financial support in order to carry out their own school interventions in relation to Health Promotion. For the school year 2012-2013, 430 applications were approved and financial support was granted to those schools. A number of schools enhanced pupils' health and safety skills, in line with the development of critical thinking. Many schools focused on developing their pupils' personal and social skills, promoted self-esteem, and in general promoted health as a holistic process, supported families and promoted children's creativity (e.g. through film and art workshops, learning IT together, drama workshops and music workshops), provided summer school activities in areas of social and economic deprivation and so forth.

- **Task Force on School Violence**

Under the framework of supporting Primary and Secondary School units in regard to dealing with school violence/aggression and juvenile delinquency, the M.O.E.C. has formed the "Task Force on School Violence". The Task Force comprises of educators, counsellors and psychologists with a background on school violence, remedial programmes and policy development.

The purpose of the Task Force is the development, promotion and follow-up of an action plan pertinent to each school that needs their intervention, which can 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 become involved in this process. The Task Force has the authority to accelerate processes, provide economic subsidies where needed and provide support for the implementation of the action plan. Finally, the Task Force promotes prevention programmes, with the objective of minimising juvenile delinquency in schools. During the school year 2012-2013, the Task Force responded to 138 requests: 73 from Primary Schools and 65 from Secondary Schools.

- **Observatory for Violence in Schools**

The Observatory for Violence in Schools was established during the school year 2009-2010. The Observatory records, codes, analyses and evaluates data regarding the extent and the forms of violence in schools. It also collects quantitative and qualitative data concerning good practices for the prevention of violence in schools, national and international research on school environment, on school violence and juvenile delinquency.

As part of its activities the Observatory carried out a national survey concerning Victimization and the School Climate in 2011. The survey targeted pupils and teachers of both primary and secondary education. The findings identified the types of bullying existing in schools (homophobic, race-related, gender-based, faith-based, disability-based, etc.).

- **Health Education Programme “Mentor”**

The Health Education Programme “Mentor” aims at the prevention of drug use and other addictive substances and is included in the health education curriculum. During the school year 2012-2013 seminars aiming to educate against smoking, alcohol consumption etc. were offered to primary school teachers in collaboration with the Cyprus Pedagogical Institute.

- **Participate, act and change the school environment for a healthier life**

In an effort to promote active participation between pupils, teachers and the parents’ committee in decision-making processes related to school life, the Health Education Office announced a school competition. A number of schools submitted detailed and justified proposals that would potentially establish healthy choices within the school unit in the long-term. An external sponsor awarded prizes to 11 schools in order to carry out their “Participation project”.

- **Promotion of best practices in Health Education - production of teaching materials**

With the help of external funding, the Health Education Office invited teachers to contribute towards the production of innovative teaching materials. Prizes were awarded to five schools that produced a Pupil’s handbook and a Teacher’s Guide which included a wide range of topics from the four thematic areas of the Health Education Curriculum. The prize-winning teaching materials have been uploaded to the Health Education website so as to be easily accessible by teachers. The winning schools received a grant to cover specific educational needs.

2.2.3.2 Multicultural Education

The composition of the school population in public kindergartens and primary schools for the school year 2012-2013, is shown in the following table:

	Primary schools (%)	Kindergartens (%)
Greek-Cypriots	84,18	83,72
Turkish-Cypriots	0,24	0,20
Maronites	0,21	0,25
Armenians	0,11	0,05
Latins	0,00	0,00
Foreigners	15,26	15,78
TOTAL	100,00	100,00

The five countries where most foreign pupils in primary schools come from are: Georgia, Bulgaria, Romania, Greece and the United Kingdom. In kindergartens the five countries where most foreign pupils come from are: Georgia, Greece, Romania, Bulgaria and Syria.

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

School year	Number of foreign pupils	Percentage
2008-2009	4605	9,0
2009-2010	5281	10,5
2010-2011	6047	12,0
2011-2012	6670	13,3
2012-2013	6672	13,4

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

Multicultural education is currently being 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 classes along with the native Greek-speaking pupils. There is also a flexible system of intervention within the regular school timetable. This involves placing foreign pupils in a separate class for a specific number of teaching periods per week. These separate classes focus on intensive learning of Greek and offer specialised assistance according to the pupils' specific needs. The Adult Education Centres offer afternoon classes in Greek as a second language to the children of repatriated ethnic Greeks, but also to all other foreign pupils interested in this subject.

The Department of Primary Education has implemented several measures to promote multicultural education. It provides all schools with educational material, which includes books for the teaching of the Greek language, activity and exercise books, as well as teachers' books with methodological instructions and a variety of suggestions for 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. Within this context, it organises in-service training seminars and conferences for teachers who teach foreign pupils.

Furthermore, the Council of Ministers has approved the M.O.E.C's "Policy Report on Multicultural Education". The M.O.E.C. has implemented the following measures that aim towards the rapid and smooth induction of foreign pupils to the school system and the Cypriot society:

Parallel classes for fast acquisition of the Greek language through intensive instruction.
In-service training seminars for teachers teaching Greek as a second language organised by the Pedagogical Institute.

Use of placement tests that can identify the pupils' language level.

Preparation on an induction guide for new foreign pupils and their families. The guide has been translated in eight languages, with basic information for the pupils and their parents regarding the Cyprus educational system. The guide is published in: English, Turkish, Russian, Georgian, Bulgarian, Romanian, Ukrainian and Arabic.

Addition of intercultural elements to the curricula and the school textbooks that will be prepared within the framework of the changes to the structure and the content of education.

Production and development of appropriate educational and pedagogical material, as well as the use of material that has been produced in Greece.

2.2.3.3 Museum Education Programmes

The Museum Education Programmes which are implemented under the auspices of the M.O.E.C., have been running since 1996 in the museums of the non-occupied areas of Cyprus and address all primary education pupils. The programmes during the school year 2012-2013 were implemented in cooperation with different partners such as the Laiki Bank Cultural Centre, the Cyprus Department of Antiquities, the Leventis Municipal Museum of Lefkosia, the Pieridis Museum, the Agia Napa Municipal Museum "THALASSA" and the teachers' Union POED.

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

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

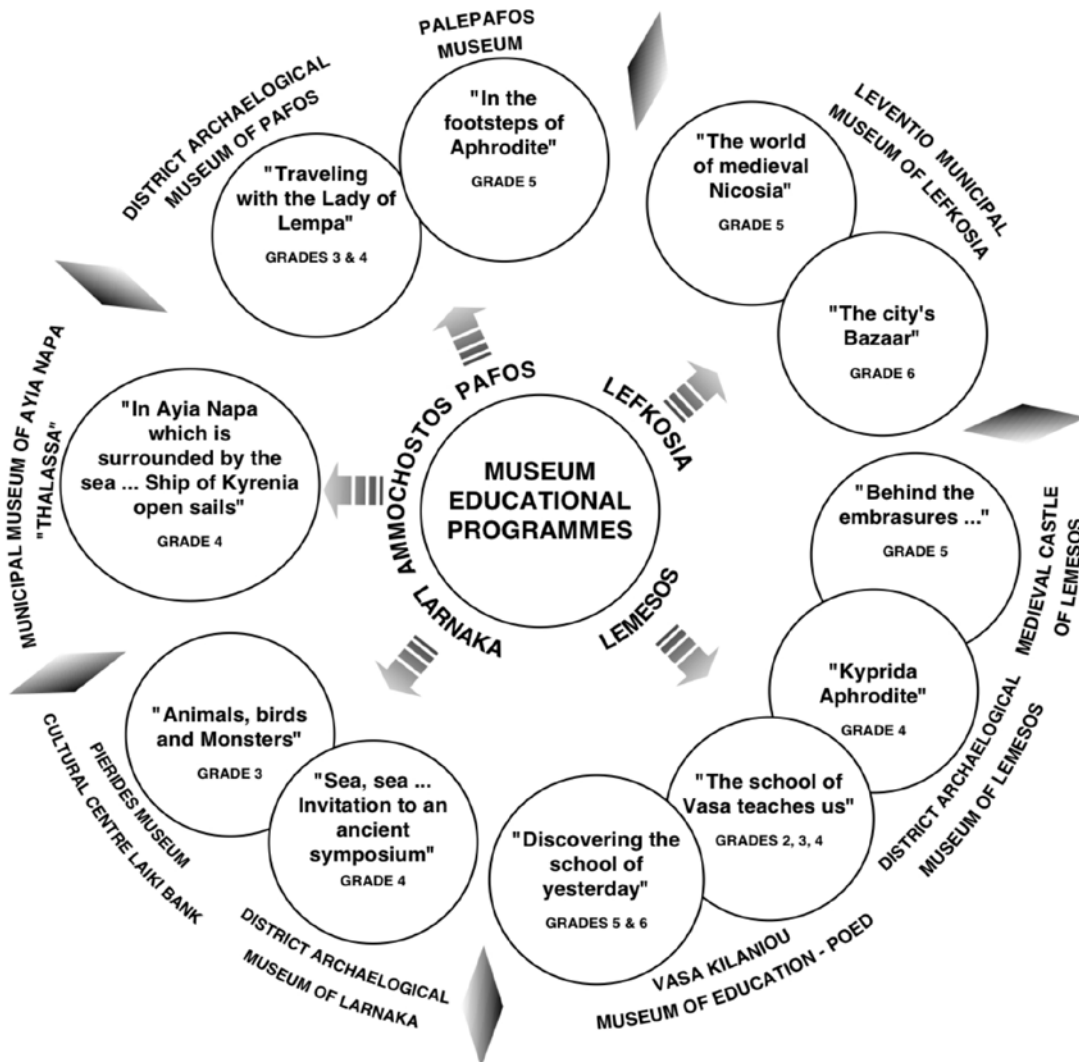
The implementation of all the programmes is based on experiential active learning and a cross-curriculum/interdisciplinary approach. In order to further improve the programmes, digital presentations, interactive maps and drama games were incorporated. The pupils explore the museums, observe the exhibits, search for information, engage in role-play, activate their creative and expressive abilities and work in teams through pleasant and well-organised activities. As a result, pupils acquire useful experiences and develop positive attitudes towards culture. During the school year 2012-2013, 6426 pupils and 403 teachers participated in the eleven programmes currently running in Cyprus. All

participants expressed their intention to visit the museums again, since they all enjoyed the exploration activities, the drama games and most of all, learning.

On the occasion of the International Museum Day (18 May), the M.O.E.C. organised for the second time a “Week of Museum Education” (13-19 May 2013). In addition, the “International Day for Monuments and Sites” (18 April 2013) was dedicated this year to our educational heritage. The Minister of Education and Culture visited the Museum of Education in Vasa village where he attended part of the educational programmes on offer.

Apart from the educational programmes that were offered during the school year 2012-2013, a new programme was implemented on a pilot basis at the Local Museum of Palaipafos, Kouklia. The programme “Following Aphrodite’s footsteps” is addressed to pupils of grades 4 and 5.

During the school year 2012-2013, eleven educational programmes were implemented as follows:



2.2.3.4 Art Education Programmes

The Department of Primary Education, in collaboration with the M.O.E.C’s Cultural Services, the Byzantine Museum of the Archbishop Makarios III Foundation and the

Municipality of Lemesos continued the implementation of Art Education programmes in art galleries and museums in Lefkosia and Lemesos for all primary education pupils. Additionally, in collaboration with the State Gallery of Contemporary Cypriot Art, the Art Gallery of Archbishop Makarios III Foundation and the Municipality of Pafos there was an expansion of the organised programmes in the relevant galleries and museums. These programmes aim to open up children to culture and aesthetic development, through an experiential approach. During the school year 2012-2013, five art education programmes were implemented as follows:

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

The educational programme “Motherhood” was the basis for creating a new programme with an emphasis on the philosophy and content of the primary education art curriculum. The new programme titled “A child’s world in the gallery” is addressed to children of grade 4. Children following the paths of the educational programme, interact with the works of important Cypriot artists in the history of contemporary Cypriot art such as Adamantios Diamantis, Loukia Nicolaidou-Vassiliou, Christoforos Savva etc. Children gain experience and knowledge, develop skills, ask questions, and express their feelings about the concepts of motherhood, family and companionship through various artistic activities.

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

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

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

The new educational programme titled “Hymn to Freedom” is based on the works created by romantic artists of the 19th century inspired by the Greek Revolution. Through creative and experiential artistic learning children interact with artworks relating to local and global cultural heritage, with emphasis on the struggles for the liberation of Greece from the Ottoman rule, culminating in the Greek revolution of 1821. Children also interact with artworks relating to Cyprus’ participation in this historic event. They experience through various artistic activities the heroic life of kleftarmatolon, the sacrifice of the women of Zalogo, the struggle of the Mesologgi heroes, the sacrifice of Archbishop Kyprianos and other Cypriot defenders of freedom, the excitement of the fighters and the people when Greece was liberalized in 1830. Global issues like peace and freedom as universal values are addressed through the artistic approach and contemporary antiwar works by Cypriot and foreign artists. Children create similar projects extolling the value of freedom, especially for their semi-occupied Cypriot homeland, which is still awaiting for the liberation and reunification of its land and people.

During the school year 2012-2013 an exhibition of children artworks called “Journey to

the children's art" was held in the art gallery of Archbishop Makarios III Foundation for a third time. It included participant pupils' artworks. The children were inspired by the programme and created two-dimensional and three dimensional artwork using a variety of materials. The exhibition took place on May 18, 2013 (International Museum Day) and included byzantine hymns, visual events from pupils about the subject of freedom and a presentation about the work of the artist G. Mavrogenis which focuses on the events leading to the hanging of Archbishop Kyprianos on July 9, 1821. During the exhibition, the public had the opportunity to create mosaics, observe the creation of hagiography and engage with mosaic artists and painters. The educational programmes aspire to the organisation of further similar events.

d) Art Education Programme «Our Island through the artists' pallet» at the Municipal Art Gallery, Lemesos

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 become familiar with the work of contemporary and older Cypriot artists and also gives them inspiration for their own artistic expression and creation. During the International Arts Education Week (21-26 May 2013), a children's art exhibition was organised at the Cultural Center "Panos Solomonidis" in Lemesos with works of art inspired by the educational programme at the Municipal Gallery in Lemesos. There were some changes to the content and structure of the educational programme at the Lemesos Municipal Art Gallery during the school year 2012-2013, so that it is consistent with the new art curriculum.

e) Art Education Programme "Searching for animals in the gallery" at the Pafos Municipal Art Gallery

This new educational programme at the Pafos Municipal Art Gallery was undertaken by the Department of Primary Education in collaboration with the Cultural Services and the Municipality of Pafos. Its implementation began during the school year 2012-2013. The programme titled "Searching for animals in the gallery" aims to introduce the gallery to the children and help them understand the cultural and artistic heritage of Cyprus. The experiential method of the programme gives children the chance to become familiar with the work of contemporary and older Cypriot artists and also gives them inspiration for their own artistic work. The educational programme also aims to expand with related activities in the school environment so that children acquire positive attitudes to local and cultural issues of art heritage and animals. Furthermore, it aims to cultivate children's observation, exploration and creativity. The educational programme was designed and developed based on the specific concepts and objectives of the art curriculum.

2.2.3.5 Educational Programme "IKADE"

The educational programme "IKADE" functions in primary education since 1999. The educational programme is supported by the M.O.E.C. and sponsored exclusively by the Bank of Cyprus. The programme aims to develop spiritual and cultural ties between pupils of Cyprus, Greece and pupils of the Greek of diaspora.

The implementation of "IKADE" is achieved through the use of modern technology. Direct real-time communication between pupils is achieved by using online communication tools. The website www.oikade.gr provides the opportunity for schools to visit virtual classrooms where they can interact with each other in real time. A global network of

schools is established, where selected primary schools in Greece, Cyprus and the Greek of diaspora (about 250 in total) are organised into groups of three or four and have live online meetings (teleconferences). Also, the website offers pupils a Greek online knowledge and entertainment space. Through games, tours and other tools children learn interactively about the Greek culture and have fun with their friends.

The electronic network of schools, for the school year 2012-2013, involved 59 primary schools from Cyprus. These schools had live online meetings with seven primary schools from Greece and with the Greek Primary School of Bucharest. The themes of the live online meetings were: children's school routines, our land, our common ancestry, our language, our manners and customs, our natural wealth, the future of our country, as it is in our dreams, our academic future as well as the theme "Cyprus in Europe".

During the pupils' teleconferences particular emphasis was given to pupils' interaction, in order to maximize the achievement of cognitive and emotional objectives. Emphasis was also given to 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 a school calendar and its distribution to all 6th grade pupils of Cyprus' primary schools.

2.2.3.6 Physical Education Educational Programmes

The following programmes were implemented during the school year 2012-2013:

- **Olympic Programme - Sports Days/Events of Summer and Winter Sports (e.g. water sports, skiing, bowling, badminton, gymnastics, rugby, athletics):** The Department of Primary Education in cooperation with the Cyprus Sport Organisation, the Cyprus Olympic Committee and the sports federations has established the Olympic Programme "Sports Days/Events of Summer and Winter Sports". The aim of this programme is the participation of children in as many sports as possible aiming to create a positive impact on their lives and for them to adopt exercise as a lifetime habit.
- **Olympic Education Programme:** This programme is under the auspices of the M.O.E.C. and the Cyprus Olympic Committee and aims at the promotion of the Olympic values and ideas.
- **Physical Education in All-Day Compulsory Schools:** In this type of school great emphasis is given to the Olympic values and ideas with increased teaching time in the timetable allocated to Physical Education (one additional period for 1st to 4th grades, two additional periods for 5th and 6th grades), compared to the two periods in the timetable of regular schools.
- **Physical Education in All-Day Voluntary Schools:** Pupils have the option of choosing two periods of Physical Education (games/dancing) among other elective subjects. Most children, about 70%, choose Physical Education.
- **Active School Breaks:** Programmes are implemented in schools encouraging pupils to participate in a variety of physical activities during break time. Physical activities, especially non-competitive ones, are organised for all pupils, according to their abilities. Active school breaks have led to a reduction of school delinquency and bullying.

2.3 DEPARTMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs)

The Ministry of Education and Culture is currently implementing a technology integration planning programme. The aim of this programme is to exploit the use of Information and Communication Technologies (ICTs) in the educational process and to enhance the digital literacy of 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 2012-2013, the MoEC proceeded with the following actions:

A) Technology Infrastructure and Equipment

During the school year of 2012-2013 the ongoing effort for taking the most out of the existing computer equipment at schools, has continued. Towards this direction, many computers were repaired and upgraded. Furthermore, the equipment that no longer operates, was recycled. The operating system of the computers has been upgraded and office suite of programs installation is taking place to as many computers as possible.

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

Structure Cabling

Up to now, 69 schools in total (Upper Secondary General and Technical and Vocational schools) have been equipped with fiber optics backbone network and have the capability to connect to the Internet from every room in the school (administration offices, teaching rooms and labs). The fiber optics backbone network offers high speed networking and enables fast transfer of large volume of data. Besides with the implementation of the wired network in each school, provision has been made for wireless access from various rooms in each school.

B) DIA.S project

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

DIA.S continues to operate at the Data Centre to enable access from all computers at the seven schools involved in the program. Access accounts were created for all teachers of the seven schools, and for Information and Communication Technology (ICT) officers at the Ministry of Education and Culture. Through the access given to DIA.S, each user has access to certain services such as email services, personal and school website and access to an educational and communications platform. Through

the DIA.S platform and the capabilities offered, it was possible to conduct a number of research and information gathering on issues relating to the ICT use in classroom such as collecting feedback from teachers of all schools for the Digital Educational Content (DEC).

Actions taken during the school year 2012-2013:

- Maintenance of the Educational Platform and promotion of its use amongst teachers and students in the seven schools participating in the DIA.S program.
- Development of an application on the DIA.S platform for recording the student absences for administrative purposes. The application was used in a Lyceum during the year 2012-2013 and the aim is to extend its use to other schools participating in the DIA.S program.
- Creation and update of user accounts of full access for a number of users such as:
 - The Physical Education New Curricula team in order to use the services offered on the DIA.S platform.
 - The teachers of the Pefkios Georgiades Primary school in order to use the services offered on the DIA.S platform including school administration services.
 - The Inspectors of Secondary General and Secondary Technical and Vocational Education in order to learn about the services available on the platform and encourage the teachers to use it.
 - The ICT consultants of the Secondary Education in order to use the services and applications offered on the platform.
- Creation and update of user accounts of partial access for all teachers of Secondary Education in order to be able to use the DEC.
- Regular trainings of the website administrators of the DIA.S schools.

C) Curricula and Educational Software

During the school year 2012 - 2013 and as part of the effort for the effective integration of Information and Communication Technologies in the educational system, we continued to provide help and support to all the New Curricula Teams (N.C.T.), which are creating and publishing relevant educational material (see Annual Report 2011-12). Apart from the one-to-one support meetings with the teams, we organized training seminars and presentations:

- for primary education: during the “Teachers Two-Day Training” – from the 5th until the 7th of September 2012 (in all districts)
- within the framework of Optional Seminars offered by the Cyprus Pedagogical Institute (C.P.I.) – in Nicosia and Limassol – during February-March 2013 (two sets of five meetings in each town)
- at the Head Teachers District Educational Conferences, 8-12 October 2012

http://www.schools.ac.cy/klimakio/Themata/ensomatosi_tpe/seminaria_synedria.html

Moreover, a new website for the Integration of ICT (Primary Education) was setup: www.schools.ac.cy/klimakio/Themata/ensomatosi_tpe . For the preparation of the above website our team collaborated with the ICT in Education Committee of Primary Education and the N.C.T. The website provides information on issues related to:

- the philosophy and pedagogy in relation to ICT and the new Curricula
- the use of ICT in the learning process
- the existing digital educational software

- the possibilities that internet provides
- the development and presentation of good practices
- teacher training
- logistics and technical support.

In an effort to take advantage of the educational software that has already been acquired by the Ministry, we undertook the following actions:

- In collaboration with the Geography Curriculum Team and the C.P.I. we achieved the upgrade of the software ArcView 9.3, a sophisticated Geographic Information System, to the latest version ArcGIS for Desktop 10.1, without any financial burden for the Ministry. Apart from the free upgrade, the relevant company also offered, free of charge, a series of training seminars on the use of the software. The first seminar was held from the 29th until the 31st of May 2013 at C.P.I.
- We started a tracking process of the status and operation of the educational software which needs codes and activation processes to function, in primary schools, in order to find centralized solutions to the various problems that arise.

In addition to the above, the Ministry participates in the Living Schools Lab (LSL) program, a project funded by the European Commission and coordinated by the European Schoolnet. It includes 12 Ministries of Education and aims to create:

- A sustainable, growing network of primary and secondary schools, based around regional clusters, that showcase and share best practice and ways to successfully embed the use of technology in teaching and learning (T&L) across the whole school.
- A strong community of practice, with supporting continuous professional development opportunities for teachers.
- Opportunities for schools to get involved in action-based research, creating links with outside partners including industry and other pan-European projects.

During the first year of project implementation, the following Cypriot Primary Schools and Gymnasias (organized in two Regional Hubs) are participating:

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

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

D) School Management Systems (SMS)

The School Management Systems have three tasks:

- Application development based on the needs of the Ministry of Education and Culture.
- Technical support for its applications.
- Upgrading its existing applications in order to meet the demands of the users as

well as of the Ministry.

Applications under development

- On-line Agenda System for Inspectors:

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

Applications developed or upgraded in 2013

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

A central system for registering the leaves of absence of teachers has been developed, which will be updated by the school secretaries.

- Hardware Database System

A web-based database system has been developed, which will be updated by the schools concerning the status of their hardware and peripheral equipment (computers, laptops, printers, scanners, etc).

- Database for Teachers' Schedule

A database was created for teachers to update their schedules on-line. This database provides immediate information to help Inspectors plan and organize their school visits. Currently it is being used by the ICT teachers and Home Education teachers, but by 2014 it is expected to expand to Secondary School teachers of other subjects as well.

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

Two web-based systems have been developed and are currently in use for the registration of the teacher's addresses. The systems allow teachers to receive at the addresses they submitted their assessments by the Inspectors and their principals.

- 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 Abakio and Excel (insertion of students' names), and its use is intended for both public and private schools. During the year 2013, several changes were made, based on requests from transportation companies.

Technical support is available to users via telephone or electronic mail the latest 24 hours after requesting it, seven days a week.

E) Web Services Department

The Web Services Department is responsible for the organisation and presentation of all information related to directorates, departments, services, and programmes of the Ministry of Education and Culture, as well as all the educational material for the Primary and Secondary General Education. It maintains the 5 sites of the Ministry of Education and Culture (www.moec.gov.cy, www.schools.ac.cy, www.highereducation.ac.cy, www.paideia.org.cy, www.kypria.org.cy) and the sites of three independent services (CEEA, ECPU, KYSATS). It also provides training and technical support to teachers who are responsible for creating and updating the public schools' websites.

During the school year 2012-2013 the following projects were completed:

- Transfer of the websites of MoEC to new servers at CYTANET.

- Creation of English pages for all directorates, services and departments of the MoEC.
- Redesign and rebuild of the educational materials website www.schools.ac.cy in collaboration with the consultants and inspectors of the curriculum subjects for the evaluation of the material.
- Support of Content Management System - CMS (Joomla, GetSimple) for the school websites.
- Design, development and maintenance of new sites for services and programmes of the MoEC (e.g. Observatory for Violence in Schools).
- Creation of MoEC channel on YouTube and post of videos of various services, programmes and curriculum subjects.
- Upgrade of Web applications for filling in forms, submitting applications, distributing circulars.
 - Web application form for participants of the Adult Education Centres – Upgrade
 - Web application form for seconded posts at the Ministry of Education and Culture – Upgrade
 - Electronic platform for uploading and distributing Circulars of the Ministry of Education and Culture (Primary, Secondary General, Secondary Technical and Vocational and Private Education) - Upgrade
 - Web application for uploading and distributing Internal Circulars (General archive) of the Ministry of Education and Culture
 - Web application forms for work in Examination Service (exam makers and assessors)
 - Web application forms for nursery teachers, primary teachers and university students of the Educational and Summer Camping
 - Web application for attending the Greek Language Programme applicable to Migrants and other Foreign Language Speaking Residents of Cyprus
 - Web application for trainers in the Afternoon and Evening Classes of the Secondary Technical and Vocational Education
 - Web application form for learners at the Post-Secondary Institutes of Vocational Education and Training
 - Web form for collecting data on software-equipment in public schools

F) Educational Management System

During the school year 2012-2013 an effort has started for the computerization of the three main entities of the educational system – teachers, schools and students – in one centralized environment. The purpose of the computerization is to improve the procedures that deal with any educational planning between the Ministry and schools and enable the Ministry to give immediate answers to all kinds of queries that deal with teachers, schools and students (i.e. number of teachers per school, number of students per school, etc.).

So far the following have been implemented:

1. Design and Implementation of the security platform, that gives secure access to the data allowed according to the roles of each user (i.e. Administrator Role, District Officer Role, Teacher Roles, etc.).
2. Design and Implementation of the Teacher Information for the three levels of Education (Primary, Secondary General and Technical and Vocational).

- 3.Design and Implementation of the School Information for the three levels of Education (Primary, Secondary General and Technical and Vocational).
- 4.Design and Implementation of the Geographical dimension of each school using Google Maps.
- 5.Design and Implementation of the automatic registration procedure for each user for creating their own account.
- 6.Design and Implementation of the electronic submission and processing of the school placement application forms that are filled by the Secondary General teachers every year.
- 7.Design and Implementation of the platform required to enter the number of students to be supported for free breakfast and free milk.

The next stage of the project includes the Design and Implementation of the electronic submission and processing of the school placement application forms that are filled by the Primary and Technical and Vocational school teachers every year. It also includes the design and implementation of a tool that will assist on the actual placement of teachers at each school according to their specialty and school needs – a process that is now done manually.

2.4 SECONDARY GENERAL EDUCATION

2.4.1 INNOVATIONS IN THE SUBJECT OF HOME ECONOMIS– HEALTH EDUCATION (AT GYMNASIUM LEVEL) AND FAMILY PLANNING (AT LYCEUM LEVEL)

The concept of a health promoting school approach has been introduced during this past year, through the use of a new health education curriculum for the teaching of the subject of Home Economics-Health Education, at Gymnasium level. This specific subject is thus taught in such a way as to put emphasis on changing childrens’ attitudes and behaviours towards health, strengthening their ability to contribute to the creation of a healthy community and a healthy everyday lifestyle, always taking into account the physical, social and cultural environment in which children live and develop.

To help the secondary school educators apply the philosophy of this new curriculum, a Teacher’s Guide Book was created with examples of lessons and activities that could be used, as well as a separate manual with student activities.

In addition to the above, a number of new educational tools have been developed both for the Gymnasium and the Lyceum level, such as the “Self esteem bingo for teens”, and the poster “Eat more fish and sea food”.

Health promoting activities that took place:

- Using recycling material a number of clothing items and accessories were created giving the students the chance to cooperate, create and apply new ideas, in a group working environment. Through this work, a number of ecological statements were promoted in the school environment and in the community.
- Preparation of food, snacks and drinks using local agricultural products.
- Investigating the Cyprus’ folk art and tradition and promoting this concept through a number of exhibitions carried out in schools and the community.
- Promoting the healthy message “5,2,1,0” at school (5-meaning five portions of fruit and vegetables per day, 2- meaning no more than two hours screen watching per day, 1- meaning one hour of physical activity per day and 0- meaning no consumption of drinks rich in sugars).

- Workshops for students regarding ways to compensate with emotional issues such as emotions of “anger” and “stress”.
- Activities that promote the acceptance and management of diversity and multiculturalism.
- Creation of herb and vegetable gardens in a number of schools.
- Contribution in health promoting education programmes such as the “EDSPY”, “EY ZHN” and “Comenius” programmes.

2.4.2 ROAD SAFETY EDUCATION

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

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

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

2.4.3 HEALTH EDUCATION

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

During the school year 2011-2012 the pilot program of Sex Education was implemented in six Gymnasia 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. “Well Being”: a program implemented on the basis of an agreement between the governments of Greece and Cyprus.
3. Anti-drug Education Seminars.

2.4.4 ENVIRONMENTAL EDUCATION

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

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

2.4.5 COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

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

In all Lycea, and depending on the curriculum needs, exist 130 IT labs for the purpose of teaching all computer science courses. Each lab contains 18 computers, printers, scanners, and multimedia hardware. In all Gymnasias, 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 2013 the eLearning course offered by CISCO Networking Academy was continued to fourteen Lycea in Cyprus. Several computer science teachers were trained ahead in order to facilitate the course.

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

Actions for the School Year 2012-2013

The following actions were held during the 2012-2013 school year, in cooperation with various organizations such as the University of Cyprus, the Technical University of Cyprus (TEPAK), the Cyprus Computer Society, the Society of Computer Science Teachers in Secondary Education, CYTA, Microsoft, etc:

- Cyprus Computer Science Competition for Gymnasium students
- Cyprus Olympiad in Informatics. At the end of this process four students were selected to represent Cyprus at the International Olympiad in Informatics competition, which took place in Australia, and at the Balkan Olympiad in Informatics competition, which took place in Bosnia and Herzegovina. At the Balkan Olympiad in Informatics Cyprus won one brass metal.
- One day seminar for Lyceum and Technical schools students.

- Cyprus Competition in creating Educational Games (LogiPaignion) for Secondary Education students.
- One day seminar for Internet Safety

2.4.6 MUSIC EDUCATION

2.4.6.1 MUSIC SCHOOL

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

The first Music Lyceum was established in February 2006, at the Pancyprian Gymnasium in Lefkosia while the second Music Lyceum in September 2006 at the Laniteion Lyceum A in Lemesos. Both schools have a concert hall, a library and suitable rooms well equipped for the teaching of solo instruments. Lessons are also offered on Chamber Music, Choir, Orchestra, Byzantine Music, Traditional Music, Lute playing, Music Technology, Theory, Harmony and History of Music. Both Music Lyceums function in five afternoons schedule and they have the form of a whole-day school.

For the academic year 2012-13, with a Cabinet of Ministers decision, three more Music Schools were created in Larnaka, Paphos and Ammochostos satisfying the general demand for provision of equal opportunities in education for talented students in music living in other provinces. For the academic year 2012-13, the three new Music Schools are attended by students of the A' Grade of Lyceum.

During the academic year 2012 - 2013 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.

2.4.6.2 LYCEA REGIONAL ORCHESTRA

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 performing work. At the same time such activities offer youths 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 Lefkosia Regional Orchestra organises a great number of activities such as the Music Camp, in Pafos, and many outreaching concerts all over the island.

2.4.6.3 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 creative music games, performing 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. Prime target of the programme “Artists in Schools” is to present musical diversity. Due to budget shortcuts, in the school year 2012-13 the programme was offered only one performing group in jazz music, in collaboration with the Music Department of Lefkosia University.

2.4.6.4 COLLABORATION WITH THE CYPRUS STATE ORCHESTRA (CYSO)

Morning Educational Concerts

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

The educational 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. During 2012 -2013, five different educational concerts were presented in the cities of Lefkosia, Larnaka, Lemesos and Pafos.
- Concert general rehearsals, attended by students, in the morning, during school time. During 2012 -2013, students attended two different general rehearsals, in Lefkosia.
- 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. During 2012 -2013, two different family concerts were presented in the city of Larnaka.

2.4.6.5 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, master – classes and music workshops:

- Master-Classes, attended by music students with a high level on their instrument performance. Some of the students actively participate for demonstration purposes. The Master - Classes offer the opportunity for technique issues to be more thoroughly explored. In 2012 - 2013, two master classes were presented.
- One music workshop was presented on percussion music.

- The Pharos Music Knowledge Competition.

Due to the budget cuts, «The Pharos Arts Foundation» was not able to support the Annual Pharos Music Education Prize and the collaboration did not take place.

2.4.6.6 MUSIC TEACHERS' IN – SERVICE TRAINING PROGRAMME

- **Music Counseling Seminars**

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

- **«Educators' days»**

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

- **Seminars on the implementation of the New Music Curriculum**

The beginning of the 2011 coincides with the initiation of the gradual implementation of the New Music Curriculum. The development and implementation of the New Curriculum in schools units aims, first of all, at satisfying a longstanding need for establishing a democratic and a human – centered school environment. In the New Curriculum and as a result in the New Music Curriculum, the following issues are clearly defined:

- The mission and aims of the education provided to children include the acquired knowledge upon graduation, the appropriate attitudes towards life and the competences developed for success at university and career.
- The philosophy, the fundamental pedagogical principles and the principles for organizing and implementing Music teaching.

In order to accomplish the above, an ambitious training programme of all secondary Music teachers, has already begun since 2011 and continued during 2012 -2013, in all the districts of Cyprus, for all music teachers.

- **Seminars on the special needs education**

The primary purpose of the seminars for children in special needs (as for all children), is to help the teachers actively involve the child in meaningful music experiences. In this way, children develop music concepts and skills appropriate to individual functioning level. The Special education music teachers, who were trained in these seminars, were members of a multidisciplinary team of professionals including school psychologists, social workers, speech therapists, and other school staff members directly concerned with the development of children. All specialists involved coordinate their individual efforts with each child.

The seminar aimed:

- In preparing teachers to effectively teach special needs learners as to include the development not only of teaching skills but of attitudes as well.
- Providing an equal opportunity for aesthetic education through music that offers the same programme options available to other children.

The importance of the continuous communication among the professional team members, in discussing problems and progress freely and the appreciation of each other's expertise in his or her respective field when decisions are made concerning a child, was underlined.

The seminars took place in all the districts of Cyprus.

2.4.7 SPECIAL NEEDS EDUCATION IN SECONDARY EDUCATION IN CYPRUS

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

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

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

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.

2.4.8 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.

2.4.9 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.

2.4.10 INTEGRATION OF MIGRANT CHILDREN IN SECONDARY EDUCATION PUBLIC SCHOOLS

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

Wishing to support their quick integration in the school society, the Ministry of Education and Culture, starting in the school year 2008-2009, is running a programme of intensive teaching of the Greek language which is the language of instruction in the Greek-speaking schools. Ninety-one secondary schools, out of a total number of 127 on the island, with about 1250 migrant children, are participating in this 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 together with Cypriots, attending the same lessons and syllabi as their Cypriot peers except for Religious Studies, Ancient Greek and Common Core History, during which they withdraw to form special classes and study the Greek Language.

Along with the intensive teaching of Greek, a «Reception Guide» for migrant families,

translated into the eight most dominant foreign languages that appear on the island, has been prepared and recently reprinted, ready for use in all secondary schools.

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

2.4.11 TEACHER ADVISORS FOR LITERARY SUBJECTS

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

2.4.12 ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2012 - 2013.

A research competition for the Science of Meteorology.

The Ministry of Education and Culture in collaboration with the Cyprus Meteorological Association announced a writing research paper competition on a voluntary basis in memory of Poyiadji Maria (daughter of Mr. Andreas Poyiadjis, former member of the Cyprus Meteorological Association and Mrs Anthi Poyiadjis, a chemistry teacher), who lost her life in the tragic plane crash in August 2005.

The special theme of the competition for the school year 2012-2013 was:

“Estimation of bioclimatic condition of classrooms in our school. Do they provide comfortable bioclimatic conditions to be used as classrooms?”

The meteorological phenomena have implications in all aspects of our lives, economy, society, agriculture and health. The contest aimed to bring together and to familiarize students attending secondary schools in the public and private sector, with the scientific/research methods and also to promote the establishment of environmental consciousness and the development of environmental culture in collaboration with partners from the community. The aim was to sensitize students and their teachers on issues related to current environmental problems. The ultimate aim of the competition was the active participation of students in issues related to protecting and ensuring the quality of life. Through critical exploration of the problem in a spirit of cooperation and mutual assistance, the students thoroughly understood the meteorological parameters and meteorological phenomena.

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

The competition involved working groups, composed of students and teachers. The research projects were assessed and the best three were awarded honorary certificates

and prizes. Honorary certificates were given to all teams which participated in the competition, to the supervising teachers and to schools whose students were awarded certificates. The awards ceremony was held on April 24, 2013 at the central hall of the Ministry of Education and Culture.

2.5 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

2.5.1 INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

2.5.1.1 Computers and Information Technology

The upgrading of the curricula of 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 Secondary Technical and Vocational Education 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.

2.5.1.2 Operation of an Evening Technical School in Lemesos

Taking into account the successful operation of the evening technical school in Lefkosia, which was established in 1999, the Ministry of Education and Culture proceeded to establish an evening technical school in Lemesos, in order to further promote participation in Secondary Technical and Vocational Education and support the integration of school dropouts in the workplace and in society in general. The evening technical school in Lemesos began its operation in January 2012, offering classes in the fields of Mechanical Engineering and Hotel and Catering.

The programmes offered at the two evening technical schools are equivalent to the secondary technical and vocational education programmes that are offered in mainstream technical schools. The material taught in each field of study and specialization is the same as the material taught in the respective field of study/specialization offered at the technical schools that operate in the morning, adapted however to the particular characteristics and needs of the pupils who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools.

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

2.5.1.3 Operation of Post Secondary Institutes of Vocational Education and Training

The Post-Secondary Institutes of Vocational Education and Training began their operation in November 2012. They operate at existing Technical Schools, as institutions of public education, within the scope of competence and under the supervision of the Department of Secondary Technical and Vocational Education of the Ministry of Education and Culture. They provide an alternative learning pathway to secondary education graduates and adults, thus enhancing the image of VET in Cyprus. By attending these Institutes, students, especially those who wish to enter the labour market immediately, have the

opportunity to acquire or complete their technical and vocational education, since the Institutes provide opportunities to citizens, and especially young people, to acquire, improve, or upgrade their qualifications and skills in order to become better prepared for participating in the labour market.

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

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

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

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

In addition, industry experts from the world of work and the academic community are selected and appointed to teach at the Institutes, in order to further enhance the relevance of the programmes with labour market needs and ensure that they are up-to-date with current technological advances.

The programmes offered during the academic year 2012-2013 were the following:

- Management of Natural Gas Industrial and Residential Installations
- Gas Handling Pipes Welding and Industrial Structures
- Specialist Baker and Confectioner
- Computer Networks and Communications
- Electrical and Industrial Refrigeration Installations
- Installation and Maintenance of Photovoltaic Systems and Wind Turbines
- Industrial and Residential Automation
- Biological Vegetable Production

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

includes practical training in industry and businesses/enterprises.

During the academic year 2012-2013, the first year of the Institutes' operation, 192 students attended the programmes offered. A student placement system with selection criteria (favouring young unemployed individuals in particular) was applied, since the demand was very high and the number of applicants exceeded the number of the available places.

2.6 CYPRUS PEDAGOGICAL INSTITUTE

2.6.1 DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation at the Pedagogical Institute (P.I.), in 2013, published The Pedagogical Institute of Cyprus Bulletin, Issue 15.

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

2.6.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The needs stemming from the requirements placed on the participants in the 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. The Library was enriched with new volumes of books and compact discs (CD, DVD). Overall, the Library has more than 48,835 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2013, the Library was enriched with 171 volumes of new books while more printed material is expected. The titles of the books refer to themes that include teaching methodology, educational innovations and teaching practices, educational training, educational administration and educational research. The registered users of the Library amount to 857 individuals.

As a part of the effort to upgrade the Library of the P.I., computerization of the Library material and resources by the use of the Library Automation System of the National Documentation Centre of Greece (ABEKT 5.6) is continued. It is, also, noted that the Library of the P.I. participates in the Library Consortium of the Cyprus University Libraries within the framework of the Programme 'Exploitation of New Technologies in the context of Lifelong Learning' and is connected to the Cyprus Network of Libraries which contains 38 Databases on the island allowing users to search and access material found in the Library of the P.I. as well as in other libraries in Cyprus. Users may, now, access articles and other online sources through the website of the P.I. The process of connecting the Library of the P.I. to the libraries of all the schools in Cyprus is continued.

2.6.3 IN-SERVICE TRAINING DEPARTMENT

The Pedagogical Institute organises re-occurring courses addressed to administrative staff in all levels of education as well as series of optional seminars based on the areas of interest accentuated by the Ministry of Education and Culture (M.O.E.C.) and the targets set.

2.6.3.1 IN-SERVICE TRAINING PROGRAMME TO ADMINISTRATIVE STAFF

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

In June 2013, 97 Headmaster of Primary and Pre-Primary Education successfully completed the relevant programme. The sessions were held at the P.I. premises in Lefkosia and at the Lemesos branch. In October 2013, a new Programme was launched involving 62 Headmasters from Primary and Pre-Primary Education. Changes were introduced to the content of the programme so as to enhance the role of Headmasters at schools further, through the development of leadership, managerial and organizational abilities and skills. Officers, already engaged by the P.I., as well as external partners who expressed their interest to participate in the Programme by responding to the P.I. invitation got enrolled in the Register of Instructors and are employed to teach.

In-Service Training Programme of Newly Appointed Headmasters of Secondary General and Secondary Technical and Professional Education

In April 2013, 14 Headmasters from Secondary General and Secondary Technical Education completed the Programme successfully. The sessions were held at the P.I. premises in Lefkosia and at the Lemesos branch. In October 2013, a new Programme was launched involving 41 Headmasters from Secondary General and Secondary Technical and Vocational Education. Changes were introduced to the content of the programme so as to enhance the role of Headmasters at schools further, through the development of leadership, managerial and organizational abilities and skills. Officers from the P.I. and the M.O.E.C., as well as external partners, who expressed interest to participate in the programme by responding to the invitation extended by the P.I. entered the Register of Trainers and undertook the training.

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

In May 2013, 118 Deputy Head Teachers successfully completed the Programme intended for the Deputy Head Teachers of Secondary General, Technical and Vocational Education. The sessions were held at the P.I. premises in Lefkosia and at the Lemesos branch. Officers from the P.I. and the M.O.E.C., as well as external partners, who expressed interest to participate in the programme by responding to the P.I. invitation entered the Register of Trainers and undertook the training. In October 2013, a new Programme was launched involving 117 Deputy Head Teachers of General Secondary Schools and Secondary Technical and Vocational Education. Changes were introduced to the content of the programme so as to enhance the role of Deputy Head at schools further, through the development of leadership, managerial and organizational abilities and skills.

2.6.3.2 INDUCTION TRAINING PROGRAMME FOR NEWLY APPOINTED EDUCATORS AND MENTORS FROM PRIMARY, SECONDARY GENERAL AND SECONDARY TECHNICAL EDUCATION

The Induction Programme addressed to Mentors and Newly Appointed Educators in the Primary, Secondary General and Secondary Technical Education is offered 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 Newly Appointed Educators) 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 school year 2012 – 2013 the programme was implemented in three phases, in all districts, for both mentors and new entrants who participate in it, as follows:

• **Training Programme offered to Newly Appointed Educators in the Primary/ Secondary General and Secondary Technical Education**

Phase A´

- For Newly Appointed Educators in Primary Education, October 2012: In-service training offered centrally (15 teaching periods)
- For Newly Appointed Educators in Secondary General and Secondary Technical Education, October 2012: In-service training offered centrally (15 teaching periods)

Phase B´

- October 2012 – May 2013: 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 offered centrally in January 2013 (5 teaching periods)

Phase C´

- In-service training offered centrally in May 2013 (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 2012: In-service training offered centrally (20 teaching periods)
- For Mentors in Secondary General/ Secondary Technical Education, October 2012: In-service training offered centrally (20 teaching periods)

Phase B´

- From October 2012 – May 2013: Application of specific practices covered in Phase A´ in collaboration with the New Entrant takes place. Support provided by the supportive team from the P.I.
- In-service training run centrally offered in January 2013 (10 teaching periods)

Phase C´

- In-service training offered centrally in May 2013 (10 teaching periods)

2.6.4 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

In the school year 2012-2013 the P.I. continued to organize and run school-based seminars and seminars for parents in various schools. The seminars covered different areas of interest that correspond to a great extent to the problems faced by parents, students/pupils and educators.

Moreover, in September 2013, a booklet with relevant information on the organised school-based seminars and workshops for parents was circulated in schools. This

material is also posted on the website of the P.I. It is, also, noted that officers from the P.I. and the M.O.E.C. 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.

2.6.5 OPTIONAL IN-SERVICE TRAINING SEMINARS

The Optional Training Seminars and Workshops for year 2012 – 2013 covering the needs of teachers in Lefkosia, Lemesos, Larnaka, Pafos and Ammochostos were completed. There were 2,615 participations from all levels of education, from the public and private sector.

2.6.6 TRAINING OF TEACHERS WHO ARE ENTRUSTED WITH THE SUPPORT OF FOREIGN SPEAKING PUPILS

The P.I. has developed a series of training courses aiming at reinforcing the teachers entrusted with the support of foreign speaking pupils. The areas covered by these training activities mainly refer to methods of teaching Greek as a second language. The P.I. has recently offered the Training Programme to the specific population of the Greek language teachers. 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 needs as these arise depending on the school unit referred to.

PROGRAMME OF TRAINING TEACHERS OF GREEK AS A SECOND LANGUAGE IN EASTERN EUROPEAN COUNTRIES

The six-month programme offered to teachers of Greek origin from countries neighbouring the Black Sea was completed by the end of June 2013. The programme was attended by 11 expatriates who, apart from having crash courses in the Greek language and teaching methodology, came in touch with the modern Cyprus reality, the local cultural wealth and the culture of the place through educational tours, lectures attended and events.

PROGRAMME OF TRAINING EXPATRIATES FROM THE GREEK COMMUNITY SCHOOLS OF THE GREEK ORTHODOX ARCHDIOCESE OF AMERICA

As of 2012, the P.I. in cooperation with the M.O.E.C. offers the programme aiming at training expatriates from the United States of America who teach the Greek language and civilization. The programme was attended by 9 expatriates from the 14 to 30th of July 2013. Apart from the courses they attended, they visited archaeological sites, museums and monasteries in Cyprus

2.6.7 OTHER ACTIVITIES

Two-day in-service training for Secondary General and Secondary Technical Education

The P.I., in collaboration with the Directorate of Secondary Education and Secondary Technical Education, organised training seminar during the “educator’s day” on the 21 and 22 of January 2013. The seminars were offered centrally and at the same time the school unit had the opportunity to organize training seminars for their educators.

Two-day in-service training for Pre-primary, Primary and Special Education

The P.I., in collaboration with the Directorate of Primary Education, organised training seminars centrally and at the school units between 4 to 5 September 2013. The seminar was attended by all the educators in pre-primary, primary and special education sector.

Programme of training on the Curricula

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

2.6.8 DEPARTMENT OF EDUCATIONAL TECHNOLOGY

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 implemented the following:

- European Project EUfolio – EU Classroom ePortfolios project (<http://eufolio.eu>)
A project on the design and application of innovative models of evaluation through ePortfolios
- European Project PREATY – PProposing modern E-Assessment approaches and Tools to Young and experienced in-service teachers (<http://portal.ou.nl/en/web/preaty>)
- European project “Open Discovery Space: A socially-powered and multilingual open learning infrastructure to boost the adoption of eLearning resources (ODS)”
- Programme “Young coaches for the internet”
- European programme CyberEthics GIV . The Cyprus Pedagogical Institute is one of the partners to the project CyberEthics, the Cyprus Centre of Safe Internet (<http://www.cyberethics.info>).
- Competition for successful learning contributions for the integration of ICT in teaching
- Competition for the production of a short film on the safe use of internet “Discover the digital world together ... with safety!”
The 10 best films can be found on <http://www.pi.ac.cy/internetsafety>
- Completion of the pilot programme “one student one computer”
The programme gave emphasis on the use of a personal laptop as a mean of learning from the 3rd Grade students of Apostolos Loucas primary school in Kolossi both at school and at home and the participation of the parents in the process of learning of their children through the online learning environment (<http://elearn.pi.ac.cy/Kolossi>).
- 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 them 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.

2.6.9 PRODUCTION OF AUDIO VISUAL MATERIAL

In the school year 2013, the distribution of educational material produced by the P.I. and the Educational Television of Greece to schools and other organisations continued. Parallel to that, digitization of the P.I. productions has advanced while the portal to be hosting them has been completed (<http://paragoges.pi.ac.cy>). The film ‘Seferis – Diamandis’, a co-production with the Educational Television of Greece was presented.

2.6.10 EUROPEAN - RESEARCH PROGRAMMES

During 2013, the Cyprus Pedagogical Institute continued its participation in the existing European programmes and started new ones [see Table 1]:

Period of time	Funding	Programme	Source of funding
1/5/2013-30/4/2015	131.942,00 €	EUFolio (Europortfolio): a European Network of EPortfolio Experts and Practitioners	EE, “Implementation of the European strategic objectives in Education and Training (ET 2020)”- creative classrooms call
1/12/2012-30/11/2014	51.854,00 €	PRoposing modern E-Assessment approaches and Tools to Young and experienced in-service teachers – PREATY	EE, Lifelong Learning Programme
1/5/2012-31/10/2014	97.184,00 €	CyberEthics GIV - Cyprus Safer Internet Center (SIC CY II)	EE, Safer Internet 2009-2013 Programme
1/5/2011-30/4/2013	150.000,00 €	Marine culture programme «Ideas, works and actions in Aegean Sea and the Eastern Mediterranean Sea through the cultural landscapes of Crete and Cyprus!»	Territorial Cooperation ‘Greece-Cyprus’ 2007-2013
2011-2014	40.000,00 €	Collaboration of Schools and Communities through Sustainable Development. «Codes»	EE, Comenius network
1/3/2012-1/2/2013	32.460,00 €	Toward achieving Self Regulated Learning as a core teachers in service training in Cyprus - RELEASE (3411-12129)	Life Long Learning Project, Multilateral Projects, networks, accompanying measures and studies.

2.6.11 PROGRAMMES ON ENVIRONMENTAL EDUCATION

NETWORK OF ENVIRONMENTAL EDUCATION CENTRES

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

All of the CEE programmes have been set up by the team working on Environmental Education at the Pedagogical Institute and are designed in such a way as to meet the specific environmental characteristics of each area concerned while, at the same time, they are consistent with contemporary issues of Environment and Sustainable Development as these are established by international organisations and the scientific community. The programmes are organised on the basis of central thematic units covering areas of interest such as 'Forest Biodiversity', 'Water', 'Environment and Culture', 'Territory', 'Environment and Local Community', 'Energy', 'Desertification and Climate Change' which are directly linked with school curricula. The programme is an innovation in that it is connected to the Curricula referring to the Environmental Education and Education for Sustainable Development and is integrated in the educational process as part of the formal education offered to students and educators of our country.

The aim for establishing these centres is 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 have the opportunity to explore various environmental issues using the experiential approach in learning environments beyond the class walls of a school and on the basis of considering the social, political and economic factors in each case.

It is noted that in year 2012-2013 around 18,500 students, 600 educators and 250 students both from Cyprus and abroad 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 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 the school year 2013 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 educational material for Primary Education titled 'Sustainable use of Waste: Educational Material for Primary Education Teachers' and environmental educational programmes of the Network of Environmental Education Centres
 - b) National, regional and international research programmes:
 - The Non-Conventional Water Resources Programme, in cooperation with the Mediterranean Information Office for Environment (MIO), Global Water Partnership Mediterranean (GWP-MED) and funded by the Coca-Cola Foundation Atlanta with the amount of 400.000 euro
 - The Marine Culture Programme, funded by the Cross-Border Cooperation between Cyprus and Greece, 2007 – 2013, with the amount of 550,000 euro.
 - 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 part of the Lifelong Learning Programme.
 - c) 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 Dali Municipality, iii) the international day of the Environment, iv) participation in the 38th International Fair in cooperation with the Office of the Commissioner of the Environment
 - d) Extending to all schools the programme "Tiganokinisi"
 - e) Providing advisory support to schools and organizing school-based seminars on Environmental Education and Education for Sustainable Development in cooperation with the Office of the Commissioner of the Environment.
 - f) Planning and implementing environmental education programmes based on the needs of the school and of the local community.
 - g) Actively participating in international networks for Environmental Education and Education for Sustainable Development such as the 'Mediterranean Education Initiative for Environment and Sustainability' (MEDIES), the 'Environment and School Initiatives' (ENSI) and representing Cyprus at conferences and committees of the European Union, such as the Committee of UNECE (United Nations Economic Commission for Europe), for the Strategy towards education for Sustainable Development.

2.6.12 CURRICULUM DEVELOPMENT UNIT

The work of the Curriculum Development Unit is:

- Coordination of procedures for publication of curricula
- The process of writing, editing and updating teaching textbooks and the production of educational material for teachers and students at all levels of education
- The purchase of teaching textbooks published by publishing organisations (Computer Technology Institute and Press “Diophantus”) in Greece and the process of transporting them from Greece to Cyprus
- The publication of educational material (booklets, posters, cover art, flyers etc) for the purpose of:
 - a) the Ministry of Education and Culture
 - b) the Pedagogical Institute
 - c) the Centre of Educational Research and Evaluation
 - d) other M.O.E.C. services
- The responsibility of preparing documents for opening tenders and the procedure that follows (publication, evaluation and awarding of tenders) and the supervision of publication during the process of printing.
- Cooperation with the Departments of Primary, Secondary and Secondary Technical and Vocational Education and the Ministry of Education and Culture Store, for the creation of an electronic database to facilitate ordering textbook electronically.

To effectively carry out this work the Curriculum Development Unit works closely with the Ministry of Education and Religion in Greece, the Lifelong Learning and Religious Affairs, the Computer Technology Institute and Press “Diophantus” (I.T.Y.E.), the Pedagogical Institute of Greece, the Departments of Education, the Tender Board of the Ministry of Education and Culture, the Government Printing Office, private printing presses, the Ministry of Education and Culture Store, the Universities of Cyprus, the Trade Unions of teachers etc.

The Curricula

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

Books used in the Cyprus Educational System

Books used in the Cyprus Educational System include publications by M.O.E.C., the Computer Technology Institute and Press “Diophantus” (I.T.Y.E.) and from other sources.

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

Level of Education	Number of book titles			
	CDU	Computer Technology Institute and Press “Diophantus”	Other Sources	Total
Primary/ Preprimary	100	50	-	150
Secondary	130	75	65	270
Technical	190	60	30	280
Total	420 60%	185 26%	95 14%	700 100%

Curriculum Development Unit Budget

The following table shows the expenditure for the financial year 2013

	Cost (Euro)
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.250.000,00
Purchase of textbooks from C.T.I.P.»Diophantus», books sent abroad/books received from abroad.	€1.750.000,00
Total cost	€3.000.000,00

2.6.13 CENTRE FOR EDUCATIONAL RESEARCH AND EVALUATION (CERE)

The Centre of Educational Research and Evaluation (CERE) was established in August 2008, following a decision by the Council of Ministers. Firstly, the CERE assumes responsibility for the implementation of international and national research studies on pedagogical and educational issues (e.g., educational policy, national curricula, school resources, teacher training). Secondly, the CERE undertakes evaluation studies for educational innovations, interventions and programmes initiated by the Ministry of Education and Culture (MoEC) in Cyprus schools. Thirdly, the CERE enhances the establishment and development of research-oriented schools, teachers and students. During 2013 and in accordance to its annual action plan, the CERE participated in a number of significant research projects on these three strands, as follows:

A. Participation in Local and International Studies of Pedagogical Interest

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

- Programme for the International Student Assessment (PISA) – The survey aims to define validated benchmarks on educational system outcomes (knowledge and skills in Reading, Mathematics, Science, and Problem Solving) at the completion of the compulsory education.
 - PISA 2012: The main phase of the study was carried out in 2012 and involved about 5400 fifteen-year-old students. In 2013, the consortium undertook data analyses.
 - PISA 2015: In 2013, as part of the preparations for the survey's Field Trial that will take place during Spring 2014, translations and checks of testing material and questionnaires were performed, along with sampling of schools and students.
- Trends in International Mathematics and Science Study (TIMSS) – The survey aims to assess at an international level the mathematics and science knowledge of 4th and 8th grade students. TIMSS is developed by the International Association for the Evaluation of Educational Achievement (IEA).
 - TIMSS 2015: In 2013, as part of the preparations for the survey's Field Trial that will take place during Spring 2014, the survey's material (tests, questionnaires) were revised and finalised, along with sampling of schools and classrooms.
- Teaching and Learning International Study (TALIS) – The survey targets school principals and teachers at the Gymnasium level to collect data on professional development, teaching, and effects on student learning at an international level.
 - TALIS 2013: The main phase of the study, which involved 2000 teachers, was completed in 2013.

- Programme for the International Assessment of Adult Competencies (PIAAC) – The survey focuses on the identification of adults’ (aged 16-65) language, mathematical and technological literacy. The main phase of the study, which involved more than 5000 adults from Cyprus, was completed in 2012, while in 2013, the consortium undertook the data analysis, and the national report of the study was prepared and released.
- European Survey of Schools: ICT in Education (ESSIE) – The survey focused on the identification of students’ and teachers’ skills, attitudes, and practices in Information and Communication Technologies. The international report of the study was released in 2013.
- Professional learning through feedback and reflection (Comenius Multilateral) – The project explored the potential of an ICT-based self-assessment instrument integrated as part of Continuing Professional Development programmes for school leaders.

At the local level, the CERE runs the longitudinal research study ‘Programme for Functional Literacy’ on a national scale for all primary school students at the third and sixth primary school grade. The study aims to identify students ‘at risk’ for functional illiteracy, when they finish compulsory education (15 years of age). Results of this study are forwarded to schools and the Directorates of Education at the MoEC, so that these students receive early support, while in school.

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

B. Evaluation of Innovations and Programmes launched by the MoEC

During 2013, the CERE completed a number of evaluation studies, which are expected to help the MoEC towards informed evidence-based decision making, as follows:

- Evaluation of the Programme ‘Anti-Drugs Education for Students’.
- Evaluation of the pilot implementation of the Programme ‘One Student – One Computer’.
- Evaluation of the Project on Productivity in Education.
- Evaluation of Induction Programmes by the Cyprus Pedagogical Institute for teacher mentors and newly appointed teachers.

C. Promotion of Research Culture in Cyprus Schools

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

- School Self Evaluation - This Comenius Regio Partnership project aims at developing school self-evaluation in two settings (Cyprus – Latvia). This project anticipates reaching a consensus in terms of developing and adopting a common definition of school self-evaluation and organising improvement initiatives.
- ‘Out of the Box’ Empowering School Leaders through Action Research - This Comenius Regio Partnership aims at offering school leaders the opportunity to consider ways of improving school performance by building on action research (AR) as a process in which they will examine their own educational practices systematically and carefully,

using techniques of research (Cyprus – UK).

- The Development of Mathematical Reasoning through Technology and Parental Engagement - This Comenius Regio Partnership project aims at developing students' mathematical reasoning through a design research approach in two settings (Cyprus - Greece).

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

2.7 HIGHER AND TERTIARY EDUCATION

2.7.1 THE DEVELOPMENT OF HIGHER EDUCATION

Vision

It is a well-known fact, both within Europe and internationally, that the key to a strong and viable economy, as well as to prosperity amongst citizens, lies in education. Following Aristotle's wise affirmation that "the fate of empires depends on the education of youth", governments, worldwide, further increase their resources in education and support their HE systems, because they know that this will eventually result in strong entrepreneurship skills, high calibre international students, rich investments, technological and scientific development.

In light of the above, the MOEC via the DHTE aspires for Cyprus to be established as a technological and educational centre of excellence both within Europe and beyond.

As such, and in alignment with the policies and measures followed by the European Union (i.e. the Lisbon strategy, EU2020 etc.), HE of Cyprus enters the second decade of the 21st century while aiming to promote excellence in teaching, to encourage quality assurance, and, at the same time, to safeguard diversity and university autonomy. It is believed that HE should be accessible to all, encompassing both those who are already at work and those who did not have the means to pursue university education. Therefore, the MOEC aspires to further promote lifelong learning by gradually increasing the available options to the community regarding institutions of HE, programmes and methods of study.

Through the EU programme 'Youth on the Move', the DHTE intensifies its efforts to enhance mobility and thus to promote further the internalization of HE. It is believed that abolishing borders with regards to HE will not only benefit the lives of Cypriot and international students, but it will also enrich Cyprus' HE system, its universities, its industries, and its culture in general. The role of HEIs in today's globalized world and the vital need for knowledge and innovative thinking make essential the application of diversity to all aspects of education.

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

Goals and Challenges of Cyprus Higher Education

One of the main goals of HE in Cyprus is to satisfy local and international needs. During

the past two decades, important developments have been noted in the area of HE, with the establishment and operation of the public and private universities, as well as the research centres and quality assurance bodies, which provide and safeguard the HE System of Cyprus.

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

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

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

Modernization of HE in Cyprus

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

• Quality assurance

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

Recent educational developments on the island, including the establishment of three public and five private universities, have urged the MOEC to form a new legislation which will establish an Agency of Quality Assurance and Accreditation and Recognition of Qualifications in Higher Education, which will aim at further enhancing internal and external quality assurance procedures, as well as accreditation and recognition matters, in accordance with the European Standards and Guidelines.

• Autonomy

Institutional autonomy is crucial for HEIs. The MOEC, as well as all the relevant authorities, acknowledge the need to provide an appropriate framework in which universities can fulfil their mission in the best possible way. Financial autonomy, organizational autonomy,

academic autonomy and staff autonomy are different aspects of Universities' autonomy in total. The MOEC will continue to monitor the progress of these aspects since they are considered important conditions for the modernization of Universities.

- **Education and Industry**

The link between education and the business sector is becoming one of the most important challenges for Europe. The continuous economic changes taking place in the world demand that HE Systems take into account the industry in order to cope with the ever changing market and society. The MOEC, acknowledging the increased need for promoting cooperation between HEIs, research institutions, employers and enterprises (labour market) supports initiatives and actions that promote this link.

The Human Resource Development Authority of Cyprus (HRDA), a semi-government organization that reports to the Government through the Ministry of Labour and Social Insurance, has set as its priority the promotion of Lifelong Learning of Employees and the integration / reintegration of selected target groups to the labour market. "Paramount pursuance is the employability and adaptability of human resources in the new socio-economic environment which is created by the emerging Knowledge Society (HRDA Annual Report, 2010)". Within this framework, the training of HE graduates (including those who are unemployed), and job placements are among its actions and schemes.

Nevertheless, further and continuous steps need to be taken in order to encourage partnerships and cooperation between businesses and HE stakeholders, so that academic qualifications reflect, as extensively as possible, the needs of the labour market and society.

- **Excellence in Teaching and Learning Outcomes in HE**

The MOEC, along with all its partners, is committed to maintaining and developing European and international standards of excellence in teaching and learning environment. HEIs are encouraged to invest in the continuous professional development of their staff, and to ensure that both their academic and research programmes are being distinguished for quality. Efforts are made in order to develop and support rewards of excellence in teaching, as well as science and research.

Furthermore, HE Systems are increasingly referring to learning outcomes when setting overall goals and challenges. Taking into consideration that learning outcomes are gaining a prominent position in planning and implementing policies, Cyprus HE attempts to successfully combine excellence in teaching with what a learner knows and is able to do at the end of a learning process. Thus, identifying learning outcomes in a careful and transparent manner has become yet another challenge that the Cypriot HE System and its stakeholders need to, successfully, face.

- **Funding**

Public funding of HEIs is the main source of income for large parts of the higher education landscape in all EU member states. More than 70% of HEIs' funding comes from the public purse and, for the EU member states, funding is a major steering mechanism for HE.

The public HE institutions (three universities and five non-university institutions) receive funding from the national budget. As far as the public universities are concerned, the biggest amount of public funding is input-based and, according to their new infrastructure, they are allowed access to negotiated allocations and a specific amount is also given for research purposes. Public universities are also funded through the fees paid by their post-graduate students, and also through donations. In general, the use of private funds by public HEIs is included in the annual budget and, therefore, is monitored by the General Auditor.

Private institutions (five universities and 38 non-university institutions) are profit organizations and receive most of their funding through private sources: student financial contributions (fees), donations, funding through research contracts and through European Union.

University funding should be reformed so that a high level of teaching and research excellence can be achieved. The EU target for university funding is to allocate 2% of gross domestic product (GDP) to the modernization of the HE system. Cyprus invests 2,04% of GDP in HE. The whole effort is to turn funding into a results-oriented procedure, rather than resources-oriented. There is a shift towards more diversification of funding and soliciting of more private funding, especially for research and industrial application. Moreover, funding must be based on performance indicators in order to clearly measure the relationship between resources invested (inputs) and results obtained, both economic and social (outputs).

In this way, universities will be more responsible for their own financial viability. The issues of university autonomy and accountability are moving up the political agenda for national governments and the European Union. Autonomy is not an end to itself but a vital means for universities to act quickly in a fast-changing globalised higher education environment. Greater autonomy and accountability is crucial for universities to respond to demographic changes, to attract international talents, and to raise necessary additional funding.

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

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

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

In 2013, the state budget for subsidizing Greek and Cypriot Studies was €146.000 and the Ministry of Education and Culture subsidized twenty Greek Departments in 15 countries.

- **The EU dimension of Higher Education**

The Bologna process has paid particular attention to the European dimension of HE and specifically to the social dimension, which presents the most significant challenge to European modernization of HE. The aim is to have more countries which will link their policy on the social dimension to the Bologna commitment of raising the participation of under-represented groups to the point where the HE population mirrors the overall societal distribution.

Countries have already set specific targets to improve the participation of under-represented groups in higher education, but only about half of the Bologna countries systematically monitor their participation. The most common national measures to widen participation are greater fairness between students (in particular those coming from disadvantaged backgrounds), the provision of targeted financial support and the development of alternative access routes or admission procedures.

Since the end of 2010 and after the decision that Bologna Process should be continued by the so called “Bologna Beyond 2010”, the countries of the Bologna group have

widened their policies to include the new issues that need to be addressed. These issues set for a quality HE have the following four main goals for the present decade:

- finalizing the structural reform and deepening its implementation through a consistent understanding and use of the developed tools,
- implementing quality HE, connected with research and lifelong learning and promoting employability,
- making the social dimension become a reality by ensuring that the student body entering and completing HE reflects the diverse student body of Europe's populations, and
- ensuring that at least 20% of those graduating in the EHEA have had a study or training period abroad.

The MOEC acknowledges the fact that opportunities to HE should include as large a proportion of the population as possible and has promoted national policies for the achievement of this goal.

• Ranking

Given the large institutional diversity that exists in HE in Europe, there is a need for instruments that can help improve its transparency. Ranking systems are one of these tools that, despite criticism, are here to stay. However, they should evolve in order to shape their methodologies, their frequency, the level of detail they provide to the public regarding the ranked universities.

In this framework, the European Commission funded recently two programmes in order to create its own system of academic ranking, the U-Map and U-Multirank. The objective of the European Commission is twofold: on the one hand, to create a European system of academic ranking and, on the other, to improve the academic classification of European universities in the global context and thus the economic power of Europe.

U-Map aims to create a classification of European HEIs. This, in turn, will be a useful tool for all stakeholders involved in trying to learn the profile of a university. In this sense, the U-Map is a mapping tool for the EHEA. It provides a range of universities' dimensions where major similarities and differences between the European universities may be described and compared. Unlike the U-Map which is a classification project, the U-Multirank is a programme of academic ranking. It deals with what an institution of HE really offers. What differentiates the programme U-Multirank from other academic rankings is its multi-dimensional approach. HEIs are classified hierarchically in a multidimensional way, both by the level of their overall performance and by their level of performance for each programme of study.

Regarding Cyprus, it is difficult to create a national ranking system of academic institutions due to the fact that only eight universities operate on the island today. However, it is possible for the Cypriot universities to integrate in the European ranking system and, specifically, to join the U-Multirank and U-Map programmes of the European Union. For this reason, the DHTE is encouraging all Cypriot universities to participate in the aforementioned programmes.

The University of Cyprus participates in the U-Multirank programme and, consequently, is evaluated according to the European Standards and Guidelines (ESG).

Implementation of the Bologna Process in Cyprus

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

On 19 May 2001, ministers met in Prague to review the progress achieved and to set out directions and priorities for the next stages of the Process. During that meeting, Cyprus together with Croatia, Liechtenstein and Turkey joined the Bologna Process. Since then, the DHTE has been actively involved in the Bologna Process and its implementation in Cyprus. For this purpose a national working group was established, headed by the Director of Higher and Tertiary Education.

The members of this group include the Cyprus Bologna Experts, representatives of universities, students unions, Employers' Associations, the Director of the Foundation for the Management of the Lifelong Learning Programmes and other stakeholders.

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

Lifelong Learning in Cyprus Higher Education

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

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

90 Lifelong learning

At the same time, all HE institutions introduced lifelong learning programmes of study. These programmes are addressed to a wide range of people groups:

- to people already in the labour market that need to get a higher qualification,
- to unemployed people who are willing to attend a training course in order to widen their professional status and find a job, and
- to unskilled manpower who wish to acquire new skills.

These programmes of study are offered in part time, distance learning or other modes of study, to suit these groups' lifelong education needs.

Some other popular lifelong learning opportunities that are offered by the HE system of Cyprus are:

- Undergraduate and postgraduate programs of study offered by private universities, in a part-time mode and in evening courses.
- Postgraduate programs of study offered by public universities, in a part-time mode and in evening courses.
- Undergraduate and diploma level courses offered by HEIs in evening courses and in part-time or in modules, in vocational subjects for working adults and unemployed people.
- Special professional subjects offered by the HEIs in areas like, banking, accounting, finance, shipping etc., designed to assist professionals to improve themselves or to cope with new professional requirements.
- Short courses mainly in professional subjects offered by private institutions and the Open University.

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

- The laws applicable to students are the same for LLL and for young students.
 - A number of students older than 30 years old can be accepted by Public Universities on the basis of special criteria.
 - Students from public and private universities are funded by the government regardless their age.
- vFunding of LLL activities promoted by the government is based on European and on public funds.
- Incentives are given to employers who give 0,5% of their employees salary directly to the Human Resources Development Authority.

The Authority then organizes free training courses for these employees, or sends them abroad for seminars related to their professional sector.

- Public Universities offer their LLL programmes through state funding and private universities offer their LLL programmes through private funding.
- The government does fund private providers to provide LLL programmes, and more specifically computer afternoon lessons for employees are publicly funded.
- The students of LLL programmes offered by approved private universities do receive public grants.

Implementing EU Research and Innovation Policy in Cyprus

Research, development and innovation constitute an integral part of the economic development target of Cyprus. Investing in knowledge and innovation is considered as a factor of major importance for economic development in the country.

The medium and long term strategic objectives of Cyprus for Research and Innovation are to:

- upgrade existing and develop new research infrastructure, allowing high-level research activities in cutting-edge fields to be carried out.
- involve enterprises in research and innovation activities as well as to increase their contribution to the total R&D spending.
- increase the number of human capital employed in research.
- attract experienced researchers and scientists from abroad, as a means of utilising their research experience and know-how.
- encourage the participation of Cypriot organizations in European research programmes.
- promote international networking and cooperation.

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

Research is one of the main activities of the academic staff at the universities in Cyprus. Postgraduate students as well as postgraduate Assistants are also important contributors to research conducted at the universities. Research programmes are funded either through the budget of the universities or by various organisations in Cyprus and abroad, and especially, by national and EU research funding programmes. Collaborations,

through inter-state or inter-university agreements, with universities and research centres abroad, are promoted in order to enhance scientific research, cooperation and exchange of information. Research is also partly funded by the Research Promotion Foundation (RPF), which allocates public funds on a competitive basis.

In 2008, the University of Cyprus was awarded a project funded by the European Social Fund. The project is titled “Development and operation of Industry Liaison Offices with the Universities operating in the Republic of Cyprus” and involves six public and private Universities. Its purpose is to develop the infrastructure and support the cooperation between the Universities and Industry. It is planned to be set in full operation by the end of 2014.

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

The main strategic aims of the Project are the:

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

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

Internationalization of Higher Education

Over the last 15 years, the international dimension of higher education in Cyprus has become more central on the agenda of the government, HEIs and their representative bodies, student organisations and accreditation agencies. The main policy of the Republic of Cyprus, as regards to HE, is to fulfil not only the local needs for HE, but to establish Cyprus as a regional educational and research centre and as a hub for international scholars and students.

Towards the above policy, specific measures have been taken, or are still in progress, and many others are in the agenda for future action as part of the internationalization of HE. Some of them are the following:

- **Cross-border collaborative arrangements**

The MOEC as well as HEIs in Cyprus have been developing agreements to create channels of communication and collaboration with countries and institutions from all

over the world. International co-operation among HEIs is primarily based on bilateral agreements organized by individual institutions. Universities in Cyprus have already developed cross-border collaborative agreements mainly with universities from Europe and EHEA countries, from the U.S.A and Asia.

Co-operation has also been developed within the framework of Inter-governmental Educational and Cultural Agreements. These official agreements include academic exchanges of staff and students, exchanges of administrative staff, exchange of good practices and expertise, as well as policy-based decisions on mutual recognition of degrees, development of programmes and more.

Cyprus co-operates also with UNESCO. Through this cooperation, two Cyprus universities have been nominated with UNESCO Chairs.

- **Establishing programmes in English in Public Universities**

The official languages of the Republic of Cyprus, as stipulated by the Constitution, are Greek and Turkish. Within this framework, according to the Public Universities' Laws, their languages of instruction are Greek and Turkish. Considering the fact that the language of instruction is one of the main tools for attracting foreign students, there is an initiative from all the relevant bodies to establish targeted programmes of study offered by Public Universities in English. This initiative is among the efforts conducted in order to further promote the internationalization of Cyprus HE. Nevertheless, based on the same laws, the postgraduate programmes of study may be offered in another language, if they are offered in one of the official languages of instructions. The Private Institutions (Private Institutions of HE and Private Universities) offer most of their programmes in English, due to flexibility as stipulated by the Private Universities (Establishment, Operation and Control) Law and the Institutions of Tertiary Education Laws.

- **Attracting International Students to Study in Cyprus**

Making European education systems more visible and more attractive to international students is one of the primary objectives of the Lisbon Strategy and the Bologna Process. Within this framework, Cyprus has adopted certain policies to attract international students, such as:

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

Opportunities for international students to study in Cyprus have been broadened. EU students can spend certain time period in universities in Cyprus through the Erasmus programme. It is important to note that studying in undergraduate courses in public universities is free for all Cypriot as well as European citizens.

Cyprus offers a number of short-term and long-term scholarships to international students. Scholarships are provided through Bilateral Executive Programmes of Cultural, Scientific, and Educational Collaborations, signed with various countries including Asian Countries.

HEIs in Cyprus have also been applying their own scholarship policy on international students. At private universities, international students receive a subsidy up to 30% of their tuition and they are eligible to receive grants based on their academic performance.

- Institutional activities

The universities of Cyprus have signed international agreements for research collaboration with high ranking European universities and Erasmus agreements to equip students with the knowledge, skills and international perspective required by all professions.

3.

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

- 40 educational systems within the 36 countries participating in the EU Lifelong Learning Programme (EU Member States, Former Yugoslav Republic of Macedonia, Montenegro, Serbia, Island, Liechtenstein, Norway Switzerland and Turkey) and
- a coordinating unit based in the EU Education, Audiovisual and Culture Executive Agency in Brussels.

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

During 2013, Eurydice published the following:

- Key Data on Teachers and School Heads
- Physical Education and Sport at School in Europe

- Funding of Education in Europe 2000-2012: The Impact of the Economic Crisis
- Developing Key Competences at School in Europe: Challenges and Opportunities for Policy
- Eurypedia 2013
- National Student Fee and Support Systems 2012/2013
- Teachers' and School Heads' Salaries and Allowances in Europe 2012/13
- Taught time in Compulsory Education
- School and Academic Calendars

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

The programme EDE/HR is included in the framework of activities of the Council of Europe and covers all the activities and actions that have been planned to help both the young and adults to participate actively in the democratic life, claiming all their rights but also undertaking all the responsibilities in their share.

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

EDC/HR in Cyprus Schools

In Cyprus schools EDC is offered as a separate subject in the curriculum (Citizen's education or 'Agogi tou Politi') but it is also integrated in all the programme, activities or functions of our schools. It includes concepts such as 'education for peace', 'global education', 'intercultural education', 'democratization' and participation in public affairs. These concepts, which are closely linked to the education for democratic citizenship and the human rights, are included in the goals defined by the Ministry of Education and Culture and are to be emphasized in all schools during the school year 2012-2013:

- Our school, a workshop developing critical thinking, creativity and cooperation.
- Cyprus in Europe
- We participate in the Cypriot Presidency – We contribute in Cyprus's success
- Developing attitudes and behaviors that distinguish a democratic citizen

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

- Developing the necessary attitudes and values so that children and young people may live as effective and responsible members of local, national and global societies.
- Social acceptance, integration and participation of individuals or groups with special characteristics (minorities, individuals with special abilities etc.)
- Intercultural education
- Promotion of new learning methods at schools in all levels (primary-secondary-tertiary) giving the opportunity to teachers and students to cooperate and get involved in procedures that develop the D.C. in everyday life.
- The development of qualities, abilities and skills like those of critical thinking, cooperation and creativity in classes and schools which are to operate as learning workshops.
- Teachers should adopt an inquisitive approach to their lessons as these are taught

in their school units and if necessary changes are to be induced favouring the development of critical thinking, creativity and cooperation among stakeholders.

- The contribution by all stakeholders to the highest possible degree so that the European Union operates as a power for progress, peace, stability and welfare in the international scene. Taking on the presidency constitutes a unique opportunity for Education to show its European dimension, our civilization and our hospitable spirit, as well as, our possibilities to contribute substantially to the European affairs
- The contribution of teachers and schools working towards the ultimate goal of helping students become citizens who will be distinguished by democratic spirit, militancy, ingenuousness and social responsibility and will be motivated by human values in their actions.

These methods activate all the learning possibilities and open new horizons in thinking, allowing participation in everything that happens in the school surroundings and society in general.

Activities for EDC/HR in Cyprus Schools

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

Activities that are defined at a central level

Promotion of Further Education Seminars for all teachers in cooperation with the Pedagogical Institute and Pestalozzi Programmes of the Council of Europe.

Integration and Support of children with special abilities by applying special programmes in public schools targeting to secure equal opportunities in education. Special units work in a large number of Gymnasia, Lycea and Technical Schools.

Application of Z.E.P (Zones of Educational Priority) in all areas for school success for all students and the social integration of foreign students.

Promotion of measures for the smooth integration of foreign students in our schools and generally in our society.

Organizing the Institution of Children's Parliament aiming at the active participation of children in decision making by spotting and solving their problems.

Activities applied through schools' initiative

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

During the school year 2012 - 2013 the following activities were carried out by schools on their initiative:

- Organizing students' conferences (e.g. "Common League", "Active Citizen", "Treasures of Lambousa"), competitions (e.g. "Francophonie", "Stockholm Junior Prize" for the water of the Museum, AMORA) exhibitions, projects, speeches, theatrical performances on DC/HR with the involvement of Schools, Local Authorities, Parents Association and other non-state factors.
- Participating in European programmes e.g. 'Positive Pictures', 'Innovation against discrimination', 'Euroscola', 'Comenius' (with the theme of Intercultural Education), equal opportunities and Human Rights, 'BIRDS', CATS, E.U Back to School, EARN,

MEDIM. UN (a U.N. simulated conference organised locally).

- Creation of Internet Club in the school area for the reinforcement of distant communication with people from other countries.
- Studying institutions promoting social justice in other European countries (e. g Les restos du Coeur) and applying them at a school level.
- Participating in voluntary organizations. Action plans for promoting. voluntarism (competitions, conferences, visiting of institutions, cooperation with NGOs, blood donation, support of Heart disease and Kidney disease associations).
- Activities towards the protection of the environment and sustainable development (conferences, recycling, tree planting) e.g. Save Energy, Green Dot, “Golden Leaf” programme.
- Creating opportunities for online communication with children from other European countries.
- Participation in actions organized by local authorities aiming at solving or alleviating problems related to child poverty (i.e. food collection, distribution of breakfast rations), social exclusion, prevention and dealing with violence in the community.
- Conducting small scale studies-researches (e.g. participation in “Researcher’s night”) on subjects related to contemporary social problems and active citizenship. Workshops organised by “ASPIS” anti-drug association, “Mikri Arktos” (drug prevention youth organization).
- Creating and activating a voluntary Association within the school.
- Film and theatrical viewing associated to social problems and follow-up discussion on the importance of citizenship in relation to finding solutions to these problems (e.g. short film “Life lessons”). Examples of issues dealt with are xenophobia and social exclusion.
- Participation in European programmes e.g. Comenius, Leonardo Da Vinci, “Young Journalists”, “BIRDS”, “CAM-media”, EDSPY (internet safety), THIMUN.
- Formation and activation of Voluntary Groups in school.
- Further education of teachers in pedagogical conferences and European seminars emphasizing education for D.C/HR. sensitization in subjects of bullying, ADHD etc.
- Our schools cooperating with equivalent schools of the E.U. School incorporation to Pasch worldwide school association.
- Twinning with other schools.
- Putting in practice the institution of social work.
- Encouraging students to enter special programmes of artistic creativity and ‘ecological’ schools (or ‘green’) oriented schools.
- There is an attempt to develop the feeling of acceptance of others through various subjects at schools and workshops e.g. “I respect my immigrant classmates”, “Diversity and Empathy” with the participation of students with visual disability. Preparation of the mosaic “Boat of hope” with the participation of foreign students.
- In the English language classes there are discussions on the existence of shops selling second hand items and clothing for charity purposes.
- Adopting children from Kenya for three years and donating language books to countries in need.
- Distributing the book ‘Youths in Europe’.
- Giving lectures on the topic ‘Cyprus in the E.U.’

- Lectures about the Holocaust.
- Schools cooperating with the 'peace center' of U.N.E.S.C.O in Korea.
- Activities for the European Year of energetic old age in the year 2012.
- A conference on the Human Rights in Cyprus.
- Video making competition about "Bullying", Internet rights and obligations "Online Rights and Possibilities".
- Participation in the European stop-smoking campaign "EX – SMOKERS ARE UNSTOPABLE".
- Group of schoolgirls participating in the television programme " Economic crisis through the eyes of the young".

Cyprus schools and Cyprus society is sensitive when it comes to issues related to DC/HR. The above mentioned actions and activities are indicative of the intense desire to enrich and improve on efforts made in these matters.

3.2 HIGHER AND TERTIARY EDUCATION

3.2.1 PROGRAMMES FOR INTERNATIONAL STUDENTS AND STUDENT MOBILITY

The MOEC places great emphasis on promoting learning mobility in HE for students, teaching staff and researchers. Such mobility contributes to the enrichment of human capital and to the strengthening of employability through the acquisition and exchange of knowledge, and intercultural competences.

Considering that international cooperation programmes with third countries in the field of HE contributes to enhancing the quality and international visibility of HE and to fostering mobility and intercultural dialogue, the MOEC encourages and supports HEIS of Cyprus to actively participate in European and international cooperation programmes, such as the following:

ERASMUS

In 1998/99 Cyprus joined the Erasmus programme which addresses the teaching and learning needs in HE, including trans-national student placements in enterprises and training institutions. In the academic year 2011-2012, the total number of Cypriot students in Erasmus Programmes who went to other countries was 212. However, the total number of foreign students coming to Cyprus with Erasmus Programmes was 501.

ERASMUS MUNDUS

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third- Countries. In addition, it contributes to the development of human resources and the international cooperation capacity of Higher education institutions in Third Countries by increasing mobility between the European Union and these countries.

Since the establishment of the programme, Erasmus Mundus National Structure of Cyprus has been working for the implementation of Erasmus Mundus. For this purpose, a national supporting team to the Erasmus Mundus National Structure (EMNS) was created in order to support participation of Cyprus HEIs in consortia for Erasmus Mundus Master Courses and recently Doctoral Courses.

The EMNS of Cyprus, in order to support the participation of HEIs of Cyprus in the Erasmus Mundus Programme, has been participating in the project Erasmus Mundus Active Participation (EMAP 1 and 2) which is a common project of Erasmus Mundus National Structures which aims to enhance the participation of HEIs from countries which so far have been less well represented in the Erasmus Mundus Action 1.

In order to achieve this aim, the project partners identify and select consortia of HEIs as potential applicants for new Erasmus Mundus Joint Programmes, and organize training seminars in order to help them to prepare good quality applications.

TEMPUS

Tempus EU programme supports the modernisation of higher education in the partner countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. It aims to promote the cooperation between European Universities and Universities from third countries and focuses on the development of higher education systems in these countries through co-operation with institutions from the Member States of the European Community. In order to promote and support the participation of Cyprus HEIs to Tempus programme, Cyprus Tempus Contact Point has organized its national supporting team through which information on possible collaborations with eligible countries are disseminated to HEIs of Cyprus.

MARIE CURIE

The Marie Curie actions under the Seventh Framework Programme for Research and Technological Development promote excellence and mobility in European research and provide broad support for the development of dynamic world-class human resources in the European research system.

The MOEC encourages and supports the participation of Cyprus HEIs in the Marie Curie programme. The level of this participation will be an important factor towards the Government's aim to develop a knowledge-based society. In particular, the training of early career researchers through the Marie Curie Programme will contribute to shaping the development of career structures for researchers in Cyprus universities.

EU PROGRAMME FOR "YOUTH IN ACTION"

The Youth in Action Programme of the European Community aims to develop the needs of young people (aged 13 to 30) in Europe by providing funding and support for development of specific activities and objectives through non-formal learning with young people and their youth workers/leaders.

The National Authority for "Youth in Action Programme" in Cyprus is the Ministry of Education and Culture (National Authority), which is working closely with Cyprus Youth Board (National Agency), for the implementation of the specific actions. Actions include youth exchanges, youth voluntary service, seminars and conferences for young people and young workers.

This year the Youth in Action Programme was quite successful, since more and more young people are getting involved in the various actions of the Programme and use the opportunities it offers. An indication of the rising popularity that the Programme is gaining in Cyprus is the fact that for the first two rounds for 2013, 172 projects were submitted, compared to 127 at the respective period of 2012. These results are the outcome of hard and structured work of the people involved in the Programme and the close and very productive cooperation between the Ministry of Education and Culture

and the Youth Board of Cyprus.

The allocated budget for Cyprus for 2013 was €2.367.209 for all actions.

ERASMUS +

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

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

Erasmus + will be an integrated programme that will be based on Key Actions rather than on sectors of Education. Specifically, it will have the following Key Actions:

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

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

3.2.2 REGIONAL CO-OPERATION PROGRAMMES

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

ASIA-EUROPE MEETING (ASEM)

Asia-Europe Meeting (ASEM) is an informal process of dialogue and co-operation bringing together the 27 European Union Member States and the European Commission with 19 Asian countries and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues, with the objective of strengthening the relationship between our two regions, in a spirit of mutual respect and equal partnership.

EURO-MEDITERRANEAN PARTNERSHIP (EUROMED)

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

THE UNION FOR THE MEDITERRANEAN (UFM)

The Union for the Mediterranean (UfM) is a multilateral partnership of 43 countries from

Europe and the Mediterranean Basin: 27 member states of the European Union and 16 Mediterranean partner countries from North Africa, the Middle East and the Balkans. It was created in July 2008 as a relaunched Euro-Mediterranean Partnership (the Barcelona Process), when a plan to create an autonomous Mediterranean Union was dropped. The UfM aims to promote cooperation of non-European Mediterranean countries with European Union Countries in a wide area of subjects such as environment, energy, maritime, pollution of the Mediterranean, Education, Telecommunications, etc. Cyprus is actively involved in the UfM through participation in a number of projects in different areas.

4.

OTHER ACTIVITIES

4.1 THE YOUTH PARLIAMENT PROGRAMME – 18th SESSION 2012 - 2013

At the 18th session of the youth parliament held in Athens on 28 June – 1 July 2013, 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. 1159 pupils from the B form of the Public Secondary and Technical Education as well as from the Private Education submitted entries for the selection.

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

4.2 UNESCO ASSOCIATED SCHOOLS PROJECT NETWORK

Founded in 1953, the UNESCO Associated Schools Project Network (ASPnet - www.unesco.org/new/en/education/networks/global-networks/aspnet/) aims at supporting and encouraging communication and cooperation among the student communities of the member states of the Organization, so that UNESCO's ideals can be better promoted among young people. Today ASPnet is a global network of more than 9000 educational institutions in 180 countries. ASPnet has started being active in Cyprus since 1969, under the supervision of the Ministry of Education and Culture and it currently includes

20 schools from different geographical areas in Cyprus.

The main activity of the UNESCO ASPnet Cyprus is the organization of an annual Pancyprrian Symposium which each year addresses a different thematic area of the Organization. For the school year 2012-2013, the Symposium, titled “Building a Culture of peace and non-violence” was organized by the Lykeio Kykkou in Pafos.

4.3 PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

The 24th Pancyprrian School Theater Competition «In memory of Panayiotis Sergis»

The institution of the Pancyprrian 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 enthral 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 24th Pancyprrian School Theatre Competition in which 51 schools took part, was held between 15 of February and 24th of March, 2013.

5.

OTHER SERVICES

5.1 OFFICE FOR EUROPEAN AND INTERNATIONAL AFFAIRS (GEDY)

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

- Facilitate the timely, effective and efficient action of the Ministry of Education and Culture,
- Maximize the benefit to Cyprus in the fields of education, culture, youth and sport.

To achieve its objectives, GEDY cooperates with all Directorates and Departments of MOEC, the Permanent Representation of Cyprus in Brussels and with the Cyprus Sport Organisation, the Cyprus Youth Board and other government departments (such as the Audiovisual Sector- Ministry of Interior, the Department of Antiquities-Ministry of Communications and Works). GEDY plays a key role in the continuous improvement of internal coordination within the MOEC, and the MOEC's coordination with other government agencies and non-governmental organizations in Cyprus and abroad.

During 2013 the main areas of action of GEDY were:

- Organisation of regular meetings for information and coordination of relevant bodies, persons and services related to the involvement of MOEC in the Council of EU.
- Organisation of MOEC official visits abroad and receiving foreign dignitaries in Cyprus.
- Submission of proposals for formulating policy positions and implementing actions.

- Preparation of reports and documents on behalf of the Ministry of Education and Culture
- Implementation of programs resulting from the international / European cooperation (Global Education, Francophonie games, Renewed agenda for adult learning, Euroquiz, Structured Dialogue with youth, etc.).
- Organized activities for professional development opportunities, to upgrade their capacity to apply to competitive European Funding Programmes.

5.2 STATE INSTITUTES FOR FURTHER EDUCATION

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

There are 41 State Institutes all over Cyprus with more than 15.000 students every year.

Lessons offered at the State Institutes for Further Education

- Languages (English, French, German, Italian, Spanish, Russian, Turkish) up to level B1 or B2 of the Common European Framework of Reference for languages.
- Greek for non-native Greek speakers.
- Accounting at all levels.
- Remedial lessons for Gymnasium and Lyceum students
- ICT
- Preparatory lessons for the Pancyprian examinations (entry examinations for State Universities in Cyprus and Greece).

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

Examinations

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

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

- Pancyprian examinations (entry examinations for State Universities in Cyprus and Greece)
- Young Learners (Starters, Movers, Flyers), KET, PET, F.C.E., I.G.C.S.E., I.E.L.T.S for the English language
- DELF for the French language
- L.C.C.I. for Accounting
- E.C.D.L., I.C.T. Europe for Computers

The enrolments at the State Institutes for Further Education are in June and there are additional registrations the first days of September.

The State Institutes for Further Education are open every Monday, Tuesday, Thursday and Friday. There are classes for adults in some Institutes in the evenings. In special cases, lessons may be given on Wednesday afternoon or Saturday morning. Every lesson lasts 90 minutes and it is offered twice a week.

The fees are very low. They range from €225 - €410 a year.

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

5.3 THE EDUCATIONAL PSYCHOLOGY SERVICE

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

Its mission is to protect and promote mental health and to 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 the 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 specialised help in a wide range of difficulties that pupils may present at school, including learning, emotional and behaviour problems.

EPs may intervene at the level of the whole school, at the level of the group or of the individual and may work with the child, with its parents and teachers and, if deemed necessary, with other professionals or agencies.

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

During the school year 2012-2013, the EPS worked with 5489 individual cases of schoolchildren.

The Programs and Interventions Sector

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

During the 2012-2013 academic year the EPS contributed to the development of preventive programs in kindergartens, primary and secondary school concerning emotional education, school success, violence, bullying behaviour, juvenile delinquency and substance abuse.

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

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

Participation in permanent and Ad-Hoc interdisciplinary Committees

Educational Psychologists participate in a number Committees and Councils for designing, implementing and monitoring policies and programmes.

These are the Council of Anti-Crime, the Observatory for School Violence, the School Violence Intervention Team, the Central Committee for Special Education and Training, the Advisory Committee for Public Assistance Benefits, the Council of Prevention of

Domestic Violence, the District Committees for Special Education and Training, etc.

Training of different groups

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

Professional Training of University of Cyprus Psychology Postgraduate students

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

5.4 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. It offers various services to students and other young people, at schools and the Central Office, as well as the District Offices of the Ministry of Education and Culture (M.O.E.C) in Lemesos, Larnaka / Ammochostos and Pafos.

AIMS AND ACTIVITIES OF THE SERVICE

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

- 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 help them make effective choices.

Emphasis is given on the following areas:

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

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

1. Individual and group counseling on personal, social, educational, and career guidance issues
2. Teaching of the Career Education and Social Education course (offered in the 3rd year of the Gymnasium - Lower Secondary School)
3. Publication of instructional and informative books (i.e. Career and Social Education, Scholarships, etc.)
4. Access to information on educational and vocational guidance

5. Participation in various committees for students' benefits
6. Provision of personal and educational counselling to special needs students for their personal development through individual educational programmes.

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

ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books and producing educational films related to careers guidance, the C.C.E.S. offers 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.

The following table indicates the total number of students from General and Technical Secondary Education schools that have attended at least one career and/or counseling session with a school counselor during the school year 2012-13.

Gender	Gymnasium			Lyceum / Technical School			Evening Schools							Total number of students that had at least one session with a counsellor			Total number of students			Percentage (%) that had been helped			
	A	B	C	A	B	C	A	B	Preparatory Class	C	D	E	F	Z	Gymn	Lyceum /Tech Schl	Even. Schl	Gymn	Lyceum /Tech Schl	Even Schl	Gymn	Lyceum /Tech Schl	Even. Schl
Boys	2886	1803	3381	3606	2794	3940	0	11	29	34	70	46	32	54	8070	10340	276	12041	12749	476	67	81	58
Girls	2598	1791	3059	3921	3167	3976	0	3	13	24	21	29	24	40	7448	11064	154	11587	12373	232	64	89	66
Total	5484	3594	6440	7527	5961	7916	0	14	42	58	91	75	56	94	15518	21404	430	23628	25122	708	66	85	61

5.5 SCHOOL CLERKS ADMINISTRATION UNIT

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

It is responsible for planning, appointing and managing the School Clerks of 109 Secondary Education Schools, 5 Evening Schools, 13 Technical Schools, 2 Evening Technical Schools, 8 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 473) 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. It also draws up proposals to the council of ministers for appointment of additional staff to meet the needs and the annual budget for extra personnel.

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

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

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

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

5.6 THE STORE HOUSE

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

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

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

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

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

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

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

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

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

5.7 THE COMPETENT CYPRUS GEOGRAPHICAL NAMES AUTHORITY FOR STANDARDISATION

The competent Cyprus geographical names authority for standardization has been functioning as a state institution since 1977. During the first years it functioned under the auspices of the council of ministers. Today it functions within the framework of law,

passed by the House of Representatives. It is appointed by the Minister of Education and Culture for five years and consists the national authority and the only one internationally recognized of the government of the Cyprus Republic for the standardization of geographical names.

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

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

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

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

The international standardization of the geographical names of the Republic of Cyprus presupposes the national standardization, which consists a reflex replica of. The non-existence of changeless toponyms and changeless systems of conversion (and their Anglicism and Latin accordingly) abolish this kind of standardization. Within the framework of the standardization of the geographical names their protection from any others', non-licensed, interventions and vitiations, is also placed. The United nations with a resolution after the application of the Cyprus Republic declared that they do not acknowledge toponyms given by anyone not acknowledged by the state government, which is not acknowledged by the United Nations.

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

1. established the conversion system of the Greek alphabet into the Roman one, which was approved by the Plenum of the United Nations conference. The official toponyms of the Republic of Cyprus were enlocked according to this system, which like a kind of passport they can travel and be acknowledged all over the world,
2. submitted to the United Nations the Cyprus Synoptic Toponymic Dictionary, which was a presupposition for the approval of the conversion of the Greek alphabet into the Roman one,
3. submitted to the United Nations the Cyprus Synoptic Toponymic Dictionary, which was recorded in their proceedings as «The National Gazetteer of Cyprus», «splendid, excellent, perfect»,
4. submitted to the United Nations maps of Cyprus, township and touristic, and street

maps of towns and cities, which were drawn up by the Land Registry and Survey Department during the standardization of the names,

5. submitted to the United Nations a list of the names of villages and capitals (2012),
6. submitted to the United Nations a draft of Guidelines for the Standardization of the geographical names in the Republic of Cyprus: «Toponymic Guidelines for Map Editors and Other Editors»,
7. submits regularly to the United Nations reports as regards the progress for the standardization of the geographical names for the Republic of Cyprus,
8. circulated in the Greek language, according to the United Nations, a brochure of the group of experts of the United Nations for the geographical names about the universal importance for the standardization of the geographical names,
9. circulated a Guide of Standardization of Names for enchorial use by the public services and public foundations and so on, and
10. standardized the street names of cities, towns and villages of Cyprus, which were delivered to it.

Among the aims under development the following ones are included:

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

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

5.8 OFFICE OF CIVIL DEFENCE, HEALTH AND SAFETY

MISSION

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

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

PERSONNEL

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

YEAR 2013 ACTIVITIES

- First Aid Seminars to Primary Teachers.
- Risk Evaluation training for Secondary and Technical Education Headteachers.
- MOEC's First Aid and Evacuation Teams training.
- MOEC's central building evacuation drill exercise.
- Provision of automated external defibrillators (AED) in schools (Secondary and Technical Education)
- Visits/Inspections in schools and services of the MOEC for counselling on Civil Defence and Health and Safety Issues such as:
 - Preparing a Health and Safety Report,
 - Performing evacuation exercise so as to check if the school's emergency plan complies with the minimum requirements set by the legislation,
 - Providing advice and additional information,
 - Investigating accidents and complaints, and
 - Giving lectures to school's personnel, students and parents.

5.9 EUROPEAN MANAGEMENT FUNDING UNIT

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

The role of the Unit is quite important both at 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 the:

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

For the Programmed period 2007 – 2013 the European Funding Management Unit manages six (6) co-funded projects with a total budget of 47,942,473.78 Euro. These projects are financed by the European Social Fund.

The European Social Fund:

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

Programmed Period 2007 - 2013:

Projects co-financed by the European Social Fund:

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

1. In-Service Training of Secondary / Vocational School Teachers

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

Particular emphasis is placed on meeting the needs of the current Educational Reform Policy (through the implementation of training programs related to the New Curricula), both in training, and the necessary learning materials.

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

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

The implementation of the abovementioned programme was assigned to the University of Cyprus in the academic year 2007-2008. The total budget of the project amounts to 16,212,757 Euro. The budget has covered, amongst others, the following:

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

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

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

At the present stage there are eight (8) Educational Priority Areas which cover the needs of over 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 €11.246.270,50 Euro.

4. Limassol Evening Technical and Vocational School

The co-financed project "Limassol Evening Technical and Vocational School" aims at providing a second chance to people who have not completed their studies in Secondary Education to do so. Its total budget reaches 3,875,473 Euro.

The School started its operation in the school year 2011-2012 with 63 students and it employs 20 teachers. The programmes of study have a normal duration of four years.

The Evening Technical and Vocational Schools provide their graduates with knowledge, skills and qualifications required to work in productive sectors of the economy, contributing thus to the increase of employability.

5. Post-Secondary Institutes of Vocational Education and Training

The co-financed project “Post-Secondary Institutes of Vocational Education and Training” with a total budget of 4,411,696 Euro was established to offer specialized vocational education and training at post-secondary level and equip students with the necessary qualifications, through the provision of scientific, technical and professional knowledge and skills. The programs of study at Post-Secondary Institutes of Vocational Education and Training are characterized by flexibility and adaptability to the rapid change taking place in the market place and economy in general.

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

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

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

The Programme is implemented by the Adult Education Centres of the Ministry of Education and Culture, for five (5) school periods from 2010 to 2015. The training programmes take place between November and May of each school period. Greek language courses are offered free of charge during 50, 90-minute sessions which take place twice a week for each group.

Part B'

Culture



CULTURAL SERVICES

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

The Department of Cultural Services is the main exponent of the state cultural policy in regard to contemporary culture. By being responsible for the development of Letters and Arts in Cyprus, by informing the public about cultural events and their participation in them and by 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 for 2013 (including the Cyprus Library and SIMAE) amounted to €19.984.235 (Administrative and Development expenditure).

1.1 LETTERS

1.1.1 PUBLICATIONS OF WORKS OF LITERARY, HISTORICAL, PHILOLOGICAL AND CULTURAL INTEREST

In the context of the Cultural Services publications planning, the journal “Cyprus Today” came out in four new issues:

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

1.1.2 CYPRIOT AND CYPROLOGICAL BOOKS SENT ABROAD

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

1.1.3 SPECIAL EDITIONS SPONSORSHIPS

With the aim of providing incentives to publishers to produce valuable and important publications of cyprological interest and reference, the “Support Scheme for Publishers to Produce Special Editions” is being implemented since 2010. Through this Scheme, the Cultural Services sponsored, upon recommendation of the Advisory Committee for Publications Sponsorships, a number of publications covering various cyprological issues.

1.1.4 PERIODICAL EDITIONS OF CULTURAL INTEREST

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

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

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

1.1.5 PROMOTION OF CYPRIOT LITERATURE ABROAD

SUBSIDY PROGRAMME FOR THE TRANSLATION OF WORKS OF CYPRIOT LITERARY WRITERS FROM GREEK INTO FOREIGN LANGUAGES

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

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

In the context of the “Subsidy Programme for the Translation of Works of Cypriot Literary Writers from Greek into Foreign Languages” the translation of five (5) works was subsidized in 2013.

SUBSIDY PROGRAMME FOR THE TRANSLATION AND PUBLICATION OF WORKS OF TURKISH CYPRIOT LITERATURE INTO GREEK AND OF THE GREEK LITERATURE OF CYPRUS INTO TURKISH

The Cultural Services of the Ministry of Education and Culture, aiming at a broader mutual understanding between the two communities in Cyprus, through literature and letters in general, keep operating for the 4th year in 2013 a subsidy scheme for the translation and publication of works by distinguished Greek Cypriot and Turkish Cypriot literary writers from Greek into Turkish and from Turkish into Greek. In 2013, subsidy was given for the translation of one work from Greek to Turkish and the publication of one work in Turkish.

The scheme examines applications to obtain subsidies for the translation and publication of works, which have already been published in the original language (Greek or Turkish respectively). Eligible to participate in the scheme are publishers in Cyprus or abroad who have found prominent translators or translators having an agreement with publishers. The eligibility criteria for literary works are the following: (a) quality of the work; (b) contribution to the promotion of the cultural heritage of Cyprus and the development of factors for continuous co-existence of the two communities in Cyprus; (c) contribution to the mutual understanding of the two communities and simultaneously the capability to demonstrate the cultural individualities of the two communities; (d) universality of ideas; (e) the work’s overall contribution in the development of literature.

The maximum subsidy amount for the scheme is EUR 8.500; translation expenses are covered at 100% and printing expenses up to 50%; for language editing the cost is EUR 5 per page. The applications are examined by a special Advisory Committee appointed by the Minister of Education and Culture. The recommendations of the Committee are presented to the Permanent Secretary of the Ministry of Education and Culture for approval.

1.1.6 CULTURAL SERVICES PUBLICATIONS

In 2013, the Cultural Services continued their publications plan and issued the following books:

a) Transcript of the Seminar “Odysseas Elytis, 100 years after his birth 5/11/2011”, 2013

The Cultural Services, in cooperation with Ypsilon Editions, published the Transcript of the Conference, which took place on 5/11/2011 in Lefkosia with the participation of important scholars and eminent researchers and translators who studied the work of the Nobel laureate poet. The speeches held at the seminar illuminated aspects of his poetry that remained unknown until now and shall constitute primary material for further research.

b) Short Stories by Greek and Turkish Cypriots: a bilingual anthology – Kıbrıslırum ve Kıbrıslıtürk Öykü Antolojisi İki Dilde: Rumca – Türkçe

In 2013, the Cultural Services published a bilingual anthology of short stories by Greek and Turkish Cypriot authors titled “Short Stories by Greek and Turkish Cypriots: a bilingual anthology – Kıbrıslırum ve Kıbrıslıtürk Öykü Antolojisi İki Dilde: Rumca – Türkçe”, with the aim of further aiding the mutual acquaintance of the two communities through literature. Lefteris Papaleontiou and İbrahim Aziz were the general editors of

the anthology; the translations were made by Frango Karaoglan and Lale Alatl. The anthology committees were comprised of Lefteris Papaleontiou, George Frangos and Thomas Symeou for the Greek Cypriot short stories, and Ibrahim Aziz, Mehmet Kansu and Bekir Kara for the Turkish Cypriot short stories. The preface of the issue was written by the Minister of Education and Culture, H.E. Mr. Kyriakos Kenevezos.

1.1.7 PURCHASE OF PUBLICATIONS FOR THE ENRICHMENT OF CYPRIOT AND FOREIGN LIBRARIES

The Cultural Services implemented the scheme titled “Purchase of Publications for the Enrichment of Cypriot and Foreign Libraries”, which aims at the establishment of a transparent methodology for the selection of publications to be purchased by the Cultural Services. On the basis of this scheme, a number of publications considered to be suitable for covering the needs of the Cultural Services, was purchased during 2013.

1.1.8 STATE PRIZES FOR LITERATURE

With the aim of supporting and highlighting the literary work of Cypriot writers, the Cultural Services adopted the institution of State Prizes for Literature awarded on an annual basis.

The categories for the State Prizes for Literature entered for 2013 were the following: 1. Poetry, 2. Novel, 3. Short Story, 4. Essay/Study, 5. Children’s Literature, 10. Youth Literature, 11. Illustration of Children’s / Youth Book. All prizes are accompanied by a €3.000 award and an honorary diploma.

The following prizes have been awarded for publications of 2012:

POETRY

Efrosini Manda-Lazarou, O Noe stin poli - Noe in the city (Planodion Editions)

NOVEL

Panos Ioannides, Koazinos (Armida Publications)

SHORT STORY

Marios Michaelides, O Anakritis - The Interrogator (Gabrielides Publications)

ESSAY / STUDY

Savva Pavlou, Eki stis ombrelles...: Alexivrocha ke alexikaka kimena yia tin Kypro - There at the umbrellas...: Texts about Cyprus, shields against rain and evil

CHILDREN’S LITERATURE

Marina Michaelidou-Kadi, O Nicholas ke i Ellie - Nicholas and Ellie (Parga Editions)

YOUTH LITERATURE

Andrie Antoniou, Beladomagnetis (Psichogios Editions)

ILLUSTRATION OF A CHILDREN’S / YOUTH BOOK

Sandra Eleftheriou, for the illustration of the book ‘To Sitari - Wheat’ by Annie Theochari

1.1.9 LIBRARIES SECTION (STATE, MUNICIPAL, COMMUNITY AND SCHOOL LIBRARIES)

Thirty two libraries of state services / government departments are in the process of cataloguing their collections through the upgraded version of the Libraries Automatization System ABEKT 5.6.

Thirty four municipal and community libraries have installed the ABEKT 5.5 and ABEKT 5.6 software, which provides library technical assistance.

As in the previous years, financial support was given to the Municipal Libraries in 2013. Financial support was also given to the Community Libraries by the method of equitable subsidization.

The latest versions ABEKT 5.5 and 5.6 were developed based on the Client/server architecture, entirely in Windows 98 / NT / 2000 / XP / 2003 environment. The user interface of ABEKT is available both in Greek and in English language.

During 2013, upgraded technical support was provided to libraries in schools of primary and secondary education. Up to now, the ABEKT system has been installed in 144 school libraries. The staff of school libraries receive constant training and technical support by the ABEKT support team.

Until present day, the Cyprus Library Network, created and continuously evolved by the Ministry of Education and Culture in cooperation with the National Documentation Centre (EKT), is available on the website <http://www.cln.com.cy/> and provides access to the catalogues of public, municipal, community, school or other types of libraries.

The Elpinikios Library started its operation in April 2001 and continues to serve the public in the area where it is situated; at the same time, library automatization using ABEKT 5.6 software is still ongoing.

The library support team supports the website of the Cultural Services (http://www.moec.gov.cy/politistikes_ypiresies/) and the Cyprus Library, by taking all measures required to create the necessary infrastructure for the transfer of digital material through the transmission of metadata to the European Digital Library (Europeana), therefore contributing to the promotion and projection of Cypriot cultural heritage with all benefits resulting therefrom.

The support team is also responsible for the development and organization of the Literary Archive. The literary works of Theodosios Nikolaou are already being stored in a digital archive.

THE CYPRUS LIBRARY

The operation of the Cyprus Library is governed by Law 51/87. The Library operates in four different buildings (three rented premises and one self-owned).

The Central Building (self-owned) is situated on the D'Avila Bastion, next to the Lefkosia Town Hall in Eleftheria Square. The Loan Department, the Children's Library, the Magazines Section and the National Copyright Centre are housed in the Central Building. Since April 2009, the Reading Room and the IT Department, as well as the Cataloguing Department of the Cyprus Library, are to be found in the renovated building of the former Phaneromeni Library.

A Depository for books that cannot be stored in other buildings, and a maintenance workshop for books and magazines operate in the Warehouse.

From 15/09/2011 the Administration of the Library, the European Digital Library 'Europeana', the Digitization Department, the Ordering and Collecting Department, the Audiovisual Department and the Research Collections (Cyprus newspapers since 1883, the Official Gazette of the Republic of Cyprus from 1878 to present day, the Collection of Government Publications, e.g. Annual Reports by Ministries, statistical surveys, music collections, a collection of United Nations Publications, rare books, Digital Library, Cyprus Bibliography, etc.) are housed in the building opposite the entrance to the Panagia Phaneromeni Church.

Reference Department - Phaneromeni Reading Room

Users may consult important research material related to Cyprus and reference books such as encyclopedias, dictionaries, bibliographies etc.

The reading room provides free access to the internet.

Periodicals Department (Central Building)

More than 2.500 titles of Cypriot, Greek and foreign magazines and daily press in microfilms since 1999 until present day.

Publications Registration Centre (Central Building)

The Center is responsible for assigning International Standard Numbers (ISBN, ISSN, ISMN) to books, magazines and music scores published in Cyprus.

Library Network Centre (Central Building)

The Library operates an interlibrary loan system with other libraries. It is a member of the Conference of European National Librarians (CENL), the International Federation of Library Associations and Institutions (IFLA) and a full member of the European Library (TEL) network.

Literature Archive/Museum

Works for operating a Literature Archive/Museum have already started. The Archive will be hosted in the Research Collections Department of the Cyprus Library near Panagia Phaneromeni Church. The archive of author Theodosios Nikolaou kept by the Cultural Services is already being segmented into thematic units.

The Book Maintenance Centre (Warehouse)

The Centre was created for the maintenance of old books and magazines kept in the Library.

The Cyprus Library issued the Bulletin of the Cyprus Bibliography for 2012. The Bulletin is being issued annually since 1999 to list all material published in Cyprus during the previous year.

Further, material compilation has begun with a view to publishing a retrospective bibliography covering the period 1982-1998.

1.2 MUSIC

1.2.1 MUSIC EVENTS IN CYPRUS – SPONSORSHIPS FOR INSTITUTIONS, FOUNDATIONS, ARTISTS AND MUSIC GROUPS

Activities in the domain of music have increased in recent years with many performances and events held by various organizations, such as choirs, music groups, foundations, societies, associations, cultural institutions, non-profit corporations etc.; the financial contribution of the Cultural Services plays a substantial role in the organization of all such activities. In the context of enhancing activities in the field of music, the Cultural Services subsidize music foundations, among others, to help them implement their annual planning, through which they promote important aspects of state cultural policy.

In 2013, as in previous years, various institutions, non-profit organizations, associations and societies were subsidized for organizing music shows and developing activities in Cyprus, e.g. Pharos Arts Foundation, Cultural Organization 'Mousikorama', the Paphos Music Society, 'EPILOGI' Cultural Movement of Lemesos, 'Diastasis' Cultural Association, Nicolas Economou Foundation, the Lemesos Philharmonic Music Club, 'Orphean Singers' Choir, the Polish Cultural Association - Cyprus 'Malwa', the Cyprus Music Committee, 'Aris' Choir of Lemesos, 'Cyprus Fringe Festival' organization, the

Cyprus Saxophone Association 'Saxophonia', the Lefkosia Music Society, the Cyprus Music Institute, the Cyprus Clarinet Studio, 'Friends of ARTE', 'Adouloti Keryneia' Association, 'Ledra Music Soloists', the European Guitar Teachers Association in Cyprus, the Cyprus Wine Museum in Pafos, the Lefkosia Choir, 'Melizona' Paralimni Municipality Choir, Evangelia Tjiarri Music Foundation, non-profit corporation 'Louvana Records Ltd', the Yiorgalletos troubadours etc.

1.2.2 MUSIC EVENTS

The Cultural Services, aiming to the safeguarding and promotion of the works by important representatives of the local music scene, have developed in recent years significant action in relation to music publishing. During 2013, the electronic recording of 23 works by Fanos Dymiotis was completed to be gradually released by the composer's family in cooperation with the Hellenic Music Centre. "Soldier's Blues" was released in 2013.

1.2.3 SUBSIDIES TO "PAFOS APHRODITE FESTIVAL"

On the basis of the Council of Ministers decision No. 47.222 dated 14/01/1998, the Ministry of Education and Culture supported the institution of Pafos Aphrodite Festival for the 15th year in a row. This institution is one of the most successful in Cyprus and contributes to cultural decentralization, the development of local communities and the enhancement of cultural tourism. In September 2013, Opera Futura of Verona performed "The Elixir of Love" by Gaetano Donizetti, with the participation of the Cyprus Symphony Orchestra.

1.2.4 PROMOTION OF CYPRIOT MUSICAL CREATIVITY ABROAD

With the aim of promoting and highlighting the contemporary musical creativity of Cyprus abroad, the Cultural Services established in 2005 their participation in very important musical events abroad. Cyprus participates every year, since 2005, in the International Music Exhibition MIDEM, always leaving very good impressions.

In 2013, composer Larkos Larkou and his associate Stelios Kyriacou presented a music philological performance titled "To proto 'do vassilio ichan thei to ktisi - Gods have built here their first kingdom" in Sweden (Stockholm) and in Australia (Melbourne). The first event took place following an invitation by the Greek Cultural Centre in Sweden and the Cyprus-Swedish Association of Stockholm; for the second event, the composer and his associate were invited by the 'Antipodes' Festival of the Greek Community of Melbourne. The music philological performances/happenings deal with the poetry of Vassilis Michaelides set to music by Larkos Larkou. The program included: (a) speeches and quotes from eminent researchers about the work of poet Vassilis Michaelides as a whole (in general and in relation to particular poems set to music); (b) video projections in relation to the poet and his works set to music; and (c) live presentation of Vassilis Michaelides' poems set to music with the participation of singers and a musical ensemble. Such events promote to international audiences one of the most emblematic figures of Cypriot culture, poet Vassilis Michaelides.

Composer Constantinos Stylianos organized a piano concert in London titled "Impressions – East Meets West". The concert took place in Leighton House Museum (in Kensington) with the participation the famous Russian pianist Rustem Kudoyarov.

1.2.5 PARTICIPATION IN EUROPEAN NETWORKS

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

1.2.6 CYPRUS SYMPHONY ORCHESTRA FOUNDATION

The Cyprus Symphony Orchestra was established in 1987 by decision of the Council of Ministers as 'Cyprus Chamber Music Orchestra' with the aim of contributing to the development of musical education. It also sought to improve the standard of music performance in the country and become the basic driving force for the musical cultivation of Cypriots as a whole. The Cyprus State Youth Orchestra was simultaneously established aiming to provide to students at all levels of education and young musicians the possibility to gain group work experience and develop their knowledge and skills. Further, the Youth Orchestra Music Workshop was established to offer musical training on orchestral instruments given by experienced musicians, mainly members of the Symphonic Orchestra.

Since its establishment and until December 2006, the Orchestra operated under the direction of the Cultural Services of the Ministry of Education and Culture. In October 2006, the Cyprus Symphony Orchestra Foundation was created by decision of the Council of Ministers to undertake the operation of both orchestras. The Foundation began to operate on 1st January 2007, taking over the operation of the State Orchestra and the State Youth Orchestra, which were renamed to Cyprus Symphony Orchestra and Cyprus Youth Symphony Orchestra respectively. By so doing, the Foundation set itself the objective of further developing and promoting the activities of both orchestras. At the same time, it undertook the operation of the Music Laboratory of the Youth Orchestra.

The Cyprus Symphony Orchestra Foundation is a non-profit organization under private law. It is administered by a nine-member Governing Board, appointed by the Council of Ministers. Three members come from the Ministry of Education and Culture: the Permanent Secretary, who chairs the Board, the Director of Cultural Services and the officer in charge of music matters. The remaining six members come from the private sector. The main sponsor of the Foundation is the State, which covers all basic operational costs of the Foundation and the Orchestras. At the same time, the Foundation endeavors to cooperate with various institutions in order to promote its activities more effectively, to organize more challenging events and to further enhance its relationship to society.

Since its inception, the Foundation has promoted its objectives to a large extent, making its presence felt among music lovers and the wider public through concerts, educational programs and social contribution activities.

THE CYPRUS SYMPHONY ORCHESTRA

Since its establishment, the Cyprus Symphony Orchestra demonstrates a continuous presence in the local musical scene, giving concerts in all cities in the territory controlled by the Republic, and in various festivals and other official events organized by the State. The Orchestra has a rich repertoire to present, with works from the Baroque period, classical, romantic and modern music, as well as light Greek and foreign music. The Orchestra sets up more than twenty shows every year and gives about 60-70 concerts in all cities of the area controlled by the Republic, and in some cases abroad.

THE CYPRUS STATE YOUTH ORCHESTRA

The Cyprus State Youth Orchestra was established simultaneously with the Cyprus Chamber Music Orchestra in 1987, following a decision of the Council of Ministers and operated under the direction of the Cultural Services of the Ministry of Education and Culture until the end of 2006, and since January 2007 the operation of the Orchestra is run by the Cyprus Symphony Orchestra Foundation.

Important part of the activities of the Cyprus State Youth Orchestra is the international Summer Music Academy and the Spring Music Camp in Pedoulas at the Gymnasium of the village, where significant restoration and improvement works were carried out with the efforts of the Orchestra and the assistance and cooperation of both the Community Council of Pedoulas and the Cultural Services of the Ministry of Education and Culture. During the works of the Summer Academy, the Orchestra is preparing a music program, which is presented at the International Festival 'Kypria' every year since 2007. In 2010, the Youth Orchestra made a successful appearance at the 1st International Festival of Youth Orchestras held in Istanbul, European Capital of Culture 2010. In 2012, they presented Beethoven's 9th Symphony in two concerts titled "Towards a Europe of Peace" in cooperation with the World Youth Choir, as well as Cypriot and foreign soloists.

1.2.7 MUSIC INFORMATION CENTRE

The Music Information Centre, housed at Othello Street 25-27 (Ammochostos Gate), started its operation in July 2008, following a decision by the Council of Ministers. The Centre aims to provide a plethora of services to Cypriot composers, musicians, instructors, students, and to the music-loving public of Cyprus at large. The primary concern of the Centre is the creation of a dynamic Cyprus Music Archive. Its aim is to collect and maintain the works of Cypriot composers in the form of a user friendly data base, offering the music scores for such works together with audiovisual and biographical material, as well as research resources.

MUSIC TALENT DEVELOPMENT PROGRAMME

On the basis of the Council of Ministers decision No. 67.949 dated 12/11/2008, the Cyprus Symphony Orchestra Foundation undertook the management and operation of the Music Talent Development Program, which operates at a pilot stage within the context of the String Instrument Workshop for a small number of children (about 30 children). In May 2012, an agreement was entered into between the Ministry of Education and Culture and music teacher Matheos Kariolou for the provision of the latter's services as Art Director of the aforementioned program, aiming at its operation in full capacity in order to cover teaching requirements for around 100 children to attend classes in violin, viola, cello, contrabass and chamber music.

1.3 VISUAL ARTS

1.3.1 PURCHASE OF WORKS OF ART

With the aim of encouraging artistic creativity and building a representative collection to demonstrate the course of Cypriot art from the beginning of the previous century to present day, the Cultural Services purchase important works by Cypriot artists. At the same time, such works are used in art exhibitions in Cyprus and abroad, as well as for the purpose of decorating the Presidential Palace, Cyprus embassy buildings abroad, as well as offices of Ministers and Permanent Secretaries of the Republic of Cyprus. Works of art to be purchased are proposed by the Advisory Committee for the Purchase

of Works of Arts, which is composed by independent experts in the field of visual arts. In 2013, a total of twenty eight works of art were purchased with the specific aim of enriching the collection of the State Gallery of Contemporary Art in Cyprus.

1.3.2 STATE GALLERY OF CONTEMPORARY ART

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

1.3.3 PROMOTION OF CYPRUS CONTEMPORARY ART ABROAD

Venice Biennale

2013 was the year of the 55th Biennale of Visual Arts in Venice (1 June – 24 November 2013), under the artistic direction of Massimiliano Gioni and the general title “The Encyclopedic Palace” (Il Palazzo Enciclopedico). This year, Cyprus collaborated with Lithuania for the presentation of a common exhibition in the pavilions of both countries, curated by Raimundas Malasauskas. This innovative synergy between two countries attempted, inter alia, to propose a different approach of the idea of “national representation”, presenting a supranational exhibition which deals with today’s concept of cosmopolitanism in relation to art and society. The exhibition took the form of a large-scale show titled “Oo” and was held at the Venice Municipal Sports Hall “Palasport Arsenale”, including various actions and performances presented simultaneously all over the city. Sixteen artists participated in the exhibition, coming from Cyprus, Lithuania and other countries: Liudvikas Buklys, Gintaras Didziapetris, Jason Dodge, Lia Haraki, Maria Hassabi, Phanos Kyriacou, Myriam Lefkowitz, Gabriel Lester, Elena Narbutait , Morten Norbye Halvorsen, Algirdas Seskus, Dexter Sinister, Constantinos Taliotis, Kazys Varnelis, Natalie Yiaxi and Vytaute Zilinskaite. Many other guest artists and performers participated in the opening program; throughout its duration, the exhibition co-existed harmoniously with the regular operation of the Sports Centre.

The joint participation of the two national pavilions won a distinction (honorable mention) from the Jury of the 55th Art Biennale Venice “for the innovative curation of the exhibition, bringing two countries together in a unique experience”. This was the first distinction for Cyprus within this institution, since its first participation in 1968.

1.3.4 MONUMENTS COMMITTEE

In 2013, the Monuments Committee processed more than 20 applications for the erection of monuments in honor of those who fell in the freedom or resistance struggles in Cyprus, missing persons or intellectuals, artists and historic figures of Cyprus. At the same time, the Committee made recommendations for the sponsorship of monuments, which met all necessary requirements. This task was carried out by on the spot visits and delivering opinions to those concerned.

The operation of the Monuments Committee is governed by the Law in relation to the Control of the Erection and Installation of Monuments in Open Spaces [79(I) 2006], and its members are appointed by the Council of Ministers for a three-year term.

1.4 FOLK CULTURE/CULTURAL HERITAGE

The Cultural Services promoted a large number of activities in the field of folk culture, which enjoys great and continuous response from institutions and individuals.

1. Subsidizing traditional music and dance groups for their participation in events of a traditional character in Cyprus and abroad.
2. Encouraging dance instructors and scholars to attend seminars in Cyprus and abroad. Subsidization of the Folklore Association of Lemesos continued in 2013 to provide a Training/Educational Program for traditional dance instructors in Lemesos.
3. Subsidizing members of the Cyprus Committee of the International Council of Organizations of Folklore Festivals and Folk Art to participate in international conferences.
4. Subsidizing festivals in rural communities and areas with the aim of cultural decentralization.
5. Encouraging shadow theatre artists.
6. Enhancing municipal festivals and cultural activities related to traditional culture.

1.5 THEATRE

The basic objectives of the development policy of the Cultural Services in the field of theatre include developing theatrical education, increasing the interest of society in theatrical creativity, promoting Cypriot artistic potential abroad, encouraging of experimental theatre and involving young people in the creative process.

In recent years, the activity in the field of theatre is constantly on the rise as it can be seen from the staging of theatrical performances, theatrical workshops and other events by various institutions. The Cultural Services support such efforts, which are potential incubators of new talents and of significant artistic creativity.

17th FESTIVAL OF ANCIENT GREEK DRAMA

The Cultural Services, in cooperation with the Cyprus Centre of the International Theatre Institute organized for the 17th consecutive year the Ancient Greek Drama Festival. As in last year, the Festival took place at the Ancient Curium Theatre in Lemesos, the Ancient Auditorium in Pafos and the Makarios III Amphitheatre in Lefkosia. Seven plays from Palestine, Portugal, Greece and Cyprus were presented at the 17th Festival of Ancient Drama: "Antigone" by the Palestinian National Theatre, "Samia" by the Cyprus Theatre Organization, "Oedipus Rex" by the Teatro do Bolsho of Portugal, "The Bacchae" by Baumstrasse theatre group from Greece, "Medea (Flamenco)" by Induoteatro from Spain, "Medea" by Built-Up Area theatre group from Cyprus and "Helen" by Amfiktio Theatre from Cyprus.

1.6 INTERNATIONAL FESTIVAL "KYPRIA 2013"

The Cultural Services of the Ministry of Education and Culture, in the framework of the efforts to substantially upgrade the International Festival KYPRIA, determined that from 2013 onwards an Artistic Director should be appointed to have overall responsibility for (a) developing the Festival's concept; (b) selecting and processing the material brought to his attention in the form of proposals/suggestions, having been submitted by persons or organizations upon invitation; (c) carrying out and completing the Festival's organizational part and; (d) designing, coordinating, promoting and implementing the

Festival's events in collaboration with the Cultural Services. For the year 2013, the Ministry of Education and Culture and the Artistic Director decided that the Festival is assigned to a specific theme and concluded to "MYTHOLOGY, MYTHS and HISTORY as a source for inspiration and creation". Mythology, myths and history have always been an inexhaustible source of inspiration for poets, painters, authors and musicians and are still inspiring all kinds of artistic creation.

Based on the above, the International Festival 'Kypria 2013' was organized to take place in September and October and successfully presented 11 cultural events in Lefkosia, Lemesos and Larnaka.

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

- "Mozart: The Life of a Legend who has Marked the History of Music", by the Cyprus Youth Symphony Orchestra
- "Atitlo", by Carolina Constantinou
- "A Misunderstanding Concerning the Sweet Land of Cyprus", by Kyros Papavassiliou
- "Carmina Burana", by the group 'Spellbound Contemporary Ballet'
- "Swan Lake", by the Russian Star Ballet Theatre
- "Faust", by Stephanos Droussiotis
- "The Mermaid of Porto Bello", by George Papageorgiou
- "Concert for the Cyprus Independence Day", by the Cyprus Symphony Orchestra
- "Romeo and Juliet for two", by the Cyprus Theatre Organization
- "1000+1 Cities", by Nena Venetsanou
- "Mythodea", by 'Diastasis' Dance Group

1.7 DANCE

The Ministry of Education and Culture provides multiple support to the development of dancing in Cyprus through various activities, events and programmes.

The basic objectives of the development policy of the Cultural Services in the field of dancing are the following: (a) supporting research and artistic creativity by encouraging both collective and individual initiative; (b) increasing the interest of the society in dancing through proper education and information; (c) promoting the training of young people on classical and modern dancing; (d) promoting arts and artists from Cyprus abroad; and (e) promoting exchanges, contacts and cooperation of Cypriot artists with their colleagues from other countries. These objectives are achieved by supporting organizations and individuals who are involved in the field of dancing and develop activities by means of sponsorships.

1.7.1 DANCE PLATFORM

In 2001 the Ministry of Education and Culture adopted the event "Dance Platform", which in 2013 was held for the 13th consecutive year. This event, exclusively financed by the Ministry of Education and Culture, provides the opportunity to Cypriot choreographers to present, in an organized framework, their creative work and choreography in the field of contemporary dancing.

The 13th Dance Platform, organized by the Cultural Services of the Ministry of Education and Culture in collaboration with the Rialto Theatre, which provides the stage, the equipment and the entire technical infrastructure, took place on 8, 9 and 10 March 2013. The following dance groups and choreographers participated with new

choreographies: Aelion, Amfidromo, Asomates Dynameis, Eva Kalomoiri/Mary Anestou, Eliza Kapodistria, Mayia Kikkidou, Milena Koulas, Harry Koushos, Alexander Michael, Noema Dance Works, .pelma.lia haraki., Fouli Stylianidou and Fotis Nikolaou.

In the course of the 13th Dance Platform, a roundtable discussion was organized by Dance House Lemesos with the participation of dancers, choreographers and dance instructors under the coordination of the Italian Artistic Director, Roberto Casarotto.

1.7.2 EUROPEAN DANCE FESTIVAL

On the initiative of the Cultural Services and with the aim of better informing the public with regard to contemporary dancing in Europe, the Cyprus European Dance Festival has been held since 1998 on an annual basis. The Festival is organized by the Department of Cultural Services, which is responsible for coordination and implementation, in collaboration with the Rialto Theatre and the Embassies or Cultural Centers of the participating countries.

This year's 16th European Dance Festival took place at the RIALTO Theatre in Lemesos from the beginning until the end of June 2013. Modern dance groups from the following countries represented their homeland at the festival: Bulgaria, France, Germany, Denmark, Israel, the Netherlands, Portugal and the Czech Republic. Cyprus was represented at the Festival by dance group .pelma.lia haraki and the performance "The Shape of Necessity", Amfidromo Chorotheatro of Elena Christodoulidou performing "Bushes" and the group NOEMA DANCE WORKS of Alexandra Waierstall with the play "Sounding Silence".

A part of the European Dance Festival was presented to the audience of the capital at PALLAS cinema and theatre hall in Lefkosia, namely the dance performances of the three Cypriot groups and the Portuguese participation, which was considered by the Selection Committee of the European Dance Festival as one of the best performances.

1.7.3 SUMMER DANCE FESTIVAL OF THE NEW MOVEMENT

The Summer Dance Festival of the New Movement of Dance Groups, Dancers and Choreographers of Cyprus was held in Lemesos from 21st to 27th of July 2013 for the 10th consecutive year, sponsored by the Ministry of Education and Culture. The festival is site specific and performances take place at various sites in the city of Lemesos. The following dance groups and choreographers participated in the festival: Echo Arts, Chorotheatro Omada Pende, aRttitude, Aelion, Milena Ugren Koulas, Demmie Da Costa, Ariana Markoullidou and Elena Antoniou.

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

In the context of its Sponsorship Scheme, the Ministry of Education and Culture sponsored dance groups and individual dancers/choreographers to participate in Dance Festivals abroad, as well as in international meetings and conferences organized by foreign institutions, such as Michalis Kakoyiannis Foundation (Athens), the Kalamata International Dance Festival, the Athens Festival, the Dance and No-Verbal Theater in Croatia, Abundance Festival in Sweden, Inteatro Festival Academy in Italy, the Dance Web - Vienna International Dance Festival in Austria, the Dance Festival in Bassano, Italy etc.

1.7.5 DANCE EDUCATION

In the field of education, financial support is provided to various organizations, such as associations, dance groups, societies etc., which contributes to the development of artistic dance education in Cyprus by organizing workshops, seminars or summer schools (intensive classes), addressed both to students and to professional choreographers/dancers, as well as to the wider public.

In 2013, thanks to the financial support of the Ministry, a Pancyprian Ballet Competition was organized, among others, with the participation of secondary school students and students of dance schools from all over Cyprus. The competition was successfully held by the Cyprus Dance Association at Larnaka Municipal Theatre in March 2013.

Finally, secondary school students and students of dance schools were subsidized for their participation in international dance events and competitions abroad, such as the YAGP etc.

1.7.6 SPONSORSHIPS FOR DANCE EVENTS IN CYPRUS

During 2013, the Cultural Services supported various institutions, organizations, societies, groups, but also upcoming choreographers, who implemented programs and presented events aiming at the dissemination and promotion of all kinds of dancing, including classical, neo-classical, contemporary dancing etc.

1.7.7 TERPSICHORE PROGRAMME

The Program for the Enhancement of Creativity and Research in the Field of Dancing – Terpsichore aims at the support of choreographers in making new productions and carrying out research in the field of modern dance. In the framework of Terpsichore Program, four contemporary dance groups and one choreographer were sponsored in 2013 for the production of new projects and the conduct of research. More specifically, financial assistance through sponsorships was provided to the following dance groups: AMFIDROMO Elena Christodoulidou, 'Asomates Dynameis' (Insubstantial Forces)-Machi Demetriadou Lindhal, Milena Koulas, NOEMA Alexandra Waierstall and .pelma.lia haraki.

CULTURAL INFRASTRUCTURE

The Local Authorities Support Scheme for the Implementation of Cultural Infrastructure Projects provides a distinct policy measure for local administration authorities to implement cultural development.

The object of the Scheme is to enhance the efforts made by local administration authorities for the implementation of cultural infrastructure projects (e.g. libraries, multifunctional cultural centers, theatre halls, exhibition halls, open air theatres etc.) operating under the responsibility of such authorities and serve direct and indirect cultural needs of the local population, thus contributing substantially to the creation of conditions and requirements that support a general cultural development.

The final funding phase of Lefkosia Municipality City Theatre, a project of cultural infrastructure approved for funding under the Scheme, was implemented in 2013.

DANCEHOUSE LEFKOSIA

The creation of a Dance House in Lefkosia was incepted by the Cultural Services in 2009 in cooperation with the Municipality of Lefkosia in order to locate a building appropriate to host the growing dance community of Lefkosia. In 2011, the Municipality of Lefkosia

provided the “Municipal Agora of Agios Andreas” to the Ministry of Education and Culture and converted it in to Dancehouse Lefkosia; the listed building of “Agora” hosted until recently the Experimental Stage of the Cyprus Theatre Organization.

The Lefkosia House of Modern Dance shall constitute a place of rehearsals and presentation of choreography plays, a place of education and training for the dance community, as well as a place for the development of projects and exchanges between dance groups and associations in Lefkosia.

In the last quarter of 2013, the works for the restoration of the building were completed. Dancehouse Lefkosia was inaugurated by H.E. the Minister of Education and Culture Mr. Kyriakos Kenevezos and H.E. the Mayor of Lefkosia Mr. Constantinos Yiorkatzis on 3 December 2013.

1.8 CINEMA

The Cultural Services, being aware of the power of image in film-making and its importance in shaping and building contemporary societies, have been particularly active in the various aspects constituting the development of cinema (film production, cinema education, professional training).

1.8.1 FILM PRODUCTION – DISTINCTIONS

In 2013, two full length fiction movies were produced, namely “Block 12 (Oikopedo 12)” by Kyriakos Tofarides and “Joy and Sorrow of the Body” by Andreas Pantzis. The film “Block 12” was premiered in Cyprus at the International Festival “Cyprus Film Days 2013” and won the Special Jury Award, being the first movie from Cyprus to be entitled for a nomination at the European Film Awards. “Joy and Sorrow of the Body” is expected to draw its own way at the festivals during 2014. Both films were screened in commercial movie theatres in Cyprus; “Block 12” was also presented in movie theatres in Greece.

Full length fiction films “Chinatown-The Three Shelters” by Aliko Danezi-Knutsen, “Five Shilling Nylon” by Christos Siopachas, “The impressions of a drowned man” by Kyros Papavassiliou and “Small Fish” by Yiannis Economides, as well as the documentary film “Beloved Days” by Constantinos Patsalides are currently in the postproduction phase.

A significant number of Cypriot films sponsored by the State are still projected in movie theatres and continue to be distinguished at various important film festivals around the world. Four short films by Cypriot directors were presented in this year’s International Short Film Festival in Drama (2013): “Dead End” by Tonia Mishiali, awarded with “Silver Dionysos” (the 2nd Prize for narrative film), “Anna” by Spyros Charalambous, which received the special award in the category “Greeks of the World”, “Shadowboxing” by Dinos Gregoriou, which was given a Honorary Distinction for the best editing, and the film “Up or down” by Georgios Koukoumas.

The short film “Dead End” by Tonia Mishiali participated, inter alia, in the International Film Festival of Locarno, one of the oldest and most important film festivals in the world, and in the International Film Festival of Athens “Night of Premieres” in the framework of the short film section and won the Best Director Award.

The short film “Anna” by Spyros Charalambous participated, inter alia, in the “Agora” at the Cannes International Film Festival to receive a proposal for its commercial distribution by TV station “5th Eurochannel” based in Miami, USA, and in the International Film Festival of Sarajevo.

The full length film “Loveless Zoritsa” by Christina Hadjicharalambous and Radoslav Pavkovic participated in numerous international film festivals to be distinguished by winning the following awards: 1) the Discovery Award at the Film Festival in Cottbus; 2) the Global Vision Award at Cinequest International Film Festival 2013 in San Jose, California as best foreign language movie; and 3) the Award for best Art Directions by the International Federation of Film Critics (FIPRESCI).

For the purpose of promoting Cyprus as a filming destination, and also to advertise Cypriot films, the Cultural Services maintain a pavilion at the International Short Film Festival in Drama, the Thessaloniki International Film Festival and the Cannes International Film Festival.

Finally, the Cultural Services of the Ministry of Education and Culture implemented and promote a series of measures and incentives with the aim to further develop local film creation, to attract foreign film makers to Cyprus and to awaken private sector’s interest (foreign and local) for investments in the field of audiovisual arts.

1.8.2 CINEMA EDUCATION – EVENTS

The Cultural Services have developed multifaceted action with respect to education and theoretical training on cinema. To pursue these goals, they organize, co-organize and/or sponsor various festivals and retrospective tributes to filmmakers and cinema movements. Such activities mostly take place 1) in the framework of Cultural Agreements signed by Cyprus and other countries; 2) in collaboration with the Ministry of Culture in Greece; 3) in collaboration with film clubs (Friends of Cinema Society, Film Club Lemesos, Larnaka Ammochostos Cinema Society); 4) in collaboration with the RIALTO theatre, Theatro ENA and other cultural institutions; 5) in collaboration with the Film and Television Directors’ Guild of Cyprus. At the same time, support is provided to various non-profit organizations, which contribute to the development of knowledge and education on cinema.

1.8.3 ACTIVITIES / FESTIVALS / AWARDS

1. The festival “Cyprus Film Days” is jointly organized by the Cultural Services of the Ministry of Education and Culture and the Rialto Theatre. It was held for the 11th consecutive year in 2013, from 19th to 28th April in Lemesos (Rialto Theatre) and Lefkosia (Zena Palace Cinema). Apart from 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 – a Close-Up of Contemporary International Cinema”, the festival introduced this year for the second time the international competition ‘Global Images’.
2. The Cyprus International Short Film Festival, organized jointly by the Ministry of Education and Culture and the Rialto Theatre took place at the Rialto Theatre from 12th to 18th October 2013 and in its competition section included 12 films from Cyprus and 58 from other countries. There were also four (4) parallel screening programs, master classes, as well as live music in the closing ceremony. This year’s jury was composed of Lars Henrik Gass (film director, author and director of the Oberhausen International Short Film Festival, one of the most important gatherings in the world), Manuela Cernat (author, film critic, film director and member of the European Film Academy) and Nancy Bishop (Emmy Award nominated casting director, lecturer and founder of the “Acting for Film” program at the Prague Film School). An Art Committee, composed of film directors Alexia Reuter and Ioakim Mylonas, was responsible for

the selection of the screenings and the corresponding events.

The 1st (international) Prize for Best Movie was given to the film “Mass of Men” by Gabriel Gauchet from the United Kingdom.

The 2nd (international) Prize for Best Movie was given to the film “Edmond was a Donkey” by Franck Dion, a co-production of France and Canada.

Best Director Award was given to Nicolas Jacquet from France for the movie “Dog Skin”.

The Award for Best Documentary Film was given to “Short Message” tou Vardan Danielyan from Armenia.

The 1st Prize for Best Cypriot Short Movie of the Ministry of Education and Culture was given to the film “The Immortalizer” by Marios Piperides.

The 2nd Prize for Best Cypriot Short Movie of the Ministry of Education and Culture was given to the film “First Love” by Sotiris Christou.

“Michalis Kakoyiannis” Best Director Award was given to Tonia Mishiali for the movie ταίβια “Dead End”.

1.8.4 PROMOTION OF CINEMA IN RURAL AREAS

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

- Enhancement on an annual basis of cinema theatres in the countryside.
- Screenings of Cypriot films in the countryside by subsidizing the Cyprus Cinematheque in Pelathousa and other rural municipalities/communities.
- Sponsoring the Non-Profit Cultural Company “Views of the World”, which, in cooperation with the Hambis Etching School, organizes the Countryside Cartoon Festival “Views of the World” in Prastio Avdimou. In the context of the Festival cartoon seminars/workshops are held along with film screenings.

For two years now, the festival was upgraded to an international competition with a jury composed of internationally recognized professionals in the field. This year, as always, the “Views of the World” festival managed to bring its broad audience together, i.e. people of all ages, proving to have become an institution in the world of the cinema.

1.8.5 PROFESSIONAL TRAINING

The Cultural Services support the participation of film directors, producers and other players of the domain in various educational seminars and laboratories abroad. At the same time they co-operate with the European MEDIA program and its office in Cyprus (Media Desk Cyprus) for the promotion of program related to the professional development of various aspects of film production.

In addition, the Cultural Services:

- subsidize directors so as to enable them to present their films at international festivals and other events and therefore to promote Cyprus cinema abroad,
- support Film Clubs in their regular screening events,
- support the Directors’ Guild of Cyprus in organizing workshops and film tributes,
- support through subsidies the organizing of various other cinema-related activities by cultural institutions and individuals.

1.9 CULTURAL DEVELOPMENT IN RURAL AREAS

The Cultural Services in 2013 processed a large number of applications from Municipalities and Communities for the sponsorship of cultural events of a varying character. The Community Councils show preference for music and dance events that have to do with local 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 Cypriot cuisine and gastronomy etc.

1.9.1. ANNUAL SUBSIDIES FOR COMMUNITIES

The Community Councils had the opportunity to submit their annual planning for cultural events within 2013 in the framework of the corresponding scheme allowing only one application per community. Fifty proposals were examined, submitted by an equal number of Communities. Emphasis was given to requests made by clusters of communities and to events which have become an annual establishment, such as the Commandaria Festival or Amathousia Festival.

The proposals/activities concerned mainly the promotion of Cypriot folk culture and the enhancement of events highlighting local customs and traditions (representation of traditional Cyprus wedding, grape harvest etc.). Local tradition through dancing and songs constituted the main thematic basis of the proposals submitted for consideration. The aim was to substantially support large scale events with eminently and purely cultural character that would significantly contribute to the enrichment of the cultural scene in Cyprus.

Specifically, 22 out of fifty applications were approved for an amount corresponding up to 60% of each project's budget. Focusing on a small number of activities aimed at enhancing the quality of the spectacles and other activities taking place in communities, as well as to raise the cultural level in Cyprus.

1.9.2 ANNUAL SUBSIDIES FOR MUNICIPALITIES

The same concept was implemented to support the cultural programming of Municipalities. Large scale events, either tested or innovative, were sponsored with generous amounts of money in order to save the Municipalities' most valuable output of cultural activity. Twenty nine applications were submitted by an equal number of Municipalities both in the territory controlled by Republic and the occupied areas. There was a variety of themes, from conferences to jazz music festivals; many applications received approval to hold the events. More specifically, 22 proposals were approved to be funded; this had a significant impact to the community and involved a large number of citizens.

1.10 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 an active participant in the programs and activities promoted through the coordinated transnational 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 interstate cooperation in the cultural sphere. This Convention constitutes the foundation stone for developing the activities of the Council of Europe in the field of culture, while its

legal basis constitutes the starting point for the drafting and adoption of other more specialized conventions of the Council of Europe on culture according to the subject matter and range of interest.

The declared objectives of the European Cultural Convention include the promotion of the acknowledgement 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 etc. 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 fields of cultural policy and cultural management), 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 etc.

“EUROPE FOR CITIZENS” PROGRAMME

The agreement was signed in December 2009 and it is valid until the 31st of December 2013.

This competition event aims to promote the feeling of a European “citizenship”, bringing citizens closer and offering them the possibility to participate in its construction. The program is addressed to local authorities and organizations, think tanks, citizens’ groups, non-governmental organizations, trade unions, educational institutes, volunteer organizations and amateur sport clubs, while it receives relevant proposals/projects for co-financing.

1.11 OPERATION OF CULTURAL CENTRES/OFFICES ABROAD

1.11.1 THE HOUSE OF CYPRUS IN ATHENS

The House of Cyprus from January to October 2013 hosted a total of 65 cultural events.

In more detail:

a) The House of Cyprus (55 cultural events in total):

Thirty (30) book presentations, three (3) visual art exhibitions, one (1) philatelic exhibition, one (1) seminar, eleven (11) musical events, of which two at the Michalis Kakoyiannis Foundation, four (4) speech events (lectures, tributes), one (1) seminar organized and four (4) cultural events hosted.

b) Collaboration with various bodies (10 events in total):

Seven (7) events with Cyprus Organizations, one (1) event with the National Student Union of Cypriots in Athens (EFEK), one (1) event with the Commercial Section of the Cyprus Embassy and one (1) event with the Byzantine Museum.

c) Participations in seminars/conferences (6 participations in total):

Participation in four (4) seminars and two (2) conferences.

d) Representations at external events concerning Cyprus (26 in total):

Eighteen (18) representations (on behalf of the House of Cyprus in Athens)

Eight (8) representations (on behalf of the Ambassador of the Republic of Cyprus)

From November till December 2013, the House of Cyprus in Athens planned to host eleven (11) book presentations, four (4) musical events and to support four (4) events of Cypriot Organizations in Athens and one (1) event of EFEK.

1.11.2 OFFICE OF THE CULTURAL ATTACHÉ AT THE CYPRUS HIGH COMMISSION IN LONDON

- 1) On 19 January 2013, the Cultural and Educational Department at the High Commission of the Republic of Cyprus in London contributed as the main sponsor to the 2nd Cyprus Song Composition Competition of Overseas Cypriots from the United Kingdom organized by the London Greek Radio (LGR) and the Cyprus Broadcasting Corporation (RIK) at Dugdale Centre.
- 2) On 8 February 2013, the Cultural and Educational Department at the High Commission of the Republic of Cyprus in London, under the responsibility of the Cultural Attaché Mr. Kypros Charalambous, in collaboration with the world renowned fashion designer Ms. Elena Antoniadou and Life Action Trust, organized a fashion show at the Cyprus High Commission in London. The event was held under the auspices of the High Commissioner of the Republic of Cyprus Mr. Alexandros Zenon.
- 3) On 24 March 2013, the Cultural and Educational Department at the High Commission of the Republic of Cyprus in London together with “Institut Francais” in London co-organized a concert featuring world famous pianists in a wonderful festival celebrating all forms of piano music, including jazz concerts, film screenings, children’s activities, recitals, and much more. Cyprus was represented by famous pianist Cyprien Katsaris in an exciting and unique performance.
- 4) On 3 June 2013, the Cultural and Educational Department at the High Commission of the Republic of Cyprus in London organized a Summer Concert in Great Hall, London Hellenic Centre. Singer and Cyprus Tourism Ambassador Ms. Evi Kapatai, together with the local orchestra “VENUS”, offered to the audience who overfilled the concert hall a magical nostalgic journey to the past. The event was held under the auspices of the High Commissioner of the Republic of Cyprus Mr. Alexandros Zenon, who addressed the event and thanked the organizers.

1.11.3 OFFICE OF THE CULTURAL ATTACHÉ OF THE CYPRUS EMBASSY IN BERLIN, 2013

A Cultural Attaché has been serving with the Embassy of the Republic of Cyprus since the beginning of 2005, whose main responsibility is the organization of events aiming at promoting the culture and contemporary artistic and intellectual creativity of Cyprus in Germany.

The Cultural Attaché also seeks the cooperation of German organizations and the participation of Cypriot artists in German activities.

The participation of German and foreign artists in Cypriot activities is also pursued, in this way helping to create multicultural programs that focus on Cyprus.

The Office maintains relations with the departments of Modern Greek Studies at Universities in Germany, as well as with the Institute of Interdisciplinary Studies on Cyprus at the University of Münster. Another important objective of the Office, which

is already bringing positive results, is to promote works by Cypriot composers among musicians and music groups in Germany.

In 2013, several events were organized, under the responsibility of the Cultural Attaché and the support and contribution of the Cultural Services, in various cities of Germany giving the possibility to the German audience public to meet Cypriot artists and learn about Cyprus and its culture.

27 February 2013 “The Gardens of Aphrodite”

- (a) Works of classical repertoire related to Cyprus. Artists: Athina Poullidou, piano and Alexander Froelich, violin.
- (b) Akamas-Duo with Nicolas Kyriakou, guitar, and Iason Keramides, violin: Cypriot folk love songs and music interpretation of the Homeric Hymns.

March 2013 – Miniatures from Cyprus

A new project, a series of musical events at the famous Musiktheater Berlin, in a small auditorium; the aim is to turn it into a regular practice in order to promote the music of Cypriot composers and other artists.

Cultural Events – Cyprus Spring, 10/4 - 26/4/2013

“Cyprus Spring”, a series of cultural events at the famous Cultural Centre “Gasteig” in Munich, is one of the top events curated by the Cultural Office and became an annual institution in the Bavarian capital, being organized for eight consecutive years. The cultural program is mainly comprised of the premieres of works created every year especially for the “Cyprus Spring” events. This year’s cultural program included a photo exhibition inspired by the island of Cyprus, music events and film screenings.

- Photography exhibition about Cyprus – Photographers: George Pantazis, Nicholas Michael
- 12 April 2013: Black Box – Inauguration “in Jazzmine’s Words”, Marios Takoushis, piano – Gavriel Karapatakis, bass.
- 19 April 2013: Cinema – Film screening
- 23 April 2013: Carl Orff Saal – Alkinoos Ioannides
- 25 April 2013: Black Box “Whispers of the South” Savvas Savva, piano, Irene Demetriadou, cello and Eleonora Roussou, flute.

Music: 19 April 2013

Alkinoos Ioannides

9 May 2013: “Europa Literarisch, Runde 2”, BERLIN

Literary event at the Representation of the European Commission in Berlin

In the framework of the European Year of Intercultural Dialogue 2008, a series of literary events took place in Berlin in collaboration with the Representation of the European Commission in Berlin, the European Union National Institutes for Culture - EUNIC in Berlin, where the Cultural Office of the Cyprus Embassy in Berlin is an associate member of, and the Literature Workshop Berlin.

June 2013, Braunschweig, in collaboration with the Cultural Services of the city administration: “reality / illusion” exhibition by three (3) photographers inspired by the poetry of Seferis about Cyprus. Pianist Constantinos Athanassakos performed works by Cypriot composers.

June and July 2013 in Berlin, in collaboration with the Greek Culture Foundation: Photography exhibition about Cyprus – Photographers: George Pantazis, Nicholas Michael.

“Moments of Cyprus”, series of events in Cologne, November

- Photography exhibition about Cyprus – Photographers: George Pantazis, Nicholas Michael
- Inauguration in Cologne, Belgian House “in Jazzmine’s Words”
- Belgian House “Whispers of the South” Savvas Savva, piano, Irene Demetriadou, cello and Eleonora Roussou, flute.
- Bonn, Beethoven Haus, Trio by Stavros Lantsias

1.12 EUROPEAN CAPITAL OF CULTURE 2017

In 2017, Cyprus and Denmark will host the institution of the European Capital of Culture. Pafos was designated European Capital of Culture for 2017; Aarhus is the city in Denmark sharing the title with Pafos. The managing authority of the ECoC competition in Cyprus is the Ministry of Education and Culture of the Republic of Cyprus. The European Capital of Culture is one of the most important initiatives of the European Union in the sphere of culture, which enhances cultural dialogue and promotes cultural cooperation. The cities that are awarded the title of European Capital of Culture every year contribute to the promotion of the richness and diversity of the European cultural heritage. They constitute a living testimony that the city has the ability to be creative, unique, special, and at the same time have a European dimension.

This event first started with the initiative of Melina Merkouri, when she was Minister of Culture in Greece. Athens was the first city to win the title in 1985. This initiative has gained a growing cultural, social and economic impact, with the numerous visitors that the European Capital of Culture attracts every time. The Council of Ministers in its meeting in May 2013 officially declared Pafos European Capital of Culture for 2017.

1.13 BILATERAL AND MULTILATERAL RELATIONS / CULTURAL COOPERATION AGREEMENTS AND PROGRAMMES

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 Programs of Educational, Cultural and Scientific Cooperation. The Agreements and the Programs with the regulations therein provide the necessary legal framework in which the cultural and educational exchanges between Cyprus and other countries take place.

As regards the regulations of such Programs, the Cultural Services are responsible for the preparation and implementation of the section governing cultural cooperation and cultural exchanges between Cyprus and the country concerned in the framework of

a contractual partnership (with the exception of provisions related to the cooperation in cultural heritage issues). Within this range of competencies, the Cultural Services make arrangements for the organization of events abroad to highlight the culture of Cyprus today, as well as for the organization of cultural events by other countries in Cyprus. In the context of such projects, experts exchange visits to share information and cooperate in the field of culture. In 2013, a meeting of the Minister of Education and Culture of Cyprus with the Chinese Deputy Culture Minister took place to set up an Executive Plan for Cultural Cooperation, which will be signed during the visit of the Minister of Education and in China in December 2013.

In October 2013 the Ministry of Education and Culture of Cyprus together with the Embassy of Ukraine in Cyprus presented the famous chamber orchestra 'Kyiv- Classic Orchestra' in two concerts, in Lefkosia and Lemesos. These concerts were held in the context of the Programme for Cultural Cooperation between the Ministry of Culture and the Ministry of Education and Culture of the Republic of Cyprus, and performed works of M. Skoryk, E. Stankovic, Y. Shevchenko, M. Chemberdzh, L. Kolodub, J.S. Bach, J. Albinoni, W.A. Mozart, W. Peterson-Berger, A. Vivaldi and A. Piazzolla, directed by Maestro and Artistic Director of the Kyiv-Classical Orchestra, Mr. Herman Makarenko.

1.13.1 THE EUROPEAN UNION "CULTURE" PROGRAMME

The European Union provides financial encouragement for Culture by supporting cultural activities primarily through the "Culture" Program. This is a unified, long-term competitive program, in the context of which EU cultural measures are developed and implemented. The current implementation period of the Program began in 2007 and will end in 2013. The "Culture" program aims at the enhancement and support of the cultural environment in which European citizens live. It is governed by the common cultural heritage and is expanding to support the establishment of cultural cooperation between artists, cultural institutions, organizations, bodies and foundations in the participating countries, guided by the notion of the development of European "citizenship". More specifically, the objectives of the Program include the promotion of transnational mobility of professionals in the cultural domain, the encouragement of the mobility of works of art and artistic products and the encouragement of intercultural dialogue. The MEC financially supports various institutions/organizations to participate via projects in the "Culture" program.

Since May 2003, the Culture Contact Point (CCP) of Cyprus operates, like in all participating countries, aiming mainly to spread the "Culture" program in the local scene. Since 2006 and as a result of the emergence of non-governmental organizations in Cyprus which enable active participation and influence of civil society, the CCP operation is assigned by means of open tender invitations to interested parties. Following an open invitation procedure in June 2010, the operation of the Cyprus CCP was assigned to the Organisation RTD TALOS Ltd and is co-financed on annual basis by the State and the European Union. Through coordinated information planning (publicity, workshops), the Cyprus CCP strongly encourages the participation of cultural institutions from Cyprus in Community cultural action, helps in finding foreign partners and provides assistance in relation to the development and submission of requests to participate, considering the fact that the project concerns a competition-based programme. The Ministry of Education and Culture provides support to Cypriot cultural institutions, which had been selected for their proposals/projects to be co-funded by the European Commission and participates in the works of the program management committee (national representatives) through the Cultural Services.

In the context of the "VOICE" Programme financed by the "CULTURE", the Cultural

Movement 'EPILOGI' of Lemesos organized in 2013 a series of activities entitled "Choral Crossroads 2013". The Mediterranean Choral Forum and the three concerts of the "Choral Crossroads 2013" focused on issues such as intercultural dialogue and youth mobility. The Ministry of Education and Culture has taken all necessary measures for the implementation of a future Programme entitled "Creative Europe" for the period 2014-2020, which unifies the existing and ongoing programs "CULTURE", "MEDIA" and "MediaMundus".

1.13.2 CULTURAL ROUTES OF THE COUNCIL OF EUROPE

As of 1st January 2011, the Ministry of Education and Culture participates in the Cultural Routes program and in the Administrative Council of the Enlarged Partial Agreement on Cultural Routes (EPA) of the Council of Europe, which was launched in April 2011.

According to the Cultural Routes program, the concept of cultural routes is a very important tool for the development of intercultural dialogue, rapprochement of cultures, sustainable development, promotion of cultural tourism, but also facilitation of European integration. The project leaders for cultural routes, which have been awarded with the title of European Cultural Routes, receive the Council of Europe certification in this respect. The program aims to promote ethical and responsible tourism with respect to local communities and their cultural identity and individuality.

1.14 MUSEUMS

1.14.1 LEGISLATION FOR THE RECOGNITION OF MUSEUMS

The orientation and objectives of Law 58 (I) 2009 – Acknowledgment of Private Museums and of Museums of the Local Government Authorities (Procedure and Requirements) Law – are purely of a regulatory nature. The ultimate objective of the Law is to improve the conditions and operation standards of private museums and museums belonging to local government authorities, and to upgrade the services they provide and the work they perform. The law specifies the requirements that need to be met in order for the museums belonging to the above categories to obtain state recognition if they so wish. The Law also offers suitable incentives to the Museums to pursue their recognition, since recognized museums would be eligible for a state grant under terms and conditions specified in a special financing tool (Scheme for the Provision of State Grant to Acknowledged Museums). In 2012, the competent Committee (Museums Committee) received applications for recognition by a total of 15 museums.

HOUSES OF LETTERS AND THE ARTS

During 2013, the Cultural Services continued to lease premises in Lefkosia, Lemesos, Larnaka and Pafos in order to house associations that serve the letters and the arts. The associations use the Houses of Letters and the Arts to hold assemblies, meetings, visual art exhibitions, literary events, film projections, theatre rehearsals, etc.

The Cultural Services continue to support the administration, operation and cultural activity of the Houses of Letters and the Arts with the consistent aim of transforming them into important cultural outlets for urban centers in Cyprus.

NATIONAL LIBERATION STRUGGLE 1955-59

The National Struggle Museum operates in its new building inaugurated on 30th April 2001. During 2013, (January-September), the Museum welcomed twenty one thousand

visitors, most of them being students of primary and secondary education, as well as travelers from abroad.

The Museum of the Liberation Struggle is not just a service provider or a plain exhibition venue; it is a living organism and the staff constitutes its soul. They collect, inter alia, relics, documents, leaflets, orders, commands, instructions, photos and any other material related to the Liberation Struggle of EOKA (National Organization of Cypriot Fighters). All services of the Museum continue operating normally: guided tours, projection of educational films for the Liberation Struggle of EOKA 1955-59, file indexing of Cyprus press material with regard to the Cyprus problem and providing information and useful data to researchers. At the same time efforts are being made to upgrade various operations in the Museum.

CYPRUS NATIONAL COMMISSION FOR UNESCO

The Cyprus National Commission for UNESCO operates under the supervision of the State as exercised by the Minister of Education and Culture through the Permanent Secretary of the Ministry. The Director of the Cultural Services is the Secretary General of the Commission. The Commission provides the vital connection between the State, civil society and the Organization, and operates as a consultative body for the State. The Ministry of Education and Culture subsidizes the organizational needs of the Commission and the promotion of its programs.

The Commission promotes the implementation of Conventions and Programmes of UNESCO in Cyprus, in cooperation with all the Ministries and Services of the Government and also with non-governmental organisations, whose activities are related to those of UNESCO, i.e. education, culture, social sciences and humanities, natural sciences, and communications and information.

The Commission operates as public information hub for the purposes of UNESCO and in favour of the programmes thereof by distributing books, posters, printed and digital material related to the Organization. It also maintains and promotes contacts with the National Commissions for UNESCO in other member states, aiming to the encouragement of opinion exchange and expansion of cooperation for the achievement of common goals.

Promotion of UNESCO Conventions

The Commission actively promotes the implementation of cultural conventions of UNESCO, which have been ratified by the Republic of Cyprus, and especially the conventions concerning the protection of World Cultural and Natural Heritage (1972), Intangible Cultural Heritage (2003) and diversity of cultural expressions (2005), in cooperation with the Antiquities Department, the Cultural Services of the Ministry of Education and Culture and other players, the objectives of which are in compliance with the principles of the Conventions.

Educational Programs

The Commission collaborates with the competent departments of the Ministry of Education and Culture to promote the objectives of the Organization through educational programs, particularly the activities of the two school networks operating under the auspices of UNESCO:

1) UNESCO Associated Schools Project network - ASPnet

In cooperation with the Ministry of Education and Culture, the Commission participates in the planning of annual activities of the Associated Schools Project Network, such

as the events to celebrate Human Rights Day and the annual two-day conference of the UNESCO Associated Schools, which took place on 14-15 March 2013 at Pafos Kykkos Lyceum with the participation of more than 200 students. The activities of the network were thematically arranged around the main topic “Building a Culture of Peace and Non-Violence” and the pillars ‘Living with Justice and Compassion’, ‘Building cultural respect, reconciliation and solidarity’, ‘Living in Harmony with the Earth’, ‘Cultivating inner peace’, ‘Promoting Human rights and Responsibilities’, and ‘Dismantling the culture of war’.

Further, students and teachers from schools participating in the network took part in the 13th Student Conference of the ASPnet in the Prefecture of Attica (Athens, 22-23 February 2013).

2) SEMEP

The Commission collaborated with the national coordinator of the network in Cyprus for the promotion of SEMEP (South-Eastern MEditerranean sea Project) among students and teachers in fifteen schools participating in the network, as well as the enhancement of cooperation between National Commissions of other states in the region implementing the SEMEP. The common topic selected by the national coordinators for 2013 was “Cooperating on the management of shared water resources through culture and science for sustainable development”.

Underwater Archaeology Training Programs

Two archaeologists from Cyprus were supported by the National Commission for UNESCO to participate in a training on underwater cultural heritage, which took place at the International Center for Underwater Archaeology in Zadar (operating under the auspices of UNESCO in collaboration with the Regional UNESCO Office in Venice). The educational program takes place on annual basis for citizens from South-East European countries and is comprised of theoretical courses, practical training and a final examination.

Youth Forum

The Commission is responsible for providing information to, selecting and supporting youngsters from Cyprus to participate in regional and world youth meetings of UNESCO. In 2013, a total of nine teenagers participated, accompanied by their teachers, in the 2nd Youth Forum of South-East Europe for the safeguarding of world heritage (Serbia, April 2013), in the international youth forum “World Heritage Institute of Training and Research for the Asia – Pacific Region”, under the auspices of UNESCO (China, July 2013) and in the 8th UNESCO Youth Forum (Paris, October 2013).

Other activities

On the occasion of the 10th anniversary of the Convention for the Safeguarding of Intangible Cultural Heritage, the Commission implemented a pilot program for Lefkara embroidery classes, as part of a broader effort to raise public awareness about the need to promote and safeguard oral traditions, social practices and handcrafting techniques that make up the intangible cultural heritage of Cyprus. In the framework of this program, artists, archaeologists and teachers had the opportunity to learn embroidery techniques of the traditional Lefkara laces at the side of experienced embroiderers, spending one week in the village of Lefkara with a view to getting an overall picture of Cypriot tradition and the socio-economic context in which it is developed.

The Commission participated in the celebrations of the International Museum Day, supporting a series of events held at the Cyprus Folk Art Museum of the Society of Cypriot Studies. People participating in the events were invited to come in contact with and experience elements of Cypriot traditional culture. In this context, the Commission arranged for guided tours at the Museum's collections, an exhibition of children's handicrafts inspired by traditional techniques, shadow theater performances, reading sessions of Cypriot traditional tales, pottery workshops, classes for handcrafting the traditional flute of Cyprus (Greek 'πιθκιαύλι' - pithkiavli) and crochet courses.

Finally, the Commission is in close cooperation with the Permanent Delegation of the Republic of Cyprus working for UNESCO for the organization of events in order to promote traditional and modern culture of Cyprus and to disseminate material in relation to the cultural heritage of Cyprus.

Publications

The Commission published and made available the book "World Heritage Sites in Cyprus" (Lefkosia 2012). Further, it collaborated with the Cyprus Research Centre for the publication of an Inventory for the Intangible Cultural Heritage of Cyprus, titled "Elements of the Intangible Cultural Heritage of Cyprus". Both publications are bilingual (Greek and English) and were financed by A.G.Leventis Foundation.

In October 2013, the Commission published the first issue of its electronic newsletter, presenting the activities of UNESCO at an international level, as well as the implementation of the UNESCO projects in Cyprus.

A library has been set up within the premises where the Commission is housed; the library hosts publications of UNESCO and is accessible to the public for consultation.

Internet

The Commission created its own website (www.unesco.org.cy) for direct and effective information on issues concerning programs of the Commission and UNESCO in Cyprus.

International Relations

The Commission represents Cyprus in international conferences and meetings organized by UNESCO and other National Commissions abroad. Among others, the Committee participated in the Seventh Regional Annual Meeting of Experts on the Intangible Cultural Heritage (ICH) in South East Europe which took place in Sofia (May 2013) in cooperation with the Regional Center for the Safeguarding of the Intangible Cultural Heritage and the UNESCO Regional Bureau in Venice. The meeting included discussions on policy measures for the creation of national inventories of intangible cultural heritage elements, sustainable managing of cultural tourism, the role of local communities and training of players involved for the safeguarding of ICH, and enhancement of cooperation for the promotion of ICH elements found in more than one countries in the region.

The Commission participated in the International Conference "Global Ethics: Save the Planet Earth" held on 22-23 August 2013 in Astana, capital of Kazakhstan. Organizers of the Conference were the National Committee for UNESCO of Kazakhstan, the Islamic Educational, Scientific and Cultural Organization ISESCO, World Federation of UNESCO Clubs, Centres and Associations (WFUCA) and the Kazakhstan National Federation of UNESCO Clubs, Centres and Associations. The main topic of the Conference was the promotion of sustainable development through the promotion of global ethics based on the respect for human rights, intercultural dialogue and social equality.

The Commission participated in the International Forum for the Inauguration of the International Decade for the Rapprochement of Cultures held on 23th August 2013 in Astana, capital of Kazakhstan. Main objective of the Decade is to promote, through intercultural dialogue and other initiatives, mutual understanding and respect of cultural diversity, human rights and equality of people.

The Commission was represented in the 37th General Conference of UNESCO by the two officers of the Commission and coordinated the formation of the Cyprus Representation led by the Minister of Education and Culture. The Commission also participated in the meeting of the National Commissions of UNESCO in Paris that takes place biannually in the framework of the General Conference.

The Commission participates in the UNESCO's Euro-Arab Dialogue initiative, and in this context a representative from Cyprus was sent to a conference that took place in Algarve, Portugal (November 2013) and was organized by UNESCO in collaboration with the MBI Al Jaber Foundation. The experts participating in the conference will work to create an educational handbook for the promotion of common values, which is intended to be used in schools in both regions.

The Commission promoted the participation of Leventis Municipal Museum of Lefkosia in the regional exhibition "Imagining the Balkans; Identities and Memory in the long 19th century", organized on an initiative of the UNESCO Venice Office in the context of the program "Culture: a Bridge to Development" and in collaboration with the ICOM. Aim of the exhibition was to strengthen cooperation among history museums in countries of South-East Europe and to describe the stages of creation and development of national states in the region during the 19th century. The exhibition was inaugurated at the National Museum of Slovenia in April 2013 and was transferred to Serbia in September 2013.

2.

CYPRUS RESEARCH CENTRE

Objectives and means for realizing them

The C.R.C. was founded in 1964 with the aim to enable Cypriot and overseas scholars to research the history and civilisation of Cyprus and to have the conclusions of the relevant research published on a systematic basis. Research programmes relevant to the fundamental disciplines of the culture of Cyprus, namely its history, folklore, language, literature, ethnography and social sciences are initiated and implemented at the C.R.C. as well as those concerning related disciplines, according to the country's requirements at any given time and within a broader regional context.

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

Library and Archives

The C.R.C. has a specialised library for the furtherance of its various research programmes, containing over 20,000 volumes, chiefly specialised encyclopaedias, academic journals, monographs, publications of archival material and other reference works, covering the history and civilisation not only of Cyprus but also that of Greece, Europe and the Middle East in general. The classification on computer of the volumes in this library is presently at an advanced stage. The C.R.C. also houses important archival collections of primary source material, consisting of manuscripts, photocopies and

photographic copies (offsets) of historical source material and documents, microfilms and cassettes. These have been classified by subject to various archives, such as the Historical Archive, the War Veterans' Archive, the Folklore Archive and the Oral Tradition Archive. The planning of a Unitary Data Base for the last three archival collections has recently been completed, while the continuation and conclusion of the whole project through the conversion of the archival materials to an electronic, digital and virtual library is proceeding apace.

Publications:

From 1965 until present the C.R.C. has published important works covering a broad range of academic subjects, including scholarly monographs, editions of documents and historical source materials, translations of historical sources, reprints, conference proceedings and an annual academic journal. At present these publications number over 140 scholarly works, 36 Annual reviews and a digital CD containing traditional Cypriot music. The above publications consist of works undertaken by the permanent research staff and the outside collaborators of the C.R.C. in Greek and in the major European languages (English, French, German, Italian and Spanish).

These works are placed in the following series:

- i) Texts and Studies in the History of Cyprus
- ii) Publications of the C.R.C.
- iii) *Epeteris* (Annual Journal) of the C.R.C.
- iv) Conference Proceedings of the C.R.C.

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

Recent activities

The Cyprus Research Centre in co-operation with the Leventis Municipal Museum of Nicosia successfully organised an International Conference titled Medieval Cypriot Ceramics in their Wider Context which took place from 10-12 May 2013. The participants numbered 16 scholars from twelve countries and four continents and the proceedings will be published by the organizing institutions as a distinct volume.

The research programme 'Cypriot Folk Tales from the Folklore Archive of the Cyprus Research Centre', began in October 2012 and continued this year. It involves the selection and classification of folk tales and variants originating from throughout Cyprus, recorded in writing or on tape in the 1950s and 1960s and placed in the Folklore Archive. The tales when classified are placed under different subject headings (e.g. magical, religious and humorous tales). Ms Argyro Xenophontos, a research assistant and Ms Konstantina Konstantinou, a philologist on secondment at the Cyprus Research Centre, are in charge of this task, under the supervision of Professor Michael Merakles of the University of Athens who is the Chairman of the Folklore Association of Greece, Ms Kalliope Protopapa, a philologist and Mrs Anna Farmaka, a philologist.

The Cyprus Research Centre also published the following books for the year 2013:

1. Νίκος Καραπιδάκης, *Le consulat de Venise à Chypre. Documents inédits (1719-1749)*
2. Ιωάννης Ιωνάς, *Δεισιδαιμονίες και μαγεία στην Κύπρο του χθες*
3. Michel Balard, Laura Balletto and Christopher Schabel, *Gênes et l'Outremer, Actes notariés de Famagouste et d'autres localités du Proche-Orient (XIV^e-XV^e s.)*
4. *Annual Review of the Cyprus Research centre, Vol. XXXVI (2011-2012)*

3.

CYPRUS THEATRE ORGANISATION

3.1 ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION ARTISTIC ACTIVITIES DURING THE THEATRICAL PERIOD 1.10.2012 – 30.9.2013 MAIN STAGE

	Play	No. of Performances	No. of Audiences
1.	SAMIA by Menander Translation: Yiannis Varveris Direction: Evis Gavrielidis Period: 27.10.2012 – 10.7.2013	26	10.771
2.	SOCIAL SECURITY by Andrew Bergman Adaptation: Mimi Denise Directional Supervision: Christos Zanos Period: 14.12.2012 – 3.2.2013	41	9.014
3.	ANTIGONE by Sophocles Translation: Nikos Panayiotopoulos Direction: Despina St. Gatzidou Period: 6.2.2013 – 23.2.2013	12	605
4.	THE DISPUTE by Pierre de Marivaux Adaptation/Direction: Konstantinos Arvanitakis Period: 1.3.2013 – 28.5.2013	27	3.123
	TOTAL OF MAIN STAGE	106	23.513
	COMPARATIVE FIGURES 1.10.2011 – 30.09.2012	90	25.588
	COMPARATIVE FIGURES 1.10.2010 – 30.09.2011	72	16.937

NEW STAGE

	Play	No. of Performances	No. of Audiences
1.	THE GRONHOLM METHOD by Jordi Galceran Translation: Maria Tsatsaroni, Giorgos Karamichos Adaptation/Direction: Diagoras Chronopoulos Period: 22.10.2012 – 23.2.2013	26	3.373
2.	OSCAR by Eric Emmanuel Schmitt Translation: Mimi Denise Direction: Panayiotis Larkou Period: 24.10.2012 – 9.3.2013	26	2.249
3.	HARLEY JACKET (JUST AS WELL) by Vasilis Katsikonouris Direction: Giorgos Mouaimis Period: 14.11.2012 – 26.9.2013	51	3.846
4.	SPRING AWAKENING by Frank Wedekind Translation: Giorgos Depastas Adaptation/Direction: Dimitris Lignadis Period: 21.12.2012 – 13.2.2013	33	3.490
5.	GETHSEMANE by David Hare Translation: Eri Kyrgia Adaptation/Direction: Aliki Danezi-Knutsen Period: 5.4.2013 – 7.6.2013	23	1.687
4.	INCOGNITO ON STAGE Research – Text Compilation: Stela Firogeni Period: 1.6.2013 – 24.9.2013	11	601
	TOTAL OF NEW STAGE	170	15.246
	COMPARATIVE FIGURES 1.10.2011 – 30.09.2012	70	7.142
	COMPARATIVE FIGURES 1.10.2010 – 30.09.2011	64	7.470

STAGE 018

	Play	No. of Performances	No. of Audiences
1.	ANTIGONE by Sophocles Translation: Nikos Panayiotopoulos Direction: Despina St. Gatziou Period: 30.10.2012 – 1.6.2013	83	5.340
2.	NOAH'S FAMILY by Xenia Kaloyeropoulou, Thomas Moschopoulos Direction: Alexia Papalazarou Period: 4.11.2012 – 31.5.2013	90	28.105
3.	KALI – KANTZAR & CO!... Concept-Text-Verses of songs: Lea Maleni, Christina Constantinou, Valentinos Kokkinos Direction-Dramaturgy: Lea Maleni Period: 12.1.2013 – 14.3.2013	12	1.237
4.	TRELANTONIS by Penelope Delta Adaptation: Glykeria Kalaitzi Direction: Vasilis Myrianthopoulos Period: 16.2.2013 – 24.7.2013	28	7.319
TOTAL OF STAGE 018		213	42.001
COMPARATIVE FIGURES 1.10.2011 – 30.09.2012		256	55.275
COMPARATIVE FIGURES 1.10.2010 – 30.09.2011		337	65.184
GRAND TOTAL		489	80.760
COMPARATIVE FIGURES 1.10.2011 – 30.09.2012		416	88.005
COMPARATIVE FIGURES 1.10.2010 – 30.09.2011		473	89.591

PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEARS 2011, 2013.

	Play	No. of Performances	No. of Audiences
2013	Menander "SAMIA"	2	8.558
2011	Thanasi Georgiou, Fotis Nicolaou "TIME FLIES"	3	425

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

1.10.12 - 30.9.13	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	106	2	23.513	8.558	32.071
New Stage	6	-	170	-	15.246	-	15.246
Stage 018	4	1	213	2	42.001	220	42.221
TOTAL	14	2	489	4	80.760	8.778	89.538

1.10.11 – 30.9.12	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	5	-	90	-	25.588	-	25.588
New Stage	3	-	70	-	7.142	-	7.142
Experimental Stage	3	-	120	-	5.792	-	5.792
Children's Stage	2	-	136	-	49.483	-	49.483
TOTAL	13	0	416	0	88.005	0	88.005

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	-	10.399	1.443	11.842
Children's Stage	2	-	143	-	54.785	-	54.785
TOTAL	13	0	473	0	88.005	1.443	91.034

* 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)

	2013 € Until 25.09.13	2012 €	2011 €
SATIRICON THEATRE	227.744	241.810	274.140
THEATRO ENA	242.252	245.710	271.320
E.TH.A.L.	245.144	245.260	273.670
THEATRO SKALA	243.861	236.220	272.030
TOTAL	959.001	969.000	1.091.160

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

	2013 € Until 25.9.13	2012 €	2011 €
THEATRO DIONYSOS	53.000	103.800	59.600
THEATRO ANEMONA	27.500	79.000	39.400
THEATRO VERSUS	24.000	48.000	25.500
THEATRO DENTRO LTD	26.000	25.000	8.000
ACT THEATRE	14.000	17.000	-
PARAVAN PROACTIONS	15.000	12.000	10.000
THEATRO TAMASSOS	14.000	-	-
A.P. ATLANTIS PRODUCTION LTD	11.000	-	-
THEATRO ANTIDOTE	-	-	19.700
PERSONA THEATRE GROUP	-	-	19.000
THEATRO "EPIGONOI"	-	-	5.000
AMFIKTIO	-	45.000	32.500
TOTAL	184.500	329.800	218.700

Plan A´ (Ad Hoc subsidisation of groups)

	2013 € Until 25.9.13	2012 €	2011 €
OLVOS THEATRE GROUP	4.000	9.000	8.000
FOTOS FOTIADES	7.000	3.000	5.700
THEATRE GROUP POINT 2	6.000	3.000	2.000
“STAGONES” ZOIS THEATRE GROUP	3.000	-	2.000
GIORGOS KLEANTHOUS	6.000	-	-
PRODUCTION GROUP D-TALE	12.000	-	-
KYRIAKI KONTAXAKI	2.000	-	-
NAYIA ANASTASIADOU	2.000	-	-
PANG. ORGAN. SIGGEN. ADIL. AIXMAL.	2.000	-	-
LEDRA MUSIC SOLOISTS	8.000	-	-
PLAYHOUSE	3.000	-	-
CHARIS ARISTIDOU	2.000	-	-
ARGYRIDOU MARINA	5.000	-	-
GEORGIU KRISTIANA	2.000	-	-
ANTHI ANTONIADOU	4.000	-	-
MARIOS METTIS	5.000	-	-
PANAYIOTIS LARKOU	6.000	-	-
MARIA KYRIACOU	2.000	-	-
ATHINA XENIDOU	6.000	-	-
OPEN ARTS	-	8.500	8.000
THEATRE GROUP “KAT’ IKON”	-	6.000	-
LEFTERIS SALOMIDES	-	4.000	-
EMILIOS CHARALAMBIDES	-	4.000	-
“OLVIOS” THEATRE GROUP	-	3.000	-
“SOLO GIA TRIS” THEATRE GROUP	-	3.000	2.000
“C6H6” THEATRE GROUP	-	2.250	-
KATERINA A. CHRISTOPHIDOU	-	2.000	-
ALPHA SQUARE	-	-	2.000
DELI THEATRO	-	-	1.000
PANAYIOTIS MICHAEL	-	-	7.400
CENTRE OF PERFORMING ARTS MITOS	-	-	2.000
FRESH TARGET THEATRE	-	10.000	-
SOTOS STAVRAKIS	-	6.000	-
TOTAL	87.000	63.750	40.100

Theatres of Cypriot communities abroad

	2013 € Until 25.9.13	2012 €	2011 €
THEATRE GROUP "H KYPROS MAS"	-	2.500	2.500
CENTRE OF GREEK CULTURE	-	1.500	-
LEONIDAS LOIZIDE'S THEATRE GROUP	-	5.000	-
TOTAL	0	9.000	2.500

GRAND TOTAL OF SUBSIDISATIONS	1.230.501	1.371.550	1.352.460
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3.2.2 INFRASTRUCTURE

CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2013

	€ Until 25.9.13
CTO NEW BUILDING	27.135
MAKARIOS III AMPHITHEATRE	1.243
TOTAL	28.378

CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2012

	€
CTO NEW BUILDING	99.018
NEW STAGE CTO	13.027
MAKARIOS III AMPHITHEATRE	35.341
TOTAL	147.386

CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2011

	€
CTO NEW BUILDING	12.979.699
NEW STAGE CTO	14.493
MAKARIOS III AMPHITHEATRE	2.117
THEATRO AGORAS OF AGIOS ANDREAS	291
TOTAL	12.996.600

OTHER SUBSIDIES AND ACTIVITIES

Amateur Theatre 2013	Until 25.9.13 €
25 th Pancyprian Festival of Amateur Theatre	3.810
TOTAL	3.810

Amateur Theatre 2012	€
25 th Pancyprian Festival of Amateur Theatre	49.723
24 th Pancyprian Festival of Amateur Theatre	2.326
TOTAL	52.049

Amateur Theatre 2011	€
24 th Pancyprrian Festival of Amateur Theatre	46.800
23 th Pancyprrian Festival of Amateur Theatre	1.667
TOTAL	48.467

School Theatre	2013 € Until 25.9.13	2012 €	2011 €
Pancyprrian Student Theatre Games in Memory of Panayiotis Sergis	42.635	25.595	30.562
TOTAL	42.635	25.595	30.562

Subsidies of Organisations	2013 Until 25.9.13
Annual Subsidy of the Cyprus Centre of the International Theatre Institute	60.000
Popular Theatre of Aglandjia	-
Cyprus Playwrights Society	4.000
Actor Union of Cyprus	2.000
SI.DI.K.E.K.	2.000
TOTAL	68.000

Other Activities

	2013 Until 25.9.13
Subsidy to Cypriot Playwrights whose plays have been staged by subsidised Theatres	8.400
EUROPEAN THEATRE CONVENTION	5.522
ISRAEL OPEN NIGHT	2.697
WORKSHOP PLAY	1.187
PR WORKSHOP ETC – BERLIN	104
TOTAL	9.510

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 Lefkosia 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 comprised of Cypriot books and periodicals, and United Nations documents.

The Bulletin of the Cyprus Bibliography for 2011 was published by the Library.

Part C'

Sports



CYPRUS SPORTS ORGANIZATION (CSO)

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 (High Performance Program, National Talents Program-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, the financial processes auditing and the private-owned sporting grounds 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 comprises two disciplines: the Competitive Sports and the Mass Sporting.

1.1.1 COMPETITIVE SPORTS

The CSO has provided the Competitive Sports with financial support amounting to €10.643.000 compared with €12.221.050 in 2012, used in the form of subsidies in favour of the following sectors:

- (a) CSO programs - €2.091.000 (Congresses, Insurance, Violence and Fair Play, National Sport Development Support Scheme, National Talents' Scheme, Developing High Performance Athletes Program – Preparing for Olympic Games, Research, Woman and Sports and Volunteerism}.
- (b) Discipline A' - Bottom Sports (Clubs) - €2.823.348,34
- (c) Discipline B' - Elit Sports (Federations) - €5.728.651,66

2013 Competitive year

The year 2013 may be described as a positive and a successful one, from the competitive point of view based on the new economic circumstances brought about in our country. Exceptional results successfully achieved in sports in our country during 2013 are stated in detail here below:

SPORT	ATHLETE'S NAME	PLACE	ATHLETIC EVENT	GAMES
SAILING	PAVLOS KONTIDES	2 nd	Laser	WORLD CUP
ATHLETICS	NEKTARIA PANAYI	1 st	Length	MEDITERRANEAN GAMES
ATHLETICS	ELENI ARTYMATA	1 st 3 rd	200m 100m	MEDITERRANEAN GAMES
ATHLETICS (WOMEN NATIONAL TEAM)	ARTYMATA/SKEVI ANDREOU, KYRIAKIDOU DEMETRA, PAMONA PAPAIOANOU	2 nd	4X100	MEDITERRANEAN GAMES
ATHLETICS	ALEXANDROS POURSANIDES	8 th	Hammer Throw	PANEUROPEAN GAMES U23
ATHLETICS	ANDRONIKI MALA	8 th	Discuss throwing	PANEUROPEAN GAMES U23
ATHLETICS	MILAN TRAIKOVICH	8 th	100 Hurdle	PANEUROPEAN GAMES U23
ATHLETICS	LEONTIA KALLENOU	5 th	Height	PANEUROPEAN GAMES – FOR WOMEN
ATHLETICS	SKEVI ANDREOU	8 th	100m	PANEUROPEAN GAMES – FOR WOMEN
SHOOTING	ACHILLEOS GIORGOS	2 nd 3 rd	Skeet A Skeet A	MEDITERRANEAN PANEUROPEAN GAMES
SHOOTING	PANAYIOTA ANDREOU	6 th	Skeet C	PANEUROPEAN GAMES
SHOOTING	ANDRI ELEFTHERIOU	8 th 2 nd	Skeet C Skeet C	WORLD GAMES WORLD CUP
GYMNASTICS	HERODOTOS GIORGALLAS	6 th	KPIKOI	MEDITERRANEAN
TAEKWONDO	KYRIAKI KOUTTOUKI	3 rd 3 ^H 1 ^H	49KG 46KG 46KG	MEDITERRANEAN PANEUROPEAN GAMES U23 PANEUROPEAN GAMES – FOR MEN
TAEKWONDO	ANDREAS CHARALAMBOUS	5 th	74KG	PANEUROPEAN GAMES U23
ROWING	ANNA IOANNOU	3 rd	Light weight skiff style	MEDITERRANEAN GAMES
ARCHERY	ELENA MOUSSICOU	5 th	RECURVE	MEDITERRANEAN GAMES
BEACH VOLLEY	MARIOTA AGGELOPOULOU & MANOLINA KONSTANTINOY	6 th		MEDITERRANEAN GAMES

Athletes rewarding

The “Favour Allowances Scheme” is implemented by the CSO in case of high sport performances by able-bodied athletes and those with a handicap, being the unique criterion for athletes and coaches to be rewarded with important amounts of money for such excellent performance in top sport events. Athletes and coaches have been conferred awards by the CSO amounting to the overall amount of €378.510= for their achievements in 2012 (standing for money given a year after such results being achieved).

In the field of “CSO Programs”, being national ones, the Organisation covers a wide scope of activities and gives particular attention to providing very special preparation training to our athletes through the High Performance mechanism, aiming at ensuring the best possible chances while participating in big international events and eventually the Olympic Games, spending the sum of €435.000.

The CSO pursues through its National Committees, the international strategy indeed, with a view to carry out coordinated actions and implement effective programs in order to cope with the above-mentioned challenges.

1.1.2 MASS SPORTS

The Sports-For-All program has successfully been implemented for 28 consecutive years.

Yet we are going through an important-changes-occurring period for the Sports-For-All program, the objective being to develop, modernize and readapt this very tool of ours in terms of organizing and implementing it.

We have made further steps to readapt the above stated program, aiming at increasing income from it but also in enhancing our programs’ quality, following consideration and planning produced while endeavouring all these years, focusing on scientific, administrative, financial and technical aspect.

The program’s central management operations are expected to be enhanced and the module of such programs will be heralded by adding these new elements.

Despite the budget being hugely reduced, the experience acquired through all these years of the program being implemented should be a motivation ahead of further planning for our part, our program being supported and eventually an adequate evaluation.

A. Vision

The program’s vision is a large number of people in Cyprus getting involved in sports practising, profiting by the physical activity’s benefits and providing all the citizens, no matter their ethnic origin, sex, age, social position, spiritual status or fitness, education, corporal integrity, financial standing and social stratum, with equal sports practising opportunities.

B. Objectives

The basic objectives of the programme are as follows:

- The life long physical activity in the sense of physical activity practising daily,
- Improving a person’s physical and mental health,
- Fostering a person’s character and personality in the context of the fair play and the “noble emulation” values,
- People’s and mainly children’s sport education aiming utmostly to do away with violence in sports,
- Young people getting involved in healthy leisure activities, avoiding bad habits,

limiting crime, drug abuse and other social problems,

- Social cohesion, tolerance and understanding amongst citizens through physical activity programs.

C. Sports and Child

- a. The “General Sport Practising” program addresses all the Elementary School children and aims basically at getting them involved in a sport-oriented world.
- b. The Specialized Programs address children wishing to be intensively involved in the sport they like most and the talented children, having particular sport qualifications are therefore selected accordingly. In the context of this Program, they are offered the opportunity to participate in competitions on regional, provincial and national level.
- c. The “Child and Swimming” program takes place during summer months. The opportunity is given to all the children who start, therefore, having to do with water and learn how to swim properly.
- d. The “Pre-elementary Education” program addresses pre-school aged children and the objective is to get them involved in sport-practising while playing.

D. Programs addressing Adults

This program meets the needs of stakeholders in big urban areas and goes further to respond to countryside centres’ needs.

The programs currently run are the following ones:

Aerobic Gymnastics, Pilates, Zumba, Adapted Gymnastics, Basketball, Volleyball, Swimming, Futsal.

E. Programs for persons with Special Skills, Inclusion Groups, Prisoners and Tourists

The Cyprus Sports Organisation has, in the context of the Sports For All program 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.

F. Staff Training

Training seminars addressing Physical Educationists involved in the program, and sport events on a local, regional and national level are held, while pursuing constantly the program’s upgrading.

G. Members – Expenditure - Income

Approximately 16.500 persons (both children and adults) participated in the program attending more than 500 centres, where 90 physical educationists were involved.

The overall cost of the program is expected to reach approximately €1.900.000.

The income from the program is expected to reach €1.100.000.

Physical Education Project in the National Guard and the Security Bodies

The Physical Education Program is tremendously beneficial to the conscripts but also to the permanent army officers and those working for the security bodies, aiming to upgrade physical education in these areas.

The physical activity programs being set up in order to form a modern army and a strong defensive system in these areas, in terms of fitness, get improved and are adapted to the provisions of 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 educationists are employed in the program. Two physical educationists have been appointed to monitor it more efficiently, in their capacity as coordinators, and a female physical educationist is appointed as Public Relations Officer. One out of the two coordinators is in charge of Larnaka, Ammochostos and Lefkosia areas and the second one is in charge of Lemesos and Paphos ones. 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 sport events take place.

The soldiers are taught the basic principles with respect to plays like Basketball, Volleyball, Football, Handball, the objective being:

- Physical education - entertainment
- Developing leadership skills
- Self discipline
- Creating team spirit
- Promoting fair play

The Physical Education sessions objectives in the National Guard are:

- Selecting and valorizing the National Forces Team's soldiers with special sport skills,
- Associating soldiers' physical activity and recreation time, while getting involved in plays and sport events,
- Keeping the soldiers involved in competitive activity,
- Promoting fair play, enhancing, therefore, ethics 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 educationists, apart from giving physical activity classes to the units, which they are appointed in, they also meet other needs coming up like:

- Organising local military championships amongst 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 annually.

The program being introduced since September 2009 in the security bodies, the police, the fire brigade and the special unit, coping with disasters, has been the new element added to it.

Introducing the physical activity program in the Security Bodies aims at consolidating and improving their staff's fitness, enhancing their body building, reducing daily stress, enhancing flexibility and combining physical activity and leisure time for the participants through play and sports.

The running sport disciplines are:

- Martial Arts
- Swimming
- Futsal
- Basket-ball

- Gymnastics with weight lifting
- Running – Walking
- Aerobic gymnastics
- Therapeutic gymnastics

The overall program cost is expected to be approximately €560.000.

1.2 TECHNICAL SERVICES SECTOR & PRIVATE GYMNASTICS SCHOOLS INSPECTION

The technical services sector and private gymnastics schools deal with two key issues:

- Private-owned Sport Facilities construction and maintenance and non private-owned Sport Facilities being granted subsidies,
- Private-owned Sport Facilities

1.2.1 PRIVATE-OWNED SPORT FACILITIES CONSTRUCTION AND MAINTENANCE AND NON PRIVATE-OWNED SPORT FACILITIES BEING GRANTED SUBSIDIES

The sum of approximately €3.000.000 is expected to be spent in 2013, in order to enhance the sport infrastructure related to such projects. The island's sport infrastructure with respect to the big sport programs has been completed; therefore, the funds granted are gradually reduced. Further to the above, the CSO readjusts its developing projects accordingly, considering the current budget austerity measures. In case a need comes up for big Sport Projects, lending ensure funding.

Mass and Social Sports development is considered the priority policy of the CSO's Board of Administration. This policy enhances the creation of a sport infrastructure on the territory of the Republic of Cyprus, aiming at raising awareness and attracting the citizen's interest in sport-practising.

All the Municipalities, Communities, organised non-profit making groups, church or other child camping, School Boards and other institutions are invited to get involved and collaborate in the context of such policy, with a view to creating and developing Sport Facilities.

• **Projects, which have been completed or are under construction in 2013**

- (1) Agios Dometios Sport Room is under construction,
- (2) Agios Theodoros Community Ground is under construction,
- (3) The Keravnos Strovolou Sport Room has been completed,
- (4) Turfing the Agios Dometios Municipal ground has been completed,
- (5) The works undertaken on the Paralimni and Famagusta Clubs' tennis are expected to be completed.

• **Maintenance Works**

The Organization undertakes priority preventive, repairing and operational maintenance works (construction, electro engineering) and small scale repairing works in all the private-owned sport facilities.

• **Maintenance of the Football Ground Grass Turf**

Grass turf maintenance works on the Makarios Stadium grounds, the auxiliary ones, as well as Pafiako Stadium's grounds are pursued. These works are part of a four-year maintenance contract, which is awarded by the CSO following a public procurement.

• **Mass / Social Sports Projects**

The CSO has subsidized various Mass / Social Sports projects to the benefit of Municipalities, Communities and other Institutions. The Organization hopes that by setting up these facilities the citizen’s interest in physical activity will be raised.

• **Lending Funded Projects**

Ten (10) projects have been included in the 2013 budget in a table of special issues, which will be lending funded ones, should funding be raised. These projects stand for the CSO’s development policy over the coming five years

These projects are stated here below:

Doxa Katokopias Football Ground

Social Sports Projects and Grass Turf Football Grounds

(1) Lefkosia Swimming Pool upgrading

(2) Larnaka Community Centre upgrading

(3) AEL – ARI Stadium

(4) Apollon Stadium

(5) Livadion Senior High School Sport Centre and a track and field infrastructure being set up to meet the GSE stadium’s needs

(6) Ammochostos Stadium south tier being constructed

(7) Paralimni Municipality Sport Room

(8) Ammochostos Free Area Swimming Pool

(9) Doxa Katokopias Football Ground

(10) Social Sports Projects and Grass Turf Football Grounds.

1.2.2 PRIVATE GYMNASTICS SCHOOLS INSPECTION

Private Gymnastics Schools Inspection is pursued by the CSO, aiming at ensuring they are operating properly in accordance with the law.

• **Gymnastics Schools Registration and Inspection**

A total of 505 Private Gymnastics Schools have been registered by 30.10.2013 to the CSO and are categorized as follows:

Private Gymnastics Schools with a valid license	27
Private Gymnastics Schools as approved, not having yet paid the operation license issue fees	7
Private Gymnastics Schools as approved, yet not having applied for their license to be renewed	16
Private Gymnastics Schools as approved, through inspection process to have their license renewed	6
Private Gymnastics Schools as approved, their applying later for license renewal being rejected	8
Private Gymnastics Schools as approved, yet having later on ceased to be operational	7
Private Gymnastics Schools as approved, their file being forwarded later to the legal advisor	1
Private Gymnastics Schools, the applications of which are under examination	31
Private Gymnastics Schools having submitted an application being later rejected	41
Private Gymnastics Schools, the file of which as been forwarded to the legal advisor for further action taking	93

Private Gymnastics Schools, which are not operational	103
Private Gymnastics Schools under examination provided they fall within legal jurisdiction	38
Private Gymnastics Schools, which are not operational and have not applied to the CSO for a license	127
TOTAL	505

• Taking legal action

219 cases on 208 Private Gymnastics Schools have been forwarded by 30.10.2013 to the legal advisor, 110 out of which have already been dealt with, 11 are under judgment, a summons is about to be issued and delivered for further 79, 19 have been withdrawn, because meanwhile the relevant operation license has been granted to four (4) out of them, one (1) applied for operation license and the application is under examination, five (5) have been forwarded back to the CSO by the legal advisor who is asking for additional references and these very applications have been submitted again to the legal advisor and nine (9) have suspended their operations.

• Register of physical educationists / coaches

Further to keeping a register for the operation licenses, the Regulations provide for keeping physical educationists / coaches register, after the said physical educationists and coaches applying to the CSO stating they are interested in being recruited by Gymnastics Schools (Regulation 3(6), Administrative Regulation 38/95).

576 persons have applied so far for becoming registered, 472 out of whom have been approved, 47 have been rejected, while 57 are under examination.

The CSO is much concerned about getting the regulatory framework improved, aiming at filling the gap, simplifying the licensing procedures, reducing the overall expenses and focusing on the sport-oriented part of such mechanism. The improving procedure is in progress.

1.3 FINANCIAL MANAGEMENT SECTOR

The CSO income and expenditure for the 2012 – 2014-period are stated in the following table:

ACCUMULATIVE TABLE OF INCOME – EXPENSES

	2012 Real. €	2013 Appr. budget €	2014 Appr. budget €
INCOME			
1. State subsidies	31.280.000	28.000.000	25.200.000
2. Income from private-owned and other Sport Facilities	552.349	862.470	692.000
3. Other income	1.583.240	1.485.070	1.923.060
4. Sport events policing	79.173	90.000	90.000
6. Betting National Authority	0	0	500.000
TOTAL INCOME	33.494.762	30.437.540	28.405.060
EXPENSES			
1. Management expenses	9.714.626	9.963.310	8.668.448
2. Subsidies	17.400.556	14.339.690	13.212.214
3. Creation & Impr. of Sport Facilities	4.005.334	2.753.897	3.604.388
4. Loans paid off & Other Liabilities	2.528.215	2.530.633	2.400.000
5. Sport events policing/surveillance	459.173	590.010	120.010
6. Non forecast expenses & Stock	0	260.000	400.000
Total expenses	34.107.904	30.437.540	28.405.060

1.3.1 SPORT FACILITIES MANAGEMENT

In 2013 the CSO utilized its sport facilities, aiming mainly at enhancing Sports in our country in terms of quality and quantity, including a wide spectrum of sport disciplines. Sport facilities have also been utilized to boost Sport Tourism (in Cyprus & abroad), contributing significantly to promote Cyprus as a Sports Tourism destination.

The most important fact in Sport Tourism is that the CSO creates more and more loyal clients throughout time, which shows in fact that the CSO meets to a great extent the expectations and needs of the Sport Tourism clients (both in Cyprus & abroad).

Organising international sport events on our island is determiningly important, because it becomes one of the main tools to promote our sport facilities but also Cyprus on an international level, establishing its image as a sport destination.

The CSO has over the last years been conducting an annual survey on Sport Tourism on our island, in order to have a full picture of whatever has to do with Sport Tourism. Statistical data are collected in relation to all sport disciplines, which the Federations, Clubs and Private Institutions are concerned with; they all utilize the CSO's sport facilities as a venue to host International Sport Events and help the foreign athletes on the island train themselves.

The Sport Map has been designed in order to offer better service to our clients. Users in Cyprus and abroad, being interested in these topics may, through the CSO's web site: www.cyprussports.org, be informed about all the sport facilities in Cyprus. Relevant detailed information is provided like i.e. who the landowners are, a satellite imaging, finding and producing the sport areas in detailed digital map, access possibility, brief report on such sport areas etc. The Sport Map application relies upon both Greek and English version regarding any name related to the address, municipalities / communities and interest point, as well as the search engine.

Furthermore, the computerized system as applied in June 2013, giving an access possibility through the CSO's web site <http://www.cyprussports.org> to regular and non regular users, tourist agencies or other institutions established in Cyprus or Greece, so that they may submit an e-application for utilizing the CSO's private-owned sport facilities.

The CSO has significantly contributed, on a social level, to organizing Social and Cultural Events by approving the use of its Sport Facilities to this end.

Such typical use of the Sport Facilities during 2013 is described reportedly here below.

LEFKOSIA DISTRICT:

“Evaggelos Florakis” Multi-training Centre

The “Evaggelos Florakis” multi-training centre meets the daily needs of Clubs and Federations with respect to Table Tennis, Badminton, Gymnastics, Fencing, Track and Field and Tennis, while it is simultaneously used for training purposes for team sports like Basketball, Volleyball, Handball and Futsal (i.e. Clubs: OMONIA for basketball, APOEL for basketball and Volleyball, ENAD for basketball etc). Furthermore, it is used for all the Federation National Teams' training sessions.

Yet, the Ministry of Education and Culture has since 2009 turned the “Evaggelos Florakis” multi-training centre to advantage regularly, in order that the Elementary Education program may be implemented, with a view to the children getting familiar with the various sport disciplines.

“Tassos Papadopoulos-Eleftheria” indoor gymnasium

The “Tassos Papadopoulos-Eleftheria” indoor gymnasium is daily available for team

sports. Its main room is used for training purposes but also as a venue for the Clubs' Local and European Games (i.e. OMONIA for Basketball, Volleyball and Futsal, ETHAL Egkomi for Basketball, Mavromatis Ag. Pavlos for Handball etc). The Federations use it too to have training sessions and International Sport Events for all the National Teams.

The central room is also available to other Clubs' and Federations' team and individual sports, having their training sessions and sport events taking place regularly (i.e. Judo and Table Tennis international games, Social and Sport Dancing Federation etc). Furthermore, the CSO approves the indoor gymnasium to be used by Institutions cultural, social & corporate events taking place there (i.e. concerts, political and national events etc.). It is also available to teams and organized groups meeting their sport tourism needs (i.e. Panathinaikos – Laboral Basketball meeting, University Sport Volleyball Pan European Games).

The “Tassos Papadopoulos-Eleftheria” indoor gymnasium is used for Squash, Taekwondo, Judo, Karate, Table Tennis and Wrestling; in this case the ring rooms are available to the Federations and the Clubs specializing in these sports.

“LEFKOTHEO” indoor gymnasium

The “LEFKOTHEO” indoor gymnasium meets daily the team sports needs, like Basketball, Volleyball, Handball and Futsal (i.e. APOEL Club, ENAD Club, University of Nicosia cultural activities etc). It is also used for Sport Institutions' training sessions and sport events.

The central room is available to other Clubs and Federations too for team sports training sessions and sport events taking place there, yet not regularly (i.e. for political and national events, Judo International Games, Gymnastics Games, Social and Sport Dancing Federation, University Sport Volleyball Pan European Games etc).

MAKARIO Sporting Centre

The Makario Sporting Centre comprises mainly football ground (track & field plus two rooms) and three auxiliary football grounds.

The main ground meets daily needs of the Football Clubs (ASSIA Club, DIGENIS Club, OLYMPIAKOS Club, DOXA Club, Yerolakkos Hercules Club, PAEEK Club, the Cyprus Football Federation (National Teams and Referees). Furthermore, the Ministry of Education and Culture uses it for the track & field needs (track sport events, sport tests), Fire Brigade (track sport events), European Hellenic School, University of Nicosia, Semion School, Makedonitissa Gymnasium, Kykkos B' Lyceum, Kykkos A' Lyceum, Makarios C' Technical School, Dasoupolis Lyceum, Lakatamias Ag. Georgios Lyceum, Ag. Stylianos Gymnasium and GSP (academies).

The Makario Sporting Centre is available for Boxing and Archery needs. Its ring rooms are available to the Federations specializing in these sports.

The three football auxiliary grounds are available daily to meet the needs of the Football Clubs like: Doxa, Olympiakos, ASSIA, Digenis, OMONIA, APOEL, APOEL Veterans, OMONIA Veterans, Association of Referees, PAEEK, Yerolakkos Hercules, Anorthosis, AHAION AKTI, English School Amateur Team, SPE Strovolos Amateur Team, Kormakiti Amateur Team, THOI National Armed Forces Team.

It is noted that the above stated Sporting Centre grounds are available also to Sport Tourism teams and organized groups. Furthermore, they are available for other events (i.e. 2013 Cyprus Rally, 2013 Sideslipping Games, Love Coach etc).

Lefkosia Swimming Pool

Intense sport activity takes place in the Lefkosia Swimming Pool attended by the Nautical Clubs Swimming Competitive Teams (Lefkosia, Keryneia, Ammochostos

Nautical Clubs, Triathlon, Pentathlon etc.), National Teams' athletes and the Water-polo teams for their games and training taking place there.

The local and international championships organized by the Cyprus Swimming Federation (KOEK) take place there, during the competitive season.

LEMESOS DISTRICT:

“Spyros Kyprianou” Sporting Centre

The “Spyros Kyprianou” Sporting Centre became operational in 2006 and is used for the needs of Weightlifting, Rhythmic and Artistic Gymnastics, Wrestling, Squash, Archery and Fencing. The Sporting Centre ring rooms are mainly available to the competent Federations and Clubs specializing in these sports. It is noted that the said ring rooms of the Sporting Centre are available to teams and organized groups involved in Sport Tourism and particularly the Boxing, Gymnastics and Squash room.

Further to the above, the central room (team sports plays) of the “Spyros Kyprianou” Sporting Centre is daily available to the Volleyball Clubs for the KARAVAS AEK and NEA SALAMINA Clubs' training sessions, local and European games taking place there. It is also available to the Cyprus Volleyball Federation for its National Teams' training needs and international sport events.

The central room is available to other clubs and Federations too for team sports training sessions and sport events taking place there but not regularly (i.e. LOVE CYPRUS basketball tournament during summer period, Futsal men national team games).

During the competitive periods, individual International Sport Events take place in the Sporting Centre central room (i.e. Sabo Pan European Championship, Shotokan Karate international seminar etc).

Yet, the Sporting Centre is available by the CSO to Institutions for cultural and corporate events taking place there (i.e. Jehovah's Witnesses, WWF Women WHRESTLING, Concerts etc).

Lemesos Indoor Swimming Pool

The Lemesos indoor swimming pool meets the needs of the swimming nautical clubs (Lemesos, Ammochostos, Keryneia, M. Yitonia), mainly learning classes', while being also used for the water-polo teams' training sessions.

It is used during winter time for one-day swimming events and the Cyprus Swimming Federation – KOEK National Team's members training.

Lemesos Olympic Swimming Pool

An intense sport activity takes place at the Lemesos Olympic Swimming Pool due to the Nautical Clubs' competitive swimming teams, the National Teams' and the Water-polo teams' athletes for their sport events and training sessions taking place there.

Local and international championships organized by the Cyprus Swimming Federation – KOEK take place there during the competitive season.

The Lemesos Olympic Swimming Pool becomes the most important Sport Tourism destination available by the CSO, considering Lemesos is the suitable place to meet the needs for swimming and water-polo sports, as well as many other sports including water sport events like triathlon, modern pentathlon – duathlon etc.

Lemesos Sailing Centre

It is used by the Cyprus Sailing Federation for their athletes' training sessions and sport events. In September 2013 a Pan European young men Sailing Championship and in October 2013 a Pan European young men Duathlon championship took place there.

Yet, during summer months, an intense sport activity is observed due to the BEACH –

VOLLEY grounds, since many tournaments and sport events organized by the Cyprus Volleyball Federation take place.

The “Glafkos Clerides” Sporting Centre in Agros

The Sporting Centre has the following rooms:

Team Sports Room:

It is mainly used by the Agros Achilleas Club team’s training sessions and sport events.

It is available to meet the Agros “Apeition” Gymnasium needs during school time, therefore the Physical Education and the school games, as well as the school cultural events (Graduation Ceremony, Christmas Event etc) take place there

The central room is available to mass sport teams for training sessions and mainly when the competitive seasons are launched.

Furthermore, the room is available during the summer time for sporting camps taking place there as organized by Institutions.

The central room is available for Sport Tourism, either to teams from abroad (i.e. Russian national team’s judo and tatami training sessions) or to teams from Cyprus (national Badminton team’s training sessions).

25m Swimming Pool

The 25m swimming pool has loyal clients mainly during winter time (Russian Paralympic national team, Russian young men national team). It is also used for Mass Sports programs (Child and Swimming, Adults Sports-For-All, etc).

It is available to Nautical Clubs’ athletes during training seasons ahead their participating in International Sport Meetings for training purposes.

In October 2013, an International Sport Meeting took place in the Sporting Centre Swimming Pool, on the occasion of the 2013 Lemesia festivities, in which top male and female athletes from abroad participated.

Gymnastics Ring Room

It is available for the Mass Sports programs needs and particularly for Gymnastics programs taking place there. Furthermore, it is available to Martial Arts Clubs (tatami platform beds are placed) for their athletes’ training.

LARNAKA DISTRICT:

“KITION” Sporting Centre

The “KITION” Sporting Centre is available to Sport Institutions for their athletes’ training, in case of both team sports like Basketball, Volleyball, Handball, Futsal and individual ones, like Wrestling, Judo and Gymnastics.

Yet, many Mass and Leisure Sports programs take place in the Sporting Centre rooms.

Larnaka Community Centre

The Larnaka Community Centre is available for team sports, since only one Play room is available. However, the room is not available by the CSO for martial arts individual sports to championships and one-day meetings taking place (the room needs to be transformed accordingly).

Larnaka Olympic Swimming Pool

The Larnaka Olympic Swimming Pool like the Lemesos one is available to many Sport Tourism Teams.

Yet, the Nautical Clubs and Cyprus Swimming Federation use it more regularly as it is done in the case of the Lemesos Olympic Swimming Pool.

PAFOS DISTRICT

Pafiako Stadium

The Pafiako Stadium has a football ground, a track & field ground and a ring room.

The main ground meets the daily needs of the Football Clubs (Kouklia and Pafiakos) and the Cyprus Football Federation (National Teams and Referees). Furthermore, the track ground is used by the Korivos Sport Club and for Weightlifting meetings, which take place in the ring room.

The said stadium is available by the CSO to Institutions for cultural, social and corporate events taking place there (i.e. Concerts, Cultural and National Events, etc). It is also available to organized groups and Sport Tourism Teams (i.e. Apollon Lemesos L.F.C Football Matches, Rugby European Games, foreign missions for track training etc).

“Aphrodite” Indoor Gymnasium

The “Aphrodite” Indoor Gymnasium has been available throughout time in terms of the competitive sports (i.e. Volleyball Pafiakos Club and Handball Proodeftikos Club) and mass sport practising national programs under the CSO umbrella.

The said Gymnasium becomes available by the CSO to Teams and organized groups in order to meet the Sport Tourism needs (i.e. Judo - Taekwondo International Games etc).

It is noted that all the rooms are available for Mass Sport Practising programs taking place under the umbrella of the CSO through National Programs enhanced by the CSO taking place there.

It is stressed that Sport School programs take place in the CSO’s Sport Facilities. Furthermore, during the school year, the CSO’s Sport Facilities are available to the Ministry of Education & Culture for the PanCyprian School Championships taking place there (Elementary Schools, Gymnasias and Lyceas).

1.4 HUMAN RESOURCES SECTOR

1.4.1 CYPRUS SPORT RESEARCH CENTRE (CSRS)

In 2013, 826 ergometric tests have been performed by 22/10/2013 in male and female athletes involved in various disciplines and categories and this number is expected to exceed 1000 by the end of the year.

The number of female and male athletes having undergone the lab tests at the CSRS (Cyprus Sport Research Centre) has been in detail as follows: on a National Teams level (403), on a Clubs level (291) and on Research Programs level (132). The persons undergoing the test in the context of the Centre’s research programs fall under the measurements of the General Population with a view to assess their fitness and the factors affecting their health. Therefore, special population segments like the State Security Units undergo such tests, to check their fitness in terms of getting involved in action. Furthermore, Inspection Groups offering their services in collecting information for research purposes (Eurofit and Inspection Groups) are targeted.

As far as the CSRS’ staff is concerned, eight (8) people are currently employed. There is one (1) permanent staff, seven (7) are either temporary staff or external collaborators, fulfilling various tasks and carrying out measurements in the Centre’s labs but also on competitive grounds.

Further research projects already in progress are expected to be conducted, which will be presented during sport and sport medicine conferences to be held in 2014.

1.4.2 INTERNATIONAL SPORT RELATIONS

It is noted that many sport disciplines in our country have profited by the Transnational Agreements co-signed between Cyprus and other European countries, and the most important of them has been with Greece. Teams pursue preparation sessions with a view to participate in international sport competitions and established games taking place in the signatory countries.

PROTOCOLS

The CSO has signed a sport collaboration protocol with Greece for 2013, which is still valid. Furthermore, a sport collaboration protocol has also been signed with Israel, following all necessary meetings.

The sport collaboration with only this country is exclusively due to the limited budget of the CSO, in the context of the financial cuts policy of the Government. The Organisation might have signed sport collaboration protocols with many other countries if its budget could afford doing so.

In the context of these protocols, athletes and teams exchange for training and preparation purposes is ensured, with a view to participate in competitions taking place both in Cyprus and abroad. Eleven (11) sport disciplines have totally be dealt with through such protocols.

1.5 SERVICE VISITS ABROAD

The CSO delegations participate 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 delegates participate, therefore, in thematic debates on violence in sports, anti-doping and sport administration, attending indeed the various informal Ministerial Conferences on Sports. Yet, the CSO delegations participate in important European Congresses like the European Sport Conference, the European Sports General Directors' Meeting, the "Woman & Sports" European Conference, as well as the sport meetings organised by the Council of Europe Sport Department.

1.6 SPORTS ACADEMY

The CSO Sport Academy pursued, throughout 2013, the implementation of its objective as set up for the 2010-2013 three-year lapse of time, in order to improve significantly the following sectors, enhancing, therefore, their development:

1. Acquiring high coaching skills,
2. Training the Sport Institutions' administration senior officers.

The Sport Academy has relied upon the Policy and Procedures Guide for Training Programs, in order to implement its objectives successfully. The policy and procedures governing the joined efforts between the Sport Academy and the sport institutions to get training programs approved, organized and subsidized are described in detail in our Guide.

Sport institutions in Cyprus were granted subsidies by the CSO during 2013, in order to enhance their human resources' knowledge.

The overall subsidies sum granted to sport institutions amounted to approximately €60.000,00.

Part D'

Youth Board



THE YOUTH BOARD OF CYPRUS

The Youth Board of Cyprus was established by virtue of Law 33(1)/94, unanimously enacted by the House of Representatives in April 1994. Its first Administrative Board was appointed in June 1994. The seven-member Governing Board consists of a representative from the youth organizations of each political party with a parliamentary team in the House of Representatives and three members who are appointed directly by the Council of Ministers. The Minister of Education and Culture acts as the liaison between the Youth Board of Cyprus and the Council of Ministers. The Board's budget is covered by State subsidy. The Youth Board of Cyprus is a legal entity of public law (Semi-Governmental organization) independent of the civil service, with its own structure and staff, mainly composed of permanent staff and associates employed on a contract basis. Due to its advisory role, the Youth Board submits to the Council of Ministers through the Minister of Education and Culture, proposals and suggestions on youth related issues that will enhance the further promotion of its objectives.

The aims of the Youth Board of Cyprus focus on the

- promotion of progress and prosperity for all the young people of Cyprus, regardless of religion, ethnic and racial origin,
- enhancement of young people's active participation in the social, economic and cultural development of our country,
- promotion of a positive lifestyle through the youth's engagement in various activities and lastly,
- provision of effective solutions to current youth problems.

Along the Youth Board's re-structuring process which was put into effect in 2008, four (4) Senior Youth Officers (one for each sector of the Youth Board) undertook their duties,

but meanwhile have been fulfilled the positions of: fourteen (14) Youth Officers, nine (9) Assistant Clerk Officers and one (1) Chief Accounting Officer. The restructuring of the Youth Board of Cyprus into the following five (5) 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 and General Issues, aims at establishing the Youth Board as the competent authority for the achievement of its objectives.

1.1 BUDGET for 2013

The Youth Board's budget was approved by the House of Representatives on 29 April 2013. The budget for 2013 reached the amount of €6.721.405 decreasing its total by €151.476 compared to the amount granted in 2012. This decrease of the Budget mainly depends to a decrease of Operating Expenses of Youth Board of Cyprus.

1.2 ACTIVITIES

The programs offered to the youth by the Youth Board of Cyprus deal with the following fields of action:

- Participation
- Volunteerism
- Evaluation of youth policy
- Youth information
- Positive lifestyle
- Prevention – addictive substances
- Campaigns
- Employment –Entrepreneurship
- International Cooperation

1.3 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.

International and European Affairs

The Youth Board of Cyprus (YBC) is active at both International and European level for the promotion of youth policy issues. Specifically, YBC participates in:

- Youth Working Party of the Council of the EU, which meets regularly, (usually four (4) to six (6) times per Presidency semester). In cooperation with the Member - States of the European Union, the Youth Working Party, prepares, processes and forms youth policy documents to be adopted by the Council of Ministers.
- Experts groups which deal with youth issues.
- The Council of Europe's European Steering Committee for Youth (CDEJ), and the European Knowledge Centre for Youth Policy (EKCYF)

Structured Dialogue

On November 27, 2009, the Council of Ministers of the European Union (EU) adopted the resolution on a renewed framework for European cooperation in the Youth field (2010-2018). The guiding principle of the European cooperation is safeguarding the right of young people to participate in the development of policies that affect them through a structured dialogue with young people and their organizations. In this context, each Member - State of the EU has established a National Working Group that through open and structured dialogue will seek to diagnose the major problems facing young people today and to formulate ideas and proposals to solve them. The central aim of this initiative is to achieve the largest possible participation of young people in open dialogue, or through the organizations and bodies involved or through independent contributions.

The National Working Group, which is responsible for coordinating and organizing the structured dialogue, consists of the following:

- Sophie Tsouris, Cyprus Youth Council
- Constantinos Stylianou, Youth Board of Cyprus
- Marios Epaminondas, Ministry of Education and Culture
- Victoria Khalil, Youth Board of Cyprus
- Evangelia Mechanikou, National Agency of the “Youth in Action” Programme

Within the framework of the Structured Dialogue, the Cyprus Youth Council, in coordination with the National Working Group, organizes a series of public consultations in all major cities of the Republic of Cyprus as well as in rural areas. Also, in an effort to include Turkish Cypriots in the Structured Dialogue process, public consultations are organized in a venue on the Buffer zone. Moreover, in order to achieve greater outreach, on line questionnaires are created and relevant publications are posted in social media and by Eurodesk.

“YOUTH IN ACTION” PROGRAMME

According to the European Parliament and Council’s decision n. 1719/2006/EU on 15th November, 2006, the “Youth in Action” Program was approved to be implemented for the period 2007-2013. This decision established the legal framework to support non formal education activities for young people. Through the “Youth in Action” Program young people were given the chance to expand their horizons and enrich their knowledge and experience by participating in the implementation of various projects.

The “Youth in Action” Program’s aim is to make young people active European citizens, endowed with the traits of solidarity and tolerance. The basic feature of the “Youth in Action” Program is that it offers access to non formal education to all young people, regardless of their educational, cultural and social background. The Program also promotes mobility inside and outside the EU, cultural dialogue and social inclusion of all young people.

The Youth Board of Cyprus is the National Agency of the “Youth in Action” Program in Cyprus and is responsible for the management and promotion of the Program to nongovernmental youth organizations, local and regional public bodies and informal groups of young people.

The National Agency of Cyprus set youth employability and promotion of European Voluntary Service as the national priorities of the Program for 2013.

Among the Program beneficiaries for 2013 were informal groups of young people, nongovernmental organizations, public schools and local authorities. It is worth noting that during 2013, NA Cyprus received 268 applications both from new and existing

beneficiaries. The increased number of applications, as well as the improved quality of the projects, clearly displays the fruitful results of the efforts placed by the NA in the promotion of the Program to the general public, the support given to interested parties, and the opportunities provided to Cypriots to participate in trainings abroad.

During 2013, the National Agency of Cyprus organized and hosted six (6) educational seminars for young people from EU and neighboring countries. The aim of these seminars was to train participants on specific issues related to the “Youth in Action” Program, to provide them with the chance to meet representatives of other nongovernmental organizations and to explore the possibility of future collaboration through the materialization of “Youth in Action” projects.

Moreover, NA Cyprus implemented at national level a number of workshops and seminars in the districts of Lefkosia, Larnaka and Lemesos. The above workshops and seminars were open to young people, youth organization representatives and Program beneficiaries, and aimed at informing the public about the various opportunities offered by the Program, including information on the following thematics: acquisition of skills through the European Voluntary Service, active European citizenship, realizing one’s European Identity and so on.

In addition, with regards to the European Voluntary Service, NA Cyprus organized and implemented three (3) seminars (two (2) on-arrival training seminars and one (1) mid-term evaluation) for the foreign volunteers realizing their voluntary service in Cyprus.

Finally, on 2 June 2013, NA Cyprus organized an event in the old city of Lefkosia for the celebration of the European Youth Week 2013 and the 25 years of EU Youth Programs. The event was open to the public and aimed at providing information about the Program and the opportunities offered by it, as well as information on projects realized by non-governmental organizations at local, national and European level. The Mayor of Nicosia, Mr. Constantinos Yiorkadjis and the Chairman of the Administrative Board of the Youth Board of Cyprus, Mr. Andreas Vyras honored the event with their presence, underlining the great importance of the active participation of young people in society and in European programs in order to acquire skills which will enhance their employability.

EUROPEAN YOUTH CARD and STUDENT CARD

The European Youth Card is a pan-European institution which operates in almost every European country and which is supported by the Council of Europe.

It is a discount card for young people aged 13 to 30 and it provides discounts for hundreds of products and services in Cyprus and in 42 other European countries.

Within the aims and purposes of the card are the welfare of young people, their social, cultural and intellectual growth, as well as the encouragement of mobility.

The European Youth Card is available with only €10 annually.

The European Youth Card / Student, which is now connected with the EYC, is issued free of charge by the Youth Board of Cyprus in collaboration with the Ministry of Education and Culture for all students of Evaluated and Acknowledged programs of studying, both in Cyprus and abroad.

“YOUTH INITIATIVES” PROGRAMME

The “Youth Initiatives” Programme offers young people the opportunity for mobility, volunteering work and active participation in the cultural, political and social life in Cyprus. It aims at contributing to the creation of Active Citizens. These Activities aim at achieving and maintaining a balance between personal growth and collective activities

in every section of the society, particularly those concerning young people.

In 2013 the Programme received over of 800 applications and the total budget of the programme for 2013 was €1,130.555.

MUNICIPALITY / COMMUNITY YOUTH COUNCIL

The Municipality and Community Youth Councils are a structure institution that provides the opportunity to youth organizations, young people and other that are related to youth at local level to express their opinions and ideas for youth matters to the Municipality or the Community Council. Today 23 Municipalities and 6 Communities Youth Councils are established in Cyprus.

The Municipalities and the Communities Youth Councils provides the youth structures and the young people a forum of continues dialogue with the local authorities on 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 participated of the Secondary Education schools of Cyprus, as well as teachers.

A second research project was carried out concerning “The problematic use of Internet among students of the A & B grades of secondary education in Lycea in Cyprus”.

1.4 INFRASTRUCTURE PROJECTS

MULTIFUNCTIONAL YOUTH CENTRES

Within the framework of the wider cooperation of the Youth Board of Cyprus with local authorities, Multifunctional Youth Centers operate in Lefkosia, Lemesos and Pafos. The Multifunctional Youth Centers are places of free expression and creative use of leisure time of young people, contributing 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, art, theatre, dance, gymnastics and other workshops operate within the Multifunctional Youth Centers, by professional instructors in rooms with the necessary infrastructure and equipment.

In these premises events, workshops, exhibitions, press conferences and other activities can be organized by the Youth Board of Cyprus and other organizations, preferably youth organizations and young people individually.

During the 2013 summer period, the program “Summer Activities and Entertainment” operated in Lefkosia and Pafos for primary school children at a very low cost. The program included several every day activities and workshops, as well as excursions and visits to educational and entertainment places twice a week.

All activities of the Multifunctional Youth Centers, apart from the Summer Schools, are free of charge. There is only the Participation Fee, which is only a charge of €20 for the whole school year, regardless of the number of the workshops that someone will participate.

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 together through playing.

Toy Libraries operate in cooperation with local authorities in Lefkosia, Kaimakli, Lemesos, Larnaka, Ayios Athanasios and Paralimni.

1.6 YOUTH INFORMATION CENTRES (KEPLI)

The Youth Information Centres operate based on European standards and provide young people with general information and counseling services on issues that interest youngsters.

The information is provided in both, printed and electronic form, by the personnel of the Centers, through activities and free access to the internet.

At the same time, in some Centres the «Proposition» program is housed which consists of counselors who provide support and advice to young people, couples and families on different issues. Advisory services on career guidance are also provided at all KEPLI, in collaboration with the Ministry of Education and Culture.

During 2013 a new service for providing legal advice to youth had been set up. This service aims at informing young people on their rights and obligations deriving from European or National Law and at providing a first legal advice on any subject they are concerned with.

Within the operation of the KEPLI, various seminars, workshops and lectures are organized throughout the year, as regards issues on education, environment, employment and so on. In 2013, several activities had been organized in collaboration with Euroguidance Cyprus, such as: the 4th Career Camp titled “ Developing Career skills for Potential Tertiary Education Students” which took place at the University of Cyprus and two conventions in Larnaka and Lemesos aiming at informing young people on employment opportunities, entrepreneurship, funding and career management skills.

KEPLI operate in Lefkosia, Larnaka, K. Polemidia, Pafos and Agros.

1.7 YOUTH FESTIVAL AREA

The Youth Board of Cyprus continued to offer 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 offered 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 Lefkosia city walls, in Chrysaliniotissa area.

The Hostel has five (5) rooms of four (4) beds each, which can be used by young people aged 18-35. The charge is €10 per night and €5 per night for youth organizations, organizations for people with special needs and Schools of Educational Priority.

Within the Hostel, operates an info-point with free access to internet, both for the Hostel residents and young people of the nearby area. Moreover, there is also a conference and activities room, for about 30 people.

1.9 EURODESK

Eurodesk is a European programme co-financed by the European Commission, as a support structure of the Youth in Action Program, and operates in 33 other countries, as well.

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.

In 2013 the European Commission, in close collaboration with Eurodesk Brussels Link and the Europe-wide network of national Eurodesk organisations, had redeveloped the European Youth Portal. This new site provides information and details of opportunities across all eight themes of the EU Youth Strategy. It contains feature articles, news items and events, with information at a European level and for all 33 countries that are part of the European Union's "Youth in Action Programme". The site is also multi-lingual, with content available in the chosen national languages of the countries, plus English where relevant.

1.10 SECTION OF PREVENTION AND COUNCELING SERVICES

"MIKRI ARKTOS" PREVENTION CENTRES"

"Mikri Arktos" Prevention Centres applies universal (primary) prevention programmes in the districts of Lemesos, Lefkosia and Larnaka. These programmes are applied to a variety of social groups, including young people, parents, teachers and members of the wider community. Primary prevention concerns all measures in order to avoid harmful/offending behaviors. The sensitization, the information and the motivation of the population aim at the encouragement of positive behavior as well as the development of healthy personality. The main goal of the prevention programmes is the development of personal and social skills, the reinforcement of protective factors (personality, social 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 Lines' counselors is to evaluate the psychosocial needs of the callers, provide support and counseling, and also refer them to other relevant agencies and services if this is deemed necessary.

1.12 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 handles 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 "PROTASIS"

The purpose of these services is to support and counsel young people, couples and families who encounter difficulties in their lives. The programme has been into effect in the districts of Lefkosia, Lemesos, Larnaka and Pafos and is staffed by Counselors / Psychologists who offer their services for issues concerning relationships, violence, school problems, issues within the family and so on.

In addition, Parent Groups are contacted. A first type is Parent Group for parents who have children with special needs and disabilities and a second type is Parent Groups for parents who are concerned with their children's (mis)behaviour. Both types of groups

aim to support parents in their role, provoke communication in families, address specific problems arising due to specific situations / difficulties that are faced by family members and provide psychoeducation for parents in topics related to child development and upbringing.

1.14 SAFER NIGHTS

Safer Nights is a program implemented by the Youthboard of Cyprus and is an action of the National Strategy Plan for Alcohol which is conducted by the Cyprus Anti-drugs counseling. It is a European Program which is implemented in other EU countries like Italy, France and Belgium.

It aims at young people aged 16 to 30+ and is delivered in night clubs and bars (or other places) where the target population goes for recreational purposes at nights. Other places where the program might be delivered include students' parties, festivals, restaurants, music events and concerts.

The main purpose of the program is the reduction of potential harm due to misuse of alcohol or abuse of other psychotropic drugs. Potential harms may include road accidents, risky sexual behaviour, aggressive and / or antisocial actions.

During 2013 the program was implemented in Lemesos.

All the above services are offered free of charge.

Παράρτημα

ΠΑΡΑΡΤΗΜΑ Α΄: ΔΗΜΟΣΙΑ ΚΑΙ ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2012-2013

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			36	
2	Άγιος Δημήτριος	2	50			37	
3	Άγιος Δομέτιος Γ΄	1	21			10	
4	Άγιος Κασσιανός (ΖΕΠ)	1	17			5	
5	Άγιος Ανδρέας	2	50			38	
6	Άγιος Αντώνιος	2	50			30	
7	Άγιος Δομέτιος Α΄	1	23			10	
8	Άγιος Δομέτιος Β΄	2	47			30	
9	Άγιος Σπυριδωνας	2	48			24	
10	Αγλαντζιά Δ΄	3	70			54	
11	Αγλαντζιά Ε΄	2	50	2	45	48	0
12	Αγλαντζιά Στ΄	4	92	1	23	73	0
13	Ακρόπολη	2	50	1	23	32	0
14	Απόστολος Βαρνάβας	2	47	1	25	38	
15	Απόστολος Λουκάς	2	47	1	24	41	0
16	Αρχάγγελος Στροβόλου	2	47			26	
17	Δασούπολη	2	47	1	23	38	0
18	Έγκωμη Α΄	2	50			37	
19	Έγκωμη Β΄	1	23	1	19	11	
20	Εξόρμηση Στροβόλου	1	24	4 (2 πρωινά τμ. και 2 απογ. τμ.)	44	24	0
21	Καϊμακλί *	5	94	2 (1 πρωινό τμ. και 1 απ.)	25	49	0
22	Κοινωνική Μέριμνα Αγίων Ομολογητών Στρόβολος III	1	22			5	
23	Κοινωνική Μέριμνα Αγίων Ομολογητών *	7	119			44	
24	Κωνσταντινουπόλεως	2	50			40	
25	Λοιζίδειο Στροβόλου	3	73	1	23	60	0
26	Μακεδονίτσα Α΄	3	63			20	
27	Μακεδονίτσα Β΄	2	50	1	25	30	0
28	Μακεδονίτσα Γ΄ - Στυλιανού Λένα	3	75			45	
29	Μάνα *	8	99			36	
30	Νοσοκομείο Μακάρειο	0				0	
31	ΠΑ.ΣΥ.ΔΥ.	1	24	2	50	17	0
32	Παιδομάνα	1	14			9	
33	Παλουριώτισσα Α΄	1	22	1	20	22	0
34	Παλουριώτισσα Β΄	2	45			36	
35	Περνέρα	2	47			26	
36	Πεύκιος Γεωργιάδης	2	50			42	
37	Σταυρός	2	50			33	
38	Φανερωμένη (Ζ.Ε.Π.)	1	20			19	
39	Χατζηγεωργάκης Κορνέσιος	1	22			17	
40	Χρυσελεύσα	2	49			35	
ΥΠΑΙΘΡΟΣ							
41	Αγία Βαρβάρα	1	25			5	
42	Αγία Μαρίνα Ξυλιάτου	1	15			8	
43	Άγιοι Τριμιθιάς	1	24	1	22	20	0
44	Άγιος Επιφάνιος	1	17			4	
45	Άγιος Μάρωνας	1	17	1	19	13	0
46	Ακάκι	3	75			37	
47	Αλάμπρα	1	24			11	

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+
48	Ανάγεια	1	25			21	
49	Ανθούπολη	5	112	1	19	52	0
50	Αρεδιού	1	19	1	19	19	0
51	Ασίνου	2	35			18	
52	Αστρομερίτης	2	30			12	
53	Γέρι Α´	2	48	1	22	33	0
54	Γέρι Β´	2	50			25	
55	Δάλι Α´ - Αντρέα Παναγιώδη	3	75	1	23	41	0
56	Δάλι Β´	2	50	1	25	39	0
57	Δάλι Γ´ - Αγίων Κωνσταντίνου και Αγίας Ελένης	4	100	1	25	77	0
58	Δευτερά Πάνω	2	50	1 (απογευματινό)	14	31	7
59	Εργάτες	1	24			9	
60	Ευρύχου	1	25			11	
61	Κακοπεριά	1	25			12	
62	Καλό Χωριό Ορεινής	1	23			8	
63	Καμπιά	1	18			9	
64	Καπέδες	1	15			6	
65	Κλήρου	2	50			24	
66	Κοκκινστριμιθιά	3	75	2	46	53	0
67	Κοράκου	1	17			8	
68	Λακατάμεια Α´	4	100	2	47	94	0
69	Λακατάμεια Β´ - Αγίου Μάμα	3	75			37	
70	Λακατάμεια Δ´ - Αγίου Νεοφύτου	2	45	1	23	29	
71	Λακατάμεια Ε´ - Αγίου Ιωάννη Χρυσοστόμου	3	75	1	25	59	0
72	Λακατάμεια Ζ´ - Αγίου Παντελεήμονα	2	50			39	
73	Λασιά Α´	3	71			41	
74	Λασιά Β´	2	50			37	
75	Λασιά Γ´	2	50			20	
76	Λασιά Δ´	2	50			43	
77	Λυθροδόνας	2	49	1	25	35	0
78	Λύμπια	2	48	2 (1 πρωινό τμ. και 1 απογ.)	19	31	0
79	Μαθιάτης	1	25			8	
80	Μάμμαρη	1	25			22	
81	Μένικο	1	25			15	
82	Μπισερό - Κουρέλλιο	1	25			12	
83	Μουτουλλάς	1	9			4	
84	Ορούντα	1	11			4	
85	Παλαιομέτοχο Α´	2	47			14	
86	Παλαιομέτοχο Β´	1	25			14	
87	Παλαιχώρι	1	24			11	
88	Παπασαύρου Παπαγαθαγγέλου	1	22	1	15	13	0
89	Πέρα Χωριό Νήσου Α´	2	50	2	41	35	0
90	Πέρα Χωριό Νήσου Β´	1	21	1	24	17	
91	Περιστερώνα	2	40			24	
92	Ποταμιά	1	16			3	
93	Σια	1	24			11	
94	Ταμασός	2	48			21	
95	Τεμβριά	1	16			6	
96	Τσέρι	3	75			41	
97	Φαρμακάς	1	18			8	
98	Ψιμολόφου	2	50	1	18	27	0
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ	188	4213	42	840	2608	7

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 8/12+	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 8/12+
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ							
ΠΟΛΗ							
1	Λεμεσός Α´	1	22	1	17	18	0
2	Λεμεσός Β´	2	49	1	21	37	0
3	Λεμεσός Γ´	2	40			19	
4	Λεμεσός Δ´ - Λητός Παπαχριστοφόρου (Ζ.Ε.Π.)	3	60	1	20	36	0
5	Λεμεσός Ε´ - Αγίου Ιωάννη	3	75			36	
6	Λεμεσός Στ´ - Αγίου Νικολάου	3	67	1	25	47	0
7	Λεμεσός Ζ´ - Αποστόλου Ανδρέα	3	71			49	
8	Λεμεσός Η´ - Ομόνοιας	2	50	1	21	31	0
9	Λεμεσός Θ´ - Καψάλου	4	100			46	
10	Λεμεσός ΙΓ´ - Αγίου Σπυριδωνα Α´	3	73			35	
11	Λεμεσός ΙΣτ´ - Ζακακίου	3	75			43	
12	Λεμεσός ΙΗ´ - Αγίου Αντωνίου (ΖΕΠ)	1	20			10	
13	Λεμεσός ΙΘ´ - Αγίας Φύλαξης	3	73	1	21	40	0
14	Λεμεσός Κ´ - Αγίου Πατελεήμονα	2	50			26	
15	Λεμεσός ΚΑ´ - Κοντοβάθεια	3	75			59	
16	Λεμεσός ΚΒ´ - Αγίου Γεωργίου	2	50			22	
17	Λεμεσός ΚΓ´ - Αγίου Σπυριδωνα Β´	2	50			28	
18	Λεμεσός ΚΕ´ - Εκάλης	3	73			45	
19	Λεμεσός ΚΣτ´ - Παναγίας Τριχερούσας	4	87			85	
20	Λεμεσός ΚΖ´ - Τριμίου Προδρόμου	3	75			46	
21	Λεμεσός ΚΗ´ - Αρχαγγέλου Μιχαήλ	2	50	1	25	35	0
22	Καλογερόπουλος	3	62			57	
ΥΠΑΙΘΡΟΣ							
23	Άγιοι Ανάργυροι	1	25			13	
24	Άγιος Αθανάσιος	4	93	2	46	88	0
25	Άγιος Τύχων	1	25			19	
26	Αγρός	1	24			7	
27	Ακρωτήρι	1	21			9	
28	Ασγάτα	1	13			7	
29	Αυδήμου	1	16			2	
30	Γερμασόγεια	1	25			21	
31	Επισκοπή	3	75			50	
32	Ερήμη	2	47			27	
33	Ιαμπική	1	22			11	
34	Καλό Χωριό	1	24			12	
35	Καντού	1	18			7	
36	Κιβίδες	1	25			9	
37	Κολόσσι Α´	2	50			30	
38	Κολόσσι Β´ (Συνοικισμός)	2	50			31	
39	Κυπερούντα	2	27			10	
40	Λινόπετρα	3	73	1	22	34	0
41	Μουταγιάκα	2	49			18	
42	Παλώδια	2	43			21	
43	Παρεκκλησιά	1	24	1	23	22	0
44	Πάχνα	1	24			7	
45	Πελένδρι	1	16			7	
46	Πεντάκωμο	1	18			3	
47	Πισσούρι	1	25			9	
48	Πλάτρες Κάτω	1	10			3	
49	Πολεμίδα Κάτω Α´	2	46			29	
50	Πολεμίδα Κάτω Γ´	3	64	2	47	36	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+
51	Πολεμίδα Πάνω- Καρμιώπιστα	4	100			57	
52	Ποταμός Γερμασόγειας Α΄	1	25			25	
53	Ποταμός Γερμασόγειας Β΄	2	50			46	
54	Πύργος	2	50			27	
55	Σπιτάλι - Παραμύθα	1	22			10	
56	Τραχώνι	3	67			42	
57	Τριμήκληνη	1	25			14	
58	Ύψωνας Β΄	4	96			81	
59	Ύψωνας Γ΄	2	50			26	
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	121	2804	13	271	1720	0
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ							
ΠΟΛΗ							
1	Άγιοι Ανάργυροι	2	50			27	
2	Άγιος Γεώργιος	2	50			24	
3	Άγιος Ιωάννης	2	48			20	
4	Άγιος Λάζαρος Α΄	1	24			23	
5	Άγιος Λάζαρος Β΄	2	40			28	
6	Δροσιά	3	75			75	
7	Εθνάρχης Μακάριος Γ΄ - Κόκκινες	1	24			22	
8	Εθνάρχης Μακάριος Γ΄ -Τσιακκικερό	1	25			23	
9	Ζίνων	2	50			28	
10	Καθαρή - Δημήτρη Λιπέριη	2	50			49	
11	Καλογεράς	2	50			31	
12	Καμάρες	2	50			34	
13	Παυλίδειο	2	50			24	
14	Πρόδρομος - Φλωρίδειο	3	75			42	
15	Σωτήρος	2	49			33	
ΥΠΑΙΘΡΟΣ							
16	Αγγλισίδες	1	25			10	
17	Άγιος Θεόδωρος	1	15			4	
18	Αθιένου	3	75	2	50	50	0
19	Αλαμινάς	1	12			3	
20	Αλεθρικό	1	25	1	18	12	
21	Αναφωπίδα	1	18			9	
22	Αραδίππου Α΄	4	100	2	37	67	0
23	Αραδίππου Β΄	2	50			27	
24	Αραδίππου Γ΄	2	50			41	
25	Αραδίππου Δ΄ - Αγίου Φανουρίου	3	75			66	
26	Βεργίνα - Αγίων Αυξεντίου και Ευσταθίου	3	75			62	
27	Βοράκληνη	3	75	1	25	65	0
28	Δρομολαξιά	3	75			40	
29	Ζύγι	1	25			10	
30	Καλαβασός	1	17			4	
31	Καλό Χωριό	2	38	1	19	22	0
32	Κίπη	2	50			42	
33	Κόρνος	2	50			25	
34	Κοφίνου	1	25			11	
35	Λεύκαρα Πάνω	1	14	1	12	14	0
36	Λιβάδια Α΄	3	75	1	25	47	0
37	Λιβάδια Β΄	2	50			33	
38	Μαζωτός	1	15			6	
39	Μαρώνι	1	25			12	
40	Μενεού	2	50			30	
41	Μοσφιλωτή	1	18	1	18	14	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+
42	Ξυλοτύμβου Α´	2	44			24	
43	Ξυλοτύμβου Β´	1	25			20	
44	Ξυλοφάγου	2	44	1	23	36	0
45	Ορμίδεια Α´	2	47			22	
46	Ορμίδεια Β´	1	25			20	
47	Περιβόλια	2	50			34	
48	Πύλα	2	50			26	
49	Πυργά	1	25			18	
50	Τερσεφάνου	1	25			16	
51	Τόχνη	1	12			4	
52	Τρούλλοι	2	41			15	
53	Χοιροκοπία	1	16			7	
54	Ψευδάς	2	41			28	
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ							
1	Αγία Νάπα	3	73	4 (3 πρωινά και 1 απογ. τμ.)	71	61	0
2	Αυγόρου Α´	2	46			30	
3	Αυγόρου Β´	2	48			41	
4	Βρυσούλες	1	23	1	20	23	0
5	Δάσας Άκνας – Φώτης Πίπας	2	50			34	
6	Δερύνεια Α´	3	57	4 (3 πρωινά και 1 απογ. τμ.)	58	40	0
7	Δερύνεια Γ´	2	50			33	
8	Λιοπέτρι	4	97	1	22	73	0
9	Παραλίμνι Α´	2	50			47	
10	Παραλίμνι Β´	2	50			40	
11	Παραλίμνι Γ´	2	50			41	
12	Παραλίμνι Δ´	2	50			25	
13	Παραλίμνι - Γιώρκειο	2	48	6 (5 πρωινά και 1 απογ.)	119	25	0
14	Σωπήρα	3	70	1	23	64	0
15	Φρέναρος	3	73	1	24	55	0
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ Λ/ΚΑΣ-ΑΜΜ/ΣΤΟΥ	132	3112	29	575	2111	0
ΕΠΑΡΧΙΑ ΠΑΦΟΥ							
ΠΟΛΗ							
1	Πάφος Α´	4	96			70	
2	Πάφος Β´ - Μούπαλου (Ζ.Ε.Π.)	2	40			20	
3	Πάφος Γ´ - Αποστόλου Παύλου	4	94			51	
4	Πάφος Δ´ - Κάτω Περβολιάν (Ζ.Ε.Π.)	3	60			52	
5	Πάφος Στ´ - Κάτω Πάφου (Ζ.Ε.Π.)	2	40			36	
6	Πάφος Η´ - Αναβαργού	3	75	1	25	52	0
7	Πάφος Θ´ - Πετρίδειο	5	121			81	
8	Πάφος Ι´ - Ευαγόρας Παλληκαρίδης	3	75			43	
9	Πάφος ΙΑ´	1	25	1	24	17	
10	Πάφος ΙΒ´ - Πεύκιος Γεωργιάδης	2	49			41	
11	Πάφος ΙΓ´	2	50	1	25	38	
ΥΠΑΙΘΡΟΣ							
12	Αγία Μαρίνα Χρυσοχούς	1	24			10	
13	Αργάκα	1	24	1	10	10	0
14	Γεροσκήπου Α´	2	50			31	
15	Γεροσκήπου Β´	4	99			59	
16	Γιόλου	1	16			5	
17	Δρούσεια	1	18			9	
18	Έμπα	2	50	1	25	27	0
19	Ίνεια	1	9			4	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4,8/12+	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4,8/12+
20	Κισσόνεργα	2	50			25	
21	Κονιά	2	49			35	
22	Κουκλια	1	22			7	
23	Μανδριά	1	25			10	
24	Μεσόγη	2	48			17	0
25	Παναγιά	1	7			1	
26	Πέγεια	2	49			33	
27	Πολέμι	1	25			20	
28	Πόλη Χρυσοχούς	4	94	2	43	65	0
29	Πομός	1	9			3	
30	Πύργος Κάτω	1	15			5	
31	Σίμου	1	10			2	
32	Στρουμπί	1	22			8	
33	Τάλα	1	25			14	
34	Τίμη	2	35			14	
35	Τσάδα-Κοίλη-Ευαγόρας Παλληκαριδής	1	21			6	
36	Χλώρακας-Λέμπα	4	99	1	22	53	0
37	Χολέτρια	1	15			5	
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	73	1635	9	198	979	0
	ΚΑΤΕΧΟΜΕΝΑ						
1	Ριζοκάρπασο	1	5			1	
ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΠΟΥ ΛΕΙΤΟΥΡΓΟΥΝ ΑΝΕΞΑΡΤΗΤΑ ΑΠΟ ΤΑ ΔΗΜΟΣΙΑ							
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ							
1	Αγλαντζιά Α΄	.....	.....	2	49	.....	0
2	Ελένιο Τσερίου	.....	.....	1	25	.....
3	Κέντρο Σπαστικών και Αναπήρων	.....	.....	1	8	.....	3
4	Λάιονς	.....	.....	4 (2 πρωινά και 2 απογ. τμ.)	46	.....	5
5	ΝΑΡΕΚ	.....	.....	1	22	.....	0
6	Σ.Κ.Ε. Αγίου Δομετίου	.....	.....	1	23	.....	16
7	«Λητώ Παπαχριστοφόρου»	.....	.....	1	23	.....	0
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ							
8	Γερμασόγεια	.....	.....	1	25	.....	25
9	Θεοτόκος	.....	.....	1	9	.....	2
ΕΠΑΡΧΙΑ ΠΑΦΟΥ							
10	Μεσόγη			1	25	.....	0
10	Σύνολο Κοινοτικών νηπιαγωγείων που λειτουργούν ανεξάρτητα από τα δημόσια	.....	.....	13	229	.....	51
75	ΣΥΝΟΛΟ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	.....	.....	106	2113	.....	58
98	ΛΕΥΚΩΣΙΑ	188	4213	42	840	2608	31
59	ΛΕΜΕΣΟΣ	121	2804	13	271	1720	27
69	ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ	132	3112	29	575	2111	0
37	ΠΑΦΟΣ	73	1635	9	198	979	0
1	ΚΑΤΕΧΟΜΕΝΑ	1	5	0	0	1	0
264	ΣΥΝΟΛΟ	515	11769	106	2113	7419	58

ΠΑΡΑΡΤΗΜΑ Β΄: ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2012-2013

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ			
	Αγία Μαρίνα (ΚΑ)	5	99
	Αγία Μαρίνα (ΚΒ)	6	109
	Άγιοι Ομολογητές (ΚΑ)	6	115
	Άγιοι Ομολογητές (ΚΒ)	6	133
	Άγιος Ανδρέας (ΚΑ)	6	126
	Άγιος Ανδρέας (ΚΒ)	6	114
	Άγιος Αντώνιος	6	96
	Άγιος Βασίλειος (ΚΑ)	8	158
	Άγιος Βασίλειος (ΚΒ)	9	167
	Άγιος Δημήτριος	12	284
	Άγιος Δομέτιος Α΄ (ΚΑ)	3	56
	Άγιος Δομέτιος Α΄ (ΚΒ)	4	70
	Άγιος Δομέτιος Β΄ (ΚΑ)	6	97
	Άγιος Δομέτιος Β΄ (ΚΒ)	5	86
	Άγιος Δομέτιος Γ΄	6	103
	Άγιος Κασσιανός (ΖΕΠ)	5	61
	Άγιος Σπυριδωνας	7	122
	Αγλαντζιά Α΄ (ΚΑ)	3	57
	Αγλαντζιά Β΄ (ΚΒ)	5	93
	Αγλαντζιά Γ΄	9	171
	Αγλαντζιά Δ΄ (ΚΑ)	10	206
	Αγλαντζιά Δ΄ (ΚΒ)	11	251
	Αγλαντζιά Ε΄	12	211
	Αγλαντζιά Στ΄	14	324
	Ακρόπολη (ΚΑ)	6	134
	Ακρόπολη (ΚΒ)	6	122
	Απόστολος Βαρνάβας	11	203
	Απόστολος Λουκάς	13	274
	Αρχάγγελος	13	267
	Δασούπολη (ΚΑ)	8	162
	Δασούπολη (ΚΒ)	6	139
	Έγκωμη Α΄ (ΚΑ)	9	190
	Έγκωμη Α΄ (ΚΒ)	9	178
	Έγκωμη Β΄	6	92
	Ελένειον	5	59
	Καϊμακλί Α΄ (ΚΑ)	6	96
	Καϊμακλί Β΄ (ΚΒ)	5	85
	Καϊμακλί Γ΄ (ΚΑ)	9	198
	Καϊμακλί Γ΄ (ΚΒ)	9	170
	Κωνσταντινουπόλεως	15	347
	Λυκαβηπός (ΚΑ)	6	129
	Λυκαβηπός (ΚΒ)	6	130
	Μακεδονίτσα Α΄	15	339
	Μακεδονίτσα Β΄	12	238
	Μακεδονίτσα Γ΄ - Στυλιανού Λένα	14	310
	Νοσοκομείο (Μακάρειο)		
	Παλουριώτισσα Α΄ (ΚΑ)	6	126
	Παλουριώτισσα Α΄ (ΚΒ)	6	104
	Παλουριώτισσα Β΄ (ΚΑ)	6	102
	Παλουριώτισσα Β΄ (ΚΒ)	5	84
	Παλουριώτισσα Γ΄	7	137
	Περνέρα	12	242
	Πεύκιος Γεωργιάδης (Ε.Ο.Σ.)	16	319
	Σταυρός (ΚΑ)	6	133

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Σταυρός (ΚΒ)	8	149
	Φανερωμένη (Ζ.Ε.Π.)	6	93
	Χατζηγεωργάκης Κορνέσιος	6	131
	Χρυσελεύσα (ΚΑ)	7	138
	Χρυσελεύσα (ΚΒ)	7	137
	Αγία Βαρβάρα	9	152
	Αγία Μαρίνα Ξυλιάτου (Αγία Μαρίνα Ξυλιάτου, Λαγουδερά, Ξυλιάτος, Σαράνη)	3	31
	Άγιοι Τριμιθιάς	6	111
	Άγιος Επιφάνιος	2	23
	Άγιος Ιωάννης Μαλούνας	2	22
	Άγιος Μάρωνας	6	79
	Αγροκπιιά	2	26
	Ακάκι	12	185
	Αλάμπρα	6	91
	Ανάγεια	6	96
	Αναλιόντας	2	23
	Ανθούπολη (ΚΑ)	5	90
	Ανθούπολη (ΚΒ)	5	85
	Αρεδιού	6	87
	Ασίνου (Νικητάρι, Αγία Ειρήνη Λευκωσίας, Άγιος Γεώργιος Καυκάλλου, Βυζακιά, Καννάβια, Κουτραφάς Κάτω, Ποιάμι)	6	100
	Αστρομερίτης	6	103
	Γέρι Α΄	12	192
	Γέρι Β΄	9	169
	Δάλι Α΄	11	208
	Δάλι Β΄	12	218
	Δάλι Γ΄	16	347
	Δένεια	3	30
	Δευτερά (Δευτερά Πάνω, Δευτερά Κάτω)	13	238
	Εργάτες	6	111
	Ευρύχου (Ευρύχου, Άγιος Δημήτριος, Άγιος Θεόδωρος Σολέας, Γερακίες, Καλοπαναγιώτης, Καμινάρια, Κατύδατα, Λεμίθου, Ληνού, Μουτουλλάς, Μυλικούρι, Οίκος, Παλαιόμυλος, Πεδουλάς, Πρόδρομος, Σκουριώπισσα, Τεμβριά, Τρεις Ελιές, Φλάσου)	7	123
	Κακοπετριά (Κακοπετριά, Γαλάτα, Καλιάνα, Κούρδαλι, Σιναόρος, Σπήλια)	6	106
	Καλό Χωριό Ορεινής	3	52
	Καμπιά	2	18
	Κάμπος (Κάμπος, Τσακίστρα)	2	7
	Καπέδες (Ε.Ο.Σ.)	3	39
	Κλήρου (Κλήρου, Γούρη, Λαζανιάς, Φικάρδου)	6	125
	Κοκκινοτριμιθιά Α΄	6	128
	Κοκκινοτριμιθιά Β΄	7	128
	Κοράκου	4	52
	Λακατάμεια Α΄ (ΚΑ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	145
	Λακατάμεια Α΄ (ΚΒ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	121
	Λακατάμεια Β΄ - Αγίου Μάμα	10	186
	Λακατάμεια Γ΄ - Αγίου Γεωργίου	16	345
	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	13	285
	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσσοστόμου	17	385
	Λακατάμεια Στ΄ - Αγίου Στυλιανού	18	374
	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	17	362
	Λασιά Α΄ (Ζ.Ε.Π.)	13	212
	Λασιά Β΄ (ΚΑ) (Ζ.Ε.Π.)	9	147
	Λασιά Β΄ (ΚΒ) (Ζ.Ε.Π.)	6	128
	Λασιά Γ΄ (Ζ.Ε.Π.)	13	214
	Λασιά Δ΄ (Ζ.Ε.Π.)	15	273
	Λυθροδόνας - Μελέπον	12	235
	Λύμια	12	194

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Μαθιάτης	3	40
	Μαλούντα	2	17
	Μάμμαρη	7	135
	Μένικο	4	58
	Μπισερό (Μπισερό, Αλιθινού, Άλωνα, Λιβάδια Λευκωσίας, Πλατανιστάσα)	3	48
	Ορούντα	2	25
	Παλαιμέτοχο Α´	7	125
	Παλαιμέτοχο Β´	6	96
	Παλαιχώρι (Ε.Ο.Σ.) (Παλαιχώρι Μόρφου, Παλαιχώρι Ορεινής, Απλίκι, Ασκάς, Φτερικούδι)	3	50
	Πέρα Χωριό Νήσου Α´	11	183
	Πέρα Χωριό Νήσου Β´	6	117
	Περιστερώνα (Περιστερώνα Λευκωσίας, Κάτω Μονή)	8	145
	Ποταμιά	2	17
	Σια	3	34
	Ταμασός (Πέρα Ορεινής, Επισκοπειά, Πολιτικό)	7	134
	Τσέρι Α´	11	202
	Τσέρι Β´ (Μέρος Τσερίου, Κοτσιάτης, Μαργί)	11	182
	Φαρμακάς (Φαρμακάς, Καμπί)	2	29
	Ψιμολόφου	6	94
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ	956	17998
	ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ		
	Λεμεσός Α´ (ΚΑ)	5	69
	Λεμεσός Α´ (ΚΒ)	5	72
	Λεμεσός Β´ (ΚΑ)	8	168
	Λεμεσός Β´ (ΚΒ)	9	175
	Λεμεσός Γ´	10	164
	Λεμεσός Δ´ (ΚΑ) (Ζ.Ε.Π.)	8	147
	Λεμεσός Δ´ (ΚΒ) (Ζ.Ε.Π.)	8	149
	Λεμεσός Ε´ (ΚΑ) - Αγίου Ιωάννη	6	103
	Λεμεσός Ε´ (ΚΒ) - Αγίου Ιωάννη	5	95
	Λεμεσός Στ´ (ΚΑ) - Αγίου Νικολάου (Ζ.Ε.Π.)	9	146
	Λεμεσός Στ´ (ΚΒ) - Αγίου Νικολάου (Ζ.Ε.Π.)	8	159
	Λεμεσός Ζ´ (ΚΑ) - Αποστόλου Ανδρέα	7	140
	Λεμεσός Ζ´ (ΚΒ) - Αποστόλου Ανδρέα	9	183
	Λεμεσός Η´ (ΚΑ) - Ομόνοιας	6	121
	Λεμεσός Η´ (ΚΒ) - Ομόνοιας	6	127
	Λεμεσός Θ´ (ΚΑ) - Καψάλου	6	89
	Λεμεσός Θ´ (ΚΒ) - Καψάλου	6	109
	Λεμεσός Ι´ (ΚΑ) - Χαλκούτσας	6	112
	Λεμεσός Ι´ (ΚΒ) - Χαλκούτσας	6	146
	Λεμεσός ΙΑ´ (ΚΑ) - Τσιρείου	9	172
	Λεμεσός ΙΑ´ (ΚΒ) - Τσιρείου	9	167
	Λεμεσός ΙΒ´ (ΚΑ) - Λανπείου	7	134
	Λεμεσός ΙΒ´ (ΚΒ) - Λανπείου	6	117
	Λεμεσός ΙΓ´ (ΚΑ) - Αγίου Σπυρίδωνα Α´ (Ζ.Ε.Π.)	7	131
	Λεμεσός ΙΓ´ (ΚΒ) - Αγίου Σπυρίδωνα Α´ (Ζ.Ε.Π.)	7	128
	Λεμεσός ΙΔ´ - Μέσα Γειτονιά	6	95
	Λεμεσός ΙΕ´ (ΚΑ) - Αγίου Νεοφύτου	7	146
	Λεμεσός ΙΕ´ (ΚΒ) - Αγίου Νεοφύτου	7	139
	Λεμεσός ΙΣτ´ - Ζακακίου	17	353
	Λεμεσός ΙΖ´ - Μονοβόλικου	11	203
	Λεμεσός ΙΗ´ - Αγίου Αντωνίου (Ζ.Ε.Π.)	6	73
	Λεμεσός ΙΘ´ - Αγίας Φυλάξεως	14	277
	Λεμεσός Κ´ - Αγίου Παντελεήμονα	12	241
	Λεμεσός ΚΑ´ - Κονταβάθεια	18	414
	Λεμεσός ΚΒ´ - Αγίου Γεωργίου	12	195

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Λεμεσός ΚΓ´ - Αγίου Σπυριδώνα Β´ (Ζ.Ε.Π.)	14	261
	Λεμεσός ΚΔ´ - Αποστόλου Βαρνάβα	11	200
	Λεμεσός ΚΕ´ - Εκάλης	18	378
	Λεμεσός ΚΣΤ´ - Παναγίας Τριχερούσας	20	465
	Λεμεσός ΚΖ´ - Τιμίου Προδρόμου (Μέρος Δήμου Μέσα Γειτονιάς, Φασούλα Λεμεσού)	13	279
	Λεμεσός ΚΗ´ - Αρχαγγέλου Μιχαήλ	16	331
	Νοσοκομείο Λεμεσού		
	Άγιοι Ανάργυροι (Μονή, Μοναγρούλλι)	4	56
	Άγιος Αθανάσιος Α´	11	172
	Άγιος Αθανάσιος Β´	19	383
	Άγιος Αμβρόσιος	2	16
	Άγιος Τύχων	5	68
	Αγρός (Αγρός, Άγιος Θεόδωρος Λεμεσού, Άγιος Ιωάννης Λεμεσού, Μύλος Κάτω, Πολύστιπος)	4	63
	Ακρωτήρι	4	54
	Απεσιά (Ε.Ο.Σ.)	3	41
	Ασγάτα (Ασγάτα, Βάσα Κελλακίου, Πλαπιές Μεταλλεία, Σανίδα)	2	27
	Ασώματος	2	22
	Αυδήμου (Αυδήμου, Άγος Θωμάς, Αλέκτορα, Ανώγυρα, Παραμάλι, Πλατανίστεια, Πρασσιό Αυδήμου)	4	58
	Αψιού (Ε.Ο.Σ.) (Αψιού, Γεράσα, Μαθικολώνη)	3	30
	Γερμασόγεια (Γερμασόγεια, Ακρούντα, Φοινικάρια)	10	193
	Επισκοπή (Επισκοπή Λεμεσού, Σωτήρα Λεμεσού)	13	241
	Ερήμη (Ε.Ο.Σ.)	8	149
	Ιασηκιά (Ε.Ο.Σ.) (Επαγώνεια, Ακαπνού, Αρακαπός, Διερώνα, Κελλάκι, Κλωνάρι, Μελίνη, Οδού, Πρασσιό Κελλακίου, Προφήτης Ηλίας, Συκόπετρα)	5	75
	Καλό Χωριό (Καλό Χωριό Λεμεσού, Άγιος Κωνσταντίνος, Άγιος Παύλος, Ζωοπηγή, Λουβαράς)	3	50
	Καντού (Καντού, Σωτήρα Λεμεσού)	2	10
	Κιβίδες Πάνω (Κιβίδες Πάνω, Κιβίδες Κάτω, Άγιος Θεράπων, Βουνί)	5	59
	Κολόσσι Α´	9	144
	Κολόσσι Β´	11	214
	Κυπερούντα (Ε.Ο.Σ.) (Κυπερούντα, Αγρίδια, Δύμες, Χανδριά)	6	92
	Λινόπετρα	11	208
	Μουπαγιάκα (Μουπαγιάκα, Αρμενοχώρι)	7	124
	Όμοδος (Όμοδος, Άγιος Νικόλαος Πάφου, Κέδαρες, Κισσούσα, Μαλιά, Μούσσερε, Ποταμιού, Πραπώρι, Φιλούσα Κελοκεδάρων)	2	15
	Παλόδεια	7	114
	Παραμύθα (Παραμύθα, Σπιπάλι)	3	39
	Παρεκκλησιά	9	156
	Πάνα (Πάνα, Άρσος Λεμεσού, Βάσα Κοιλανίου Δωρά)	3	38
	Πελένδρι (Ε.Ο.Σ.) (Πελένδρι, Ποταμίπσσα)	4	49
	Πεντάκωμο	3	35
	Πισσούρι	6	78
	Πλάτρες Κάτω (Πλάτρες Κάτω, Πλάτρες Πάνω, Μανδριά Λεμεσού)	2	20
	Πολεμίδα Κάτω Α´	9	158
	Πολεμίδα Κάτω Β´	6	98
	Πολεμίδα Πάνω - Καρμιώπσσα (Πολεμίδα Πάνω, Άλασσα, Κορφή)	14	302
	Ποταμός Γερμασόγειας Α´	12	260
	Ποταμός Γερμασόγειας Β´	18	400
	Πύργος	8	139
	Σούνι - Ζανακιά	2	16
	Τραχώνι Α´	7	154
	Τραχώνι Β´	6	117
	Τριμήκλνη (Ε.Ο.Σ.) (Τριμήκλνη, Άγιος Γεώργιος Λεμεσού, Άγιος Μάμας, Αμίνιος, Δωρός, Καπηλειό, Κοιλάνι, Κουκά, Λάνεια, Λιμνάτης, Μονάγρι, Μονιάτης, Πέρα Πεδί, Σσιπάς, Σιλίκου)	6	75
	Ύψωνας Α´	17	357

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Ύψωνας Β´	12	233
	Ύψωνας Γ´	9	172
	Φοινί	2	16
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ		700	12963
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ			
	Άγιοι Ανάργυροι - Μιχάλης Κακογιάννης	12	215
	Άγιος Γεώργιος	7	131
	Άγιος Ιωάννης	10	159
	Άγιος Λάζαρος Α´	10	199
	Άγιος Λάζαρος Β´ (Ζ.Ε.Π.)	9	142
	Δροσιά (ΚΑ)	12	285
	Δροσιά (ΚΒ)	12	280
	Εθνάρχης Μακάριος Γ´ (ΚΑ)	6	118
	Εθνάρχης Μακάριος Γ´ (ΚΒ)	6	125
	Ζήνων	12	255
	Καθαρή - Δημήτρη Λιπέριη	15	317
	Καλογεράς (ΚΑ)	5	94
	Καλογεράς (ΚΒ)	6	111
	Καμάρες	13	273
	Νοσοκομείο Λάρνακας		
	Πρόδρομος (ΚΑ)	7	131
	Πρόδρομος (ΚΒ)	7	151
	Σωτήρας	12	233
	Αγγλισίδες (Αγγλισίδες, Μενόγεια)	6	92
	Αγία Άννα	2	27
	Άγιος Θεόδωρος	3	36
	Αθηνένου (ΚΑ)	7	157
	Αθηνένου (ΚΒ)	8	160
	Αλαμινός - Δημητράκη Γεωργίου	2	13
	Αλεθρικό (Αλεθρικό, Κιβισίλι, Κλαυδιά)	6	113
	Αναφωτίδα	4	40
	Αραδίππου Α´	12	275
	Αραδίππου Β´ (Μέρος Δήμου Αραδίππου, Αβδελλερά)	12	258
	Αραδίππου Γ´	12	241
	Αραδίππου Δ´ - Αγίου Φανουρίου	17	397
	Βεργίνα - Αγίων Αυξεντίου και Ευσταθίου	17	356
	Βοράκκληνη	18	364
	Δρομολαξιά Α´	6	99
	Δρομολαξιά Β´	7	139
	Ζύγι (Ε.Ο.Σ.) (Ζύγι, Βασιλικό, Μαρί)	3	56
	Καλαβασός	3	45
	Καλό Χωριό (Ζ.Ε.Π.)	8	126
	Κελλιά	3	31
	Κίτι	14	302
	Κόρνος	7	108
	Κοφίνου - Μιχαλοπούλειο	5	66
	Λεύκαρα Πάνω (Λεύκαρα Πάνω, Λεύκαρα Κάτω, Βαβασιναία, Βάβλα, Κάτω Δρυς, Λάγεια, Σκαρίνου)	4	65
	Λιβάδια (ΚΑ)	11	242
	Λιβάδια (ΚΒ)	9	189
	Μαζωτός	3	42
	Μαρώني (Μαρώني, Ψεμπασιμένος)	4	55
	Μενεού	10	168
	Μοσφιλωτή	6	88
	Ξυλοτύμβου Α´	8	127
	Ξυλοτύμβου Β´	6	120

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Ξυλοφάγου Α' (Ζ.Ε.Π.)	14	253
	Ξυλοφάγου Β' (Ζ.Ε.Π.)	12	192
	Ορμίδεια Α'	6	132
	Ορμίδεια Β'	8	131
	Περιβόλια	9	164
	Πύλα	7	120
	Πυργά	6	75
	Τερσεφάνου	6	88
	Τόκνη	3	34
	Τρούλλοι	7	106
	Χοιροκοιλία (Ε.Ο.Σ.) (Χοιροκοιλία, Άγιοι Βαβαταινιάς, Ορά)	4	57
	Ψευδάς	6	99
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΑΡΝΑΚΑΣ		492	9267
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ			
	Αγία Νάπα	14	287
	Άγιος Γεώργιος - Βρυσούλες - Αχερίτου (Αχερίτου, Βρυσούλες, Στροβίλια)	6	110
	Αυγούρου Α'	11	172
	Αυγούρου Β'	10	170
	Δάσος Άκνας - Φώτης Πίπας	10	168
	Δερύνηια Α'	7	127
	Δερύνηια Β'	7	118
	Δερύνηια Γ'	11	173
	Λιοπέτρι Α' (Ζ.Ε.Π.)	11	171
	Λιοπέτρι Β' (Ζ.Ε.Π.)	10	180
	Παραλίμνι Α'	15	278
	Παραλίμνι Β'	13	277
	Παραλίμνι Γ'	12	231
	Παραλίμνι Δ'	15	306
	Σωτήρα Α'	10	175
	Σωτήρα Β'	6	113
	Σωτήρα Γ' (Ε.Ο.Σ.)	8	131
	Φρέναρος	12	247
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΑΜΜΟΧΩΣΤΟΥ		188	3434
ΕΠΑΡΧΙΑ ΠΑΦΟΥ			
	Πάφος Α' - Νεοφύτειο	6	136
	Πάφος Β' - Δημήτριο	8	156
	Πάφος Γ' (ΚΑ) - Αποστόλου Παύλου	6	106
	Πάφος Γ' (ΚΒ) - Αποστόλου Παύλου	6	92
	Πάφος Δ' - Κάτω Περιοχών (Ζ.Ε.Π.)	15	289
	Πάφος Ε' - Μούπαλου (Ζ.Ε.Π.)	7	112
	Πάφος Στ' - Κάτω Πάφου (Ζ.Ε.Π.)	14	238
	Πάφος Ζ' - Αγίου Κενδέα	7	114
	Πάφος Η' - Ιορδάνειο	12	259
	Πάφος Θ' - Κουπάτειο	18	355
	Πάφος Ι' - Ευαγόρας Παλληκαρίδης	16	329
	Πάφος ΙΑ' - Αγίου Σπυρίδωνα	12	224
	Πάφος ΙΒ' - Πεύκιος Γεωργιάδης (Μέρος Δήμου Πάφου, Άγιος Γεώργιος Πάφου, Κιάτσι, Μαμώνια, Φασούλα Πάφου)	12	226
	Πάφος ΙΓ'	9	171
	Αγία Μαρίνα Χρυσοκούς (Αγία Μαρίνα Χρυσοκούς, Γιαλιά, Νέα Δήμματα)	5	63
	Αναρίτα	4	46
	Αργάκα (Αργάκα Κάτω, Αργάκα Πάνω)	5	61
	Γεροσκήπου Α' (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	17	357
	Γεροσκήπου Β' (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	13	264

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Γιόλου (Ε.Ο.Σ.) (Γιόλου, Μηλιού)	5	60
	Δρούσεια (Δρούσεια, Κρίτου Τέρα, Τέρα)	3	49
	Έμπα	12	221
	Ίνεια (Ίνεια, Αρόδες Κάτω, Αρόδες Πάνω)	3	37
	Κισσόνεργα (Κισσόνεργα, Ακουρός)	7	123
	Κονιά (Κονιά, Άρμου, Επισκοπή Πάφου, Μαραθούνα)	11	175
	Κούκλια (Κούκλια, Αρχιμανδρίτα, Νικόκλεια)	3	38
	Μανδριά	3	54
	Μεσόγη (Μεσόγη, Μέσα Χωριό)	7	128
	Παναγιά (Παναγιά, Άγιος Φώτιος, Αμπελίτης, Ασπρογιά, Βρέτσια, Γαλαταριά, Κοιλίνια, Πενταλιά, Στατός)	2	19
	Πέγεια	11	180
	Πολέμι (Πολέμι, Άγιος Δημητριανός, Δρυσιά, Θελέτρα, Κάθικας, Κανναβιού, Κρίτου Μαρόπου, Λάσα, Λεμώνα, Λετύμβου, Μηλιά Πάφου, Χούλου, Ψάθι)	6	89
	Πόλη Χρυσοχούς (Πόλη Χρυσοχούς, Ακουρδάλεια Κάτω, Ακουρδάλεια Πάνω, Ανδρολίκου, Γουδί, Κυνούσα, Λασιί, Λυσός, Μακούντα, Μελάδεια, Νέο Χωριό Πάφου, Πελαθούσα, Περισπερώνα Πάφου, Προδρόμι, Σαραμά, Σκούλλη, Στενή, Φιλούσα Χρυσοχούς, Χόλη, Χρυσοχού)	18	355
	Πομός (Πομός, Παχύαμμος)	2	18
	Πύργος Κάτω (Πύργος Κάτω, Πύργος Πάνω, Μανσούρα, Μοσφίλι, Πιγένια)	4	57
	Σίμου (Σίμου, Δρύμου, Φύτη)	2	20
	Στρουμπί	3	40
	Τάλα	5	62
	Τίμη (Τίμη, Αγία Μαρίνα Κελοκεδάρων, Αμαργέτη, Αξύλου, Ελεδιά, Νατά)	6	96
	Τρεμιθούσα	3	41
	Τσάδα-Κοίλη - Ευαγόρας Παλληκαρίδης (Τσάδα, Καλλέπεια, Κοίλη, Κούρτακα)	4	56
	Χλώρακας - Αγίου Νικολάου	10	197
	Χλώρακας - Λέμπα - Αγίου Στεφάνου (Χλώρακας, Λέμπα)	12	198
	Χολέτρια (Χολέτρια, Άγιος Ιωάννης Πάφου, Αρμίνου, Κελοκέδαρα, Μέσσα, Πρασιό Κελοκεδάρων, Σαλαμιού, Σταυροκάννου, Τραχυπέδουλα)	2	22
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ		336	5933
ΚΑΤΕΧΟΜΕΝΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ			
1.	Ριζοκάρπασο (Ριζοκάρπασο, Αγία Τριάδα)	2	17

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΔΗΜΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ

A/A	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
1	Λευκωσία	127	956	17998
2	Λεμεσός	89	700	12963
3	Λάρνακα	62	492	9267
4	Αμμόχωστος	18	188	3434
5	Πάφος	43	336	5933
6	Κατεχόμενα	1	2	17
ΓΕΝΙΚΟ ΣΥΝΟΛΟ		340 *	2674	49612

Z.E.Π. = Ζώνη Εκπαιδευτικής Προτεραιότητας

Ε.Ο.Σ. = Ενιαίο Ολοήμερο Σχολείο

* Στον αριθμό περιλαμβάνεται το Μακάρειο Νοσοκομείο στη Λευκωσία και τα Νοσοκομεία Λεμεσού και Λάρνακας.

ΠΑΡΑΡΤΗΜΑ Γ΄: ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2012-2013

Α/Α	ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
	ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ	
1	«Ευαγγελισμός»	56
2	Ειδικό Σχολείο Λευκωσίας	52
3	Σχολή Κωφών	19
4	Σχολή Τυφλών	3
	ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ	
1	«Απόστολος Λουκάς»	58
2	«Παιδικό Αναρρωτήριο Ερυθρού Σταυρού»	23
	ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ	
1	«Άγιος Σπυρίδωνας»	57
	ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ	
1	«Απόστολος Βαρνάβας»	39
	ΕΠΑΡΧΙΑ ΠΑΦΟΥ	
1	«Θεοσκέπαστη»	36
	ΣΥΝΟΛΟ	343

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΓΙΑ ΤΑ ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ

Α/Α	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
1	Λευκωσία	4	130
2	Λεμεσός	2	81
3	Λάρνακα	1	57
4	Αμμόχωστος	1	39
5	Πάφος	1	36
	ΓΕΝΙΚΟ ΣΥΝΟΛΟ	9	343

**ΠΑΡΑΡΤΗΜΑ Δ' : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΓΥΜΝΑΣΙΑ
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2012-2013**

ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ										
	Μ/Τες	Μ/Τρες	Τμήμ.	Μ/Τες	Μ/Τρες	Τμήμ.	Μ/Τες	Μ/Τρες	Τμήμ.	Μ/Τες	Μ/Τρες	Τμήμ.	Μ.Ο							
1 Γυμν. Αγλαντζιάς	72	63	135	6	22,5	55	61	116	5	23,2	66	51	117	5	23,4	193	175	368	16	23
2 Γυμν. Φανερωμένης	14	5	19	1	19	7	11	18	1	18	12	7	19	1	19	33	23	56	3	18,667
3 Γυμν. Παλουριώτισσας	85	65	150	6	25	62	79	141	6	23,5	68	74	142	6	23,67	215	218	433	18	24,056
4 Γυμν. Ακρόπολης	46	49	95	4	23,75	52	62	114	5	22,8	67	57	124	5	24,8	165	168	333	14	23,786
5 Γυμν. Μακεδονίτισσας	69	79	148	6	24,67	69	67	136	6	22,667	59	69	128	6	21,33	197	215	412	18	22,889
6 Γυμν. Έγκωλης	46	53	99	4	24,75	46	35	81	4	20,25	61	63	124	5	24,8	153	151	304	13	23,385
7 Γυμν. Αρχ. Μακαρίου Γ' (Πλατύ)	73	72	145	6	24,17	56	72	128	6	21,333	52	74	126	6	21	181	218	399	18	22,167
8 Γυμν. Αγ. Δομετίου	32	47	79	4	19,75	29	26	55	3	18,333	40	42	82	4	20,5	101	115	216	11	19,636
9 Γυμν. Ανθούπολης	34	45	79	4	19,75	41	40	81	4	20,25	41	37	78	4	19,5	116	122	238	12	19,833
10 Γυμν. Αγ. Βασιλείου	74	70	144	6	24	49	42	91	4	22,75	47	68	115	5	23	170	180	350	15	23,333
11 Γυμν. Αγ. Στυλιανού	53	39	92	4	23	55	56	111	5	22,2	49	46	95	4	23,75	157	141	298	13	22,923
12 Γυμν. Σταυρού-Στροβόλου	56	65	121	5	24,2	40	50	90	4	22,5	47	48	95	4	23,75	143	163	306	13	23,538
13 Γυμν. Κωνσταντινουπόλ.	62	51	113	5	22,6	48	48	96	4	24	52	37	89	4	22,25	162	136	298	13	22,923
14 Γυμν. Διανέλλου & Θεοδ.	43	44	87	4	21,75	46	64	110	5	22	54	55	109	5	21,8	143	163	306	14	21,857
15 Γυμν. Λασιών	102	82	184	8	23	90	89	179	8	22,375	73	91	164	7	23,43	265	262	527	23	22,913
16 Γυμν. Αρχαγγέλου - Λακτάμειας	76	70	146	6	24,33	71	72	143	6	23,833	63	67	130	6	21,67	210	209	419	18	23,278
17 Γυμν. Αγ. Ιωάννη Χρυσοστόμου	81	91	172	7	24,57	74	69	143	6	23,833	67	59	126	6	21	222	219	441	19	23,211
18 Γυμν. Γερίου	30	25	55	3	18,33	27	33	60	3	20	26	33	59	3	19,67	83	91	174	9	19,333
19 Περφ. Γυμν. Α' Λευκωσίας-Νήσου	99	95	194	8	24,25	84	78	162	7	23,143	81	71	152	7	21,71	264	244	508	22	23,091
20 Γυμν. Αγ. Βαρβάρας Λευκωσίας	79	60	139	6	23,17	78	65	143	6	23,833	79	61	140	6	23,33	236	186	422	18	23,444
21 Περφ. Γυμν. Β' Λευκωσίας	74	68	142	6	23,67	70	78	148	6	24,667	82	71	153	7	21,86	226	217	443	19	23,316
22 Γυμν. Σολέας-Ευρώου	34	43	77	4	19,25	37	37	74	3	24,667	47	36	83	4	20,75	118	116	234	11	21,273
23 Γυμν. Ακακίου (Περφερ.)	38	49	87	4	21,75	42	32	74	3	24,667	33	30	63	3	21	113	111	224	10	22,4
24 Γυμν. Κοκκινότριφιάς	66	56	122	5	24,4	75	74	149	6	24,833	74	52	126	6	21	215	182	397	17	23,353
25 Γυμν. ΝΑΡΕΚ	2	0	2	1	2	1	1	2	1	2	3	2	5	1	5	6	3	9	3	3
ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1440	1386	2826	123	22,98	1304	1341	2645	117	22,607	1343	1301	2644	120	22,03	4087	4028	8115	360	22,542
26 Λανίτειο Γυμν.	66	67	133	6	22,17	74	60	134	6	22,333	75	67	142	6	23,67	215	194	409	18	22,722
27 Γυμν. Καλογεροπούλου	65	46	111	5	22,2	51	55	106	5	21,2	49	52	101	5	20,2	165	153	318	15	21,2
28 Γυμν. Αγ. Ιωάννη	68	61	129	6	21,5	79	58	137	6	22,833	68	69	137	6	22,83	215	188	403	18	22,389
29 Γυμν. Νεάπολης	45	51	96	5	19,2	42	54	96	5	19,2	60	61	121	6	20,17	147	166	313	16	19,563
30 Γυμν. Καθολικής	71	60	131	6	21,83	66	64	130	6	21,667	84	99	183	8	22,88	221	223	444	20	22,2
31 Γυμν. Πολεμίδιων	87	83	170	7	24,29	65	79	144	6	24	63	75	138	6	23	215	237	452	19	23,789
32 Γυμν. Τσίρειο Γυμν.	57	57	114	5	22,8	75	51	126	6	21	85	76	161	7	23	217	184	401	18	22,278
33 Γυμν. Αγ. Αντωνίου	35	28	63	4	15,75	26	36	62	3	20,667	37	37	74	4	18,5	98	101	199	11	18,091
34 Γυμν. Θέκλειο Γυμν.	42	21	63	3	21	37	46	83	4	20,75	55	39	94	4	23,5	134	106	240	11	21,818
35 Γυμν. Λινόπετρας	112	87	199	9	22,11	77	86	163	8	20,375	62	77	139	7	19,86	251	250	501	24	20,875
36 Γυμν. Αγ. Αθανασίου	85	64	149	7	21,29	91	81	172	8	21,5	96	93	189	8	23,63	272	238	510	23	22,174
37 Γυμν. Αγ. Βαρβάρας Λεμεσού	46	35	81	4	20,25	49	52	101	5	20,2	53	36	89	4	22,25	148	123	271	13	20,846
38 Γυμν. Αγ. Φιλιάδων	75	53	128	6	21,33	62	78	140	6	23,333	75	67	142	7	20,29	212	198	410	19	21,579
39 Γυμν. Αγ. Νεοφύτου	67	57	124	6	20,67	58	64	122	5	24,4	58	58	116	5	23,2	183	179	362	16	22,625
40 Γυμν. Επισκοπής	51	57	108	5	21,6	56	62	118	5	23,6	49	48	97	4	19,4	156	167	323	15	21,533
41 Γυμν. Ζακακίου	49	58	107	5	21,4	39	65	104	5	20,8	42	35	77	4	19,25	130	158	288	14	20,571
42 Γυμν. Τραχωφίου	57	46	103	5	20,6	51	49	100	5	20	44	54	98	5	19,6	152	149	301	15	20,067
43 Γυμν. Ύψωνα	63	59	122	5	24,4	71	64	135	6	22,5	59	65	124	6	20,67	193	188	381	17	22,412
44 Γυμν. Ομόδους (Γυμν.)	7	9	16	1	16	7	2	9	1	9	8	7	15	1	15	22	18	40	3	13,333

45	Γυμν. Αγρού (Γυμν.)	23	22	45	3	15	14	17	31	2	15,5	34	21	55	3	18,33	71	60	131	8	16,375
46	Σχολή Μιραή Λεωφόρου (Γυμν.)	11	12	23	1	23	7	11	18	1	18	11	10	21	1	21	29	33	62	3	20,667
	ΣΥΝΟΛΟ ΕΠ. ΛΕΜΕΣΟΥ	1182	1033	2215	104	21,3	1097	1134	2231	104	21,452	1167	1146	2313	108	21,42	3446	3313	6759	316	21,389
47	Γυμν. Δροσιάς	62	81	143	6	23,83	79	80	159	7	22,714	89	82	171	8	21,38	230	243	473	21	22,524
48	Ευρυβιάδεια Γυμν.	31	30	61	3	20,33	31	58	89	4	22,25	45	42	87	4	21,75	107	130	237	11	21,545
49	Γυμν. Φανερωμένης	35	25	60	3	20	22	37	59	3	19,667	29	27	56	3	18,67	86	89	175	9	19,444
50	Γυμν. Λιβαδίων	79	92	171	7	24,43	92	83	175	7	25	101	84	185	8	23,13	272	259	531	22	24,136
51	Γυμν. Πετρόκη Κυπριανού	88	87	175	7	25	69	75	144	7	20,571	52	62	114	5	22,8	209	224	433	19	22,789
52	Γυμν. Βεργίνας	98	70	168	7	24	102	89	191	8	23,875	85	76	161	7	23	285	235	520	22	23,636
53	Γυμν. Αραδίππου	84	87	171	7	24,43	87	97	184	8	23	85	68	153	7	21,86	256	252	508	22	23,091
54	Γυμν. Κίτρου	78	77	155	7	22,14	91	83	174	8	21,75	88	82	170	7	24,29	257	242	499	22	22,682
55	Γυμν. Αθηνών	30	24	54	3	18	26	34	60	3	20	23	31	54	3	18	79	89	168	9	18,667
56	Γυμν. Ξυλοτύμπου (Περ.)	70	58	128	6	21,33	68	57	125	6	20,833	58	57	115	5	23	196	172	368	17	21,647
57	Γυμν. Ξυλοφάνου (Περ.)	73	51	124	6	20,67	52	53	105	5	21	68	64	132	6	22	193	168	361	17	21,235
58	Γυμν. Λευκάρων (Γυμν.)	26	32	58	3	19,33	34	28	62	3	20,667	25	36	61	3	20,33	85	96	181	9	20,111
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	ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚ.	754	714	1468	65	22,58	753	774	1527	69	22,13	748	711	1459	66	22,11	2255	2199	4454	200	22,27
59	Γυμν. Παραλιμνίου	106	113	219	9	24,33	113	123	236	11	21,455	93	102	195	9	21,67	312	338	650	29	22,414
60	Γυμν. Κοκκινόχωριών	66	65	131	6	21,83	51	66	117	5	23,4	60	62	122	5	24,4	177	193	370	16	23,125
61	Γυμν. Δερόνεας	82	60	142	6	23,67	82	71	153	7	21,857	81	64	145	6	24,17	245	195	440	19	23,158
62	Ριζοκάρπασο (Γυμν.)	0	2	2	1	2	2	0	2	1	2	2	0	2	1	2	4	2	6	3	2
	ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧ.	254	240	494	22	22,45	248	260	508	24	21,167	236	228	464	21	22,1	738	728	1466	67	21,881
63	Γυμν. Α' Αγίου Θεοδώρου	93	69	162	7	23,14	97	64	161	7	23	78	82	160	7	22,86	268	215	483	21	23
64	Νικολαΐδεια Γυμν.	59	63	122	5	24,4	42	53	95	4	23,75	53	64	117	5	23,4	154	180	334	14	23,857
65	Γυμν. Αποστόλου Παύλου	112	82	194	8	24,25	112	107	219	9	24,333	110	105	215	9	23,89	334	294	628	26	24,154
66	Γυμν. Γεροσκήπτου	79	65	144	6	24	97	67	164	7	23,429	87	70	157	7	22,43	263	202	465	20	23,25
67	Γυμν. Εμπας (Περίφερ.)	72	63	135	6	22,5	72	72	144	6	24	62	61	123	5	24,6	206	196	402	17	23,647
68	Γυμν. Παναγίας Θεοσκεπαστής	48	43	91	5	18,2	51	56	107	5	21,4	53	56	109	6	18,17	152	155	307	16	19,188
69	Γυμν. Παναγίας	3	1	4	1	4	1	1	2	1	2	3	3	6	1	6	7	5	12	3	4
70	Γυμν. Πόλης Χρυσοχούς	41	41	82	4	20,5	55	40	95	4	23,75	53	48	101	4	25,25	149	129	278	12	23,167
71	Γυμν. Πολεμίου (Γυμν.)	15	13	28	2	14	16	19	35	2	17,5	15	13	28	2	14	46	45	91	6	15,167
72	Γυμν. Κάτω Πύργου (Γυμν.)	6	5	11	1	11	7	5	12	1	12	9	7	16	1	16	22	17	39	3	13
	ΣΥΝΟΛΟ ΕΠ. ΠΑΦΟΥ	528	445	973	45	21,62	550	484	1034	46	22,478	523	509	1032	47	21,96	1601	1438	3039	138	22,022
	ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1440	1386	2826	123	22,98	1304	1341	2645	117	22,607	1343	1301	2644	120	22,03	4087	4028	8115	360	22,542
	ΣΥΝΟΛΟ ΕΠ. ΛΕΜΕΣΟΥ	1182	1033	2215	104	21,3	1097	1134	2231	104	21,452	1167	1146	2313	108	21,42	3446	3313	6759	316	21,389
	ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚ.	754	714	1468	65	22,58	753	774	1527	69	22,13	748	711	1459	66	22,11	2255	2199	4454	200	22,27
	ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧ.	254	240	494	22	22,45	248	260	508	24	21,167	236	228	464	21	22,1	738	728	1466	67	21,881
	ΓΕΝΙΚΟ ΣΥΝΟΛΟ	4158	3818	7976	359	22,22	3952	3993	7945	360	22,069	4017	3895	7912	362	21,86	12127	11706	23833	1081	22,047

**ΠΑΡΑΡΤΗΜΑ Ε΄ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΛΥΚΕΙΑ
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2012-2013**

ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ			Τμημ. Μ.Ο							
	Μ/τες	Μ/τριες	Σύνολο	Τμημ.	Μ.Ο	Μ/τες	Μ/τριες	Σύνολο	Τμημ.	Μ.Ο	Μ/τες	Μ/τριες		Σύνολο	Τμημ. Μ.Ο					
1 Παγκύπριο Γυμν.	85	99	184	8	23	103	87	190	9	21,11	76	100	176	9	19,556	264	286	560	26	21,2
2 Λύκειο Παλαιρωιάτισσας	58	65	123	6	20,5	64	74	138	7	19,71	71	54	125	7	17,857	193	193	386	20	19,3
3 Λύκειο Ακρόπολης	69	80	149	6	24,8	62	70	132	7	18,86	55	69	124	6	20,667	186	219	405	19	21,3
4 Λύκειο Κύκκου Α'	62	64	126	6	21	51	60	111	6	18,5	69	69	138	7	19,714	182	193	375	19	19,7
5 Λύκειο Κύκκου Β'	97	98	195	9	21,7	114	95	209	10	20,9	109	97	206	10	20,6	320	290	610	29	21
6 Λύκειο Λύκειο Ατ. Μάρκου	90	104	194	8	24,3	98	113	211	10	21,1	94	134	228	11	20,727	282	351	633	29	21,8
7 Λύκειο Αρχ. Μακαρίου Γ' (Δασούπολη)	73	84	157	7	22,4	84	88	172	8	21,5	94	80	174	8	21,75	251	252	503	23	21,9
8 Λύκειο Εθν. Κυπριανού (Στροβόλου)	96	104	200	8	25	80	106	186	9	20,67	91	120	211	10	21,1	267	330	597	27	22,1
9 Λύκειο Ατ. Βαρνάβα	67	103	170	7	24,3	84	106	190	10	19	83	140	223	11	20,273	234	349	583	28	20,8
10 Λύκειο Παλιμετόχου	95	87	182	8	22,8	85	96	181	9	20,11	73	99	172	8	21,5	253	282	535	25	21,4
11 Λύκειο Αγ. Γεωργίου (Δακατάμιας)	109	141	250	10	25	98	131	229	11	20,82	102	133	235	11	21,364	309	405	714	32	22,3
12 Λύκειο Λατσιών	73	127	200	9	22,2	84	128	212	10	21,2	87	132	219	10	21,9	244	387	631	29	21,8
13 Λύκειο Σολέας	36	36	72	3	24	27	41	68	4	17	38	37	75	4	18,75	101	114	215	11	19,5
14 Λύκειο Ιθαίου	105	140	245	10	24,5	86	103	189	9	21	113	128	241	11	21,909	304	371	675	30	22,5
ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1115	1332	2447	105	23,3	1120	1298	2418	119	20,32	1155	1392	2547	123	20,707	3390	4022	7412	347	21,4
15 Λύκειο Παραλιμνίου	110	139	249	10	24,9	118	105	223	11	20,27	95	134	229	11	20,818	323	378	701	32	21,9
16 Λύκειο Κοκκινοχωριών	68	121	189	8	23,6	79	122	201	10	20,1	92	118	210	10	21	239	361	600	28	21,4
17 Ριζοκάρπασο (Λύκειο)	2	1	3	1	3	2	2	4	1	4	2	0	2	1	2	6	3	9	3	3
ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	180	261	441	19	23,2	199	229	428	22	19,45	189	252	441	22	20,045	568	742	1310	63	20,8
18 Παγκύπριο Λύκειο Λάρνακας	61	92	153	7	21,9	69	77	146	7	20,86	70	106	176	9	19,556	200	275	475	23	20,7
19 Λύκειο Αγ. Γεωργίου Λάρνακας	79	117	196	8	24,5	72	142	214	10	21,4	87	103	190	9	21,111	238	362	600	27	22,2
20 Λύκειο Αρχ. Μακαρίου Γ' Λάρνακας	75	98	173	8	21,6	79	109	188	9	20,89	109	116	225	10	22,5	263	323	586	27	21,7
21 Λύκειο Βεργίνας	72	87	159	7	22,7	64	98	162	8	20,25	96	103	199	10	19,9	232	288	520	25	20,8
22 Λύκειο Λιβαδιών	111	144	255	11	23,2	90	141	231	11	21	75	145	220	10	22	276	430	706	32	22,1
23 Λύκειο Αραδίππου	72	116	188	8	23,5	71	90	161	8	20,13	68	91	159	8	19,875	211	297	508	24	21,2
24 Γυμν. Λευκάρων (Λύκειο)	17	25	42	2	21	27	27	54	3	18	29	28	57	3	19	73	80	153	8	19,1
ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	487	679	1166	51	22,9	472	684	1156	56	20,64	534	692	1226	59	20,78	1493	2055	3548	166	21,4
ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ			Τμημ. Μ.Ο							
25 Λανίτιο Λύκειο Α'	74	83	157	7	22,4	56	85	141	7	20,14	80	86	166	8	20,75	210	254	464	22	21,1
26 Λύκειο Ατ. Πέτρου και Παύλου	88	100	188	8	23,5	65	93	158	7	22,57	97	105	202	9	22,444	250	298	548	24	22,8
27 Λύκειο Αγ. Ιωάννη	73	91	164	7	23,4	92	103	195	9	21,67	95	107	202	10	20,2	260	301	561	26	21,6
28 Λύκειο Αγ. Νικολάου	77	75	152	7	21,7	58	85	143	7	20,43	66	109	175	8	21,875	201	269	470	22	21,4
29 Λύκειο Πολεμιδιών	55	105	160	7	22,9	71	102	173	8	21,63	139	149	288	13	22,154	265	356	621	28	22,2
30 Λανίτιο Λύκειο Β'	119	84	203	9	22,6	124	106	230	11	20,91	122	117	239	10	20,9	335	307	642	30	21,4
31 Λύκειο Αγ. Αντωνίου	42	44	86	5	17,2	41	59	100	5	20	63	83	146	6	24,333	146	186	332	16	20,8
32 Λύκειο Αγ. Στιπριδωνά	99	98	177	8	22,1	78	98	176	8	22	104	146	250	11	22,727	261	342	603	27	22,3
33 Λύκειο Λινόπετρας	99	128	227	10	22,7	113	137	250	11	22,73	102	132	234	11	21,273	314	397	711	32	22,2
34 Λύκειο Αγ. Φυλάξεως	92	141	233	10	23,3	101	128	229	10	22,9	91	116	207	10	20,7	284	385	669	30	22,3
35 Λύκειο Αγ. Λουκά - Κολοσσίου	88	120	208	9	23,1	69	118	187	9	20,78	0	0	0	0	0	157	238	395	18	21,9
36 Γυμν. Ομόδοις (Λύκειο)	8	10	18	1	18	3	8	11	1	11	7	8	15	1	15	18	26	44	3	14,7

37	Γυμν. Αγρού (Λύκειο)	16	26	42	2	21	17	22	39	2	19,5	24	31	55	3	18,333	57	79	136	7	19,4
38	Σχολή Μισση Λεμβού (Λύκειο)	4	7	11	1	11	6	8	14	1	14	9	17	26	2	13	19	32	51	4	12,8
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	914	1112	2026	91	22,3	894	1152	2046	96	21,31	969	1206	2175	102	21,324	2777	3470	6247	289	21,6
39	Λύκειο Εθνάρχη Μακαρίου Γ' Πάφου	89	119	208	9	23,1	113	123	236	11	21,45	109	114	223	10	22,3	311	356	667	30	22,2
40	Λύκειο Κύκκου Πάφου	51	63	114	5	22,8	50	77	127	6	21,17	44	62	106	5	21,2	145	202	347	16	21,7
41	Λύκειο Αγ. Νεοφύτου	83	86	169	8	21,1	71	93	164	8	20,5	83	85	168	8	21	237	264	501	24	20,9
42	Λύκειο και Τεχν. Σχολή Πόλης	18	41	59	3	19,7	16	34	50	3	16,67	32	39	71	3	23,667	66	114	180	9	20
43	Λύκειο Έμπτας	60	92	152	7	21,7	69	73	142	7	20,29	58	90	148	7	21,143	187	255	442	21	21
44	Λύκειο Γεροσκήπτου	57	67	124	6	20,7	47	62	109	5	21,8	66	64	130	6	21,667	170	193	363	17	21,4
45	Γυμν. Πολεμίου (Λύκειο)	13	22	35	2	17,5	17	19	36	2	18	18	23	41	2	20,5	48	64	112	6	18,7
46	Γυμν. Κάτω Πύργου (Λύκειο)	6	9	15	1	15	5	5	10	1	10	9	8	17	1	17	20	22	42	3	14
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	377	499	876	41	21,4	388	486	874	43	20,33	419	485	904	42	21,524	1184	1470	2654	126	21,1
	ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1115	1332	2447	105	23,3	1120	1298	2418	119	20,32	1155	1392	2547	123	20,707	3390	4022	7412	347	21,4
	ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	180	261	441	19	23,2	199	229	428	22	19,45	189	252	441	22	20,045	568	742	1310	63	20,8
	ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	487	679	1166	51	22,9	472	684	1156	56	20,64	534	692	1226	59	20,78	1493	2055	3548	166	21,4
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	914	1112	2026	91	22,3	894	1152	2046	96	21,31	969	1206	2175	102	21,324	2777	3470	6247	289	21,6
	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	377	499	876	41	21,4	388	486	874	43	20,33	419	485	904	42	21,524	1184	1470	2654	126	21,1
	ΓΕΝΙΚΟ ΣΥΝΟΛΟ	3073	3883	6956	307	22,7	3073	3849	6922	336	20,6	3266	4027	7293	348	20,957	9412	11759	21171	991	21,4

**ΠΑΡΑΡΤΗΜΑ ΣΤ´ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΤΕΧΝΙΚΗΣ ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ
ΕΚΠΑΙΔΕΥΣΗΣ 2012 – 2013**

Α/Α	ΣΧΟΛΕΣ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ			ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ
		ΓΕΝΙΚΑ ΜΑΘΗΜΑΤΑ	ΤΕΧΝΟΛΟΓΙΚΑ ΜΑΘΗΜΑΤΑ	ΕΡΓΑΣΤΗΡΙΑΚΑ ΜΑΘΗΜΑΤΑ	
Επαρχία Λευκωσίας					
1.	Α΄ Τεχνική Σχολή Λευκωσίας	27	36	42	434
2.	Εσπερινή Τεχνική Σχολή Λευκωσίας	13	13	13	144
3.	Β΄ Τεχνική Σχολή Λευκωσίας	9	14	14	163
4.	Τεχνική Σχολή Μακάριος Γ΄ Λευκωσίας	30	36	48	539
Σύνολο		79	99	117	1280
Επαρχία Λεμεσού					
1.	Α΄ Τεχνική Σχολή Λεμεσού	24	31	42	473
2.	Εσπερινή Τεχνική Σχολή Λεμεσού	4	4	5	66
3.	Β΄ Τεχνική Σχολή Λεμεσού	19	20	27	255
4.	Γ΄ Τεχνική Σχολή Λεμεσού	14	20	43	371
5.	Απεήτειο Γυμνάσιο Αγρού	3	4	4	24
Σύνολο		64	79	121	1189
Επαρχία Λάρνακας					
1.	Τεχνική Σχολή Λάρνακας	21	28	42	495
2.	Τεχνική Σχολή Αγίου Λαζάρου	22	26	34	329
Σύνολο		43	54	76	824
Επαρχία Αμμοχώστου					
1.	Τεχνική Σχολή Παραλιμνίου	6	8	11	110
2.	Τεχνική και Γεωργική Σχολή Αυγόρου	23	26	34	293
Σύνολο		29	34	45	403
Επαρχία Πάφου					
1.	Τεχνική Σχολή Πάφου	36	41	46	496
2.	Τεχνική Σχολή Πόλης Χρυσοχούς	8	8	11	92
Σύνολο		44	49	57	588