



Structures of Education,
Vocational Training
and Adult Education
Systems in Europe

CYPRUS

2003/04

Information provided by:

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1434 Nicosia

If you wish to have more detailed information on education systems in Europe, we warmly recommend that you consult the EURYBASE database (<http://www.eurydice.org>) and the CEDEFOP monographs (<http://www.cedefop.eu.int>)

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INTRODUCTION

Europe is characterised by a very wide variety of education and training systems. In order that this diversity should be fully appreciated, EURYDICE, the information network on education in Europe, the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Foundation (ETF) regularly update a set of national monographs entitled *Structures of Education, Vocational Training and Adult Education Systems in Europe*.

Descriptions relating to individual countries in turn include basic information on the administration and structure of their systems of education and initial vocational training at all levels (from pre-primary to tertiary). Also included are descriptions of initial vocational education and training in alternance and adult education and training within provision for lifelong learning. The initial and in-service training of teachers and their status are also considered.

The information is set out in accordance with a common structure to facilitate inter-country comparisons while ensuring that special features peculiar to each system are duly emphasised.

The description for each country is preceded by a diagram of its education system. Here again, the way the diagrams are presented has, as far as possible, been standardised so that common – and differing – features of the various systems can be more easily identified and compared.

The first chapter within each country section is devoted to a short presentation of the country concerned, together with the basic principles governing its education and training, the division of responsibilities and then more specific information (relating to administration, inspection, financing, private schooling and advisory bodies). The major reforms of education systems are also considered.

The other chapters deal in turn with pre-primary education, compulsory and post-compulsory education (general, technical and vocational provision entirely within schools). The way these chapters are structured depends on each national context. Where pre-primary education is not in reality separate from primary education, or where compulsory education spans different levels, no artificial division has been created. In the case of all countries, a brief description of the aims and structure of the level of education concerned is followed by further headings devoted to the curriculum, assessment, teachers and statistics.

Initial vocational education and training in alternance is the subject of a chapter in its own right. It includes all education and training for young people that is not essentially school-based, and thus covers for example apprenticeships based on the 'dual system' pattern, sandwich course training and any other initiatives and experiments with major elements of 'on-the-job' experience.

This is followed by a chapter on tertiary education, in which a summary description is supplemented by sections on admission, tuition fees, the academic year, courses, qualifications and assessment. The chapter includes any initiatives implemented as part of the Bologna process.

The last chapter deals with continuing education and training for adults (whether in or outside the labour market, employed or unemployed). It provides information on the political, legislative and financial framework of this kind of education, on the authorities concerned and their responsibilities, as well as on the general organisation of training for adults (types of institution, access requirements, programme objectives, the curriculum and quality assurance). There is also a brief description of guidance/counselling services, as well as of questions relating to assessment and accreditation including the recognition of non-formal kinds of learning.

The situation regarding teachers is dealt with in a specific section for each level of education discussed. Also provided are national statistics on the number of pupils, students, teachers and educational institutions and, where figures are available, on pupil or student/teacher ratios, attendance and attainment rates or, yet again, on the choice of branches of study or areas of specialisation.

The National Units in the EURYDICE Network have drafted the descriptions for their countries, each using the same proposed outline of content as a common framework. The information on initial vocational education and training in alternance, and on adult education has been prepared in close collaboration with members of the CEDEFOP REFER Network (in the case of the European Union and EFTA/EEA countries) and the National Observatories of the European Training Foundation (ETF) in the case of the 12 candidate countries. We are extremely grateful to them and to all those who were involved in this project in the EURYDICE European Unit in Brussels, CEDEFOP in Thessaloniki, and the ETF in Turin for their invaluable contribution to this fundamental source of information which is vital to a better understanding of education and training systems in Europe.

Given the number of countries now covered ⁽¹⁾ and the amount of data available, the description of each system of education and training may be consulted solely electronically on the website of the EURYDICE Network (<http://www.eurydice.org>), which brings it to the attention of the largest possible number of people and enables it to be updated on a more regular basis.

Patricia Wastiau-Schlüter
Head of the EURYDICE
European Unit

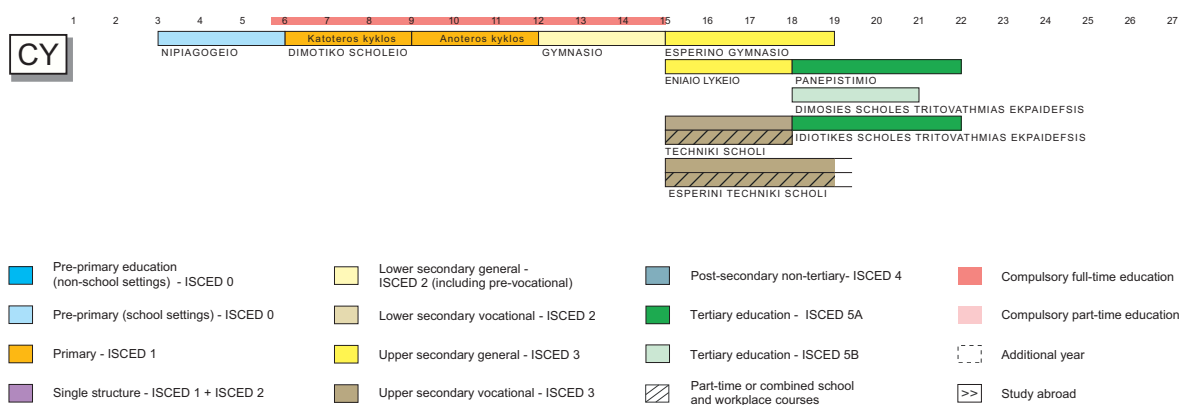
Johan van Rens
Director of CEDEFOP

Peter de Roij
Director of the ETF

June 2003

⁽¹⁾ The 30 European countries taking part in the EU Education Programme, Socrates.

Organisation of the education system in Cyprus, 2003/04



Source: Eurydice.

1. Responsibilities and administration

1.1 Background

Cyprus is an island located in the Eastern Mediterranean Sea. It covers a total area of 9 250 square kilometres. The population is 818,200 (2003) from which 89% (730,400) are Greek Cypriots and 11% Turkish Cypriots (87,800). Remains of the oldest known settlement in Cyprus date from the Neolithic Age at 7 000 BC. The predominant religion in Cyprus is Eastern Orthodox.

The Republic of Cyprus was granted independence in 1960 after a struggle against the United Kingdom. In 1974 there was a forceful Turkish invasion on the island, which resulted in 37% of Cyprus to still be under Turkish occupation. Since then 200 000 Cypriots are refugees and 1 619 people are still missing. For over 30 years now Turkey, in violation of numerous UN and Security Council resolutions, keeps the island divided.

The pupil and student population of the government controlled area in Cyprus during the academic year 2003-2004 was 62 868 in primary education (58420 in public schools and 3298 in private schools), 64711 in secondary education (57073 in public schools and 7638 in private schools). Data the same year indicate that there were 18272 in tertiary education (5819 in public schools and 12453 in private schools) as well as 16374 students abroad.

The present document covers mainly information on education in the government controlled area.

1.2 Basic principles of the education system

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

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

- Education should have internal and external coherence, an educational planning system and a democratic structure of educational administration

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

Many reforms have taken place in education in the 44 years of life of the Republic. What is worth noting are the latest major reforms which have been in effect for the last couple of years. These are:

Primary education

- The maximum number of students in grades 1-3 has decreased from 32 to 30.

Secondary education

- All schools are connected to the Internet and the use of computers to enhance teaching has been encouraged. A lot of planning is underway.
- A new procedure for the appointment of new teachers is proposed by the Ministry of Education and Culture which is expected to secure the best teachers for our schools. This proposal is pending approval by the Cyprus House of Representatives.

Pedagogical Institute

The Cyprus Pedagogical Institute (CPI) has undertaken the organization of the Pre-Service Training Programme for prospective Secondary General and Secondary Technical-Vocational Education Teachers.

It now also runs a programme for Teacher Education on Information and Communication Technologies (ICT) and a specific programme concerning the training on the teaching of Science to children of pre-primary education.

In addition, CPI has been handling the MERA project which aims at involving teachers and students of all ages in the process of the scientific education action research. For the last 3 years the CPI in co-operation with the University of Cyprus, has been cooperating with working groups on three subjects of the curriculum (mathematics, science and language) for both primary and secondary classes in order to propose the basic skills and

knowledge which should be taught in each grade. We are now at the stage of piloting the 'indicators' in the schools.

The CPI has also organized two bi-communal programs with funding from UNOPS, aiming at bringing together the educators of the two communities. (Greek Cypriots and Turkish Cypriots).

Finally, during the last three years, many seminars and conferences which were organized by the CIP took place. Their main objective has been the personal development of the teachers who participated.

1.3 Distribution of responsibilities

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

The Ministry of Education and Culture is responsible for the administration of education, the enforcement of education laws and, in co-operating the implementation of education policy, and improving the running of the school.

1.4 Administration

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

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

Overall planning is done by the Planning Bureau, an independent authority of the Republic. Similar planning is done by all

ministries which offer post-secondary specialised education. Their development policies are first submitted to the Planning Bureau for comments before they are forwarded to the Council of Ministers for final approval.

1.5 Inspection/supervision/guidance

At the pre-primary, primary and secondary level, the overall responsibility for supervising the proper functioning of the schools rests with the inspectorate. Moreover, in the case of public education, the inspectorate has responsibility for the implementation of the government's educational policies for curriculum development and for the appraisal of the teaching personnel. There are inspectorates for every directorate at these levels. At the primary and pre-primary levels, the majority of the inspectors have responsibilities for all the subjects but there are some that have responsibility for special subjects (art, physical education etc.) or areas (e.g. special education). At the secondary level, the inspectors have responsibilities in particular areas of the curriculum (e.g. mathematics, philology etc.). It is also their responsibility to act as advisors and guide the teachers they inspect to improve their performance and develop professionally. Responding to this responsibility, they organise educational seminars of a practical nature at least twice a year.

At the tertiary level, the responsibility for accreditation of the private institutions rests with an independent body, the Council for Assessment and Accreditation, while the supervision and registration of such institutions is the responsibility of the Ministry of Education and Culture. The Ministry's officers also have the responsibility for supervising and ensuring that private tertiary institutions comply with the provisions of the laws. The Cyprus Council for Academic Recognition (*Kypriako Symvoulío Anagnorisis Titlon Spoudon*) is an independent body with responsibility for the academic recognition of diplomas and certificates from various sources.

1.6 Financing

Public education is mainly financed by the government either directly or through allotments to local authorities or School Boards while

private education is supported by individuals and governing bodies. Private foreign language schools might be assisted by affiliated overseas authorities and organisations.

Public and community pre-primary education is supervised and partially financed by the government.

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

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

Public tertiary institutions are financed in various ways as they come under various ministries but essentially all their costs are covered by the public budget. The University of Cyprus is financed by the state. The University charges fees but these are paid by the government. Details are presented in section 6.2.2.

Private schools are mainly self-financed. Those which are registered as non-profit organisations receive co-finance by the government. Some also receive financing from community funds or religious groups.

1.7 Advisory/consultative/ participatory bodies

The Ministry of Education and Culture invites suggestions on its policies from the Educational Council, a widely representative body consisting of representatives of other government bodies, the Church, the Parliamentary Committee for Education, the Parents' Associations, the Teachers' Associations and seven community members known for their keen interest in educational matters. The members of the Council are usually nominated by the Minister of Education and Culture and appointed by the Council of Ministers.

1.8 Private Schools

Private schools are independently administered but are registered with the Ministry of Education and Culture. The Ministry inspects the schools but not the teachers since no special inspectorate is available for this yet. The private schools have to obey certain laws and regulations made for private schools and the Ministry of Education and Culture has the authority to examine whether the laws and regulations are implemented.

2. PRE-SCHOOL EDUCATION (*PROSCHOLIKI EKPAIDEFISI*)

Following the island's invasion by Turkey in 1974, pre-school education expanded rapidly in Cyprus in response to social needs brought about by the post-invasion population redistribution. Today there is a well-established pre-primary education system with state kindergarten institutions supported by community and parental involvement as well as private pre-schools (*Nipiagogeia*), serving approximately 75% of the child population aged 3 years – 5 years and 8 months. Attendance is not compulsory but recommended for the enrichment of the children's experiential background.

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

2.1 Organisation

Kindergartens are co-educational and operate five days per week usually from the beginning of September to the end of June. Some private kindergartens also operate in the summer. State kindergarten schools fall into two categories: public and community institutions. Public kindergarten schools (*Dimosia Nipiagogeia*) are staffed and subsidised by the state. The remaining running cost is undertaken by parents, who, in consultation with local authorities, also provide the building facilities. The State has announced free and compulsory pre-primary education for children aged 4 and 8 months until 5 and 8 months starting in 2004-2005. As the first step towards that direction, the Ministry of Education has undertaken the responsibility of upgrading the existing building facilities and of constructing new nursery schools, to meet the needs of the implementation of the new policy. Community kindergarten schools (*Koinotika Nipiagogeia*) are subsidised by the state, however, the local authorities are responsible for recruiting staff and providing the building facilities.

Drawing on the government policy to provide pre-school children with equal educational opportunities, there has been a recent trend to establish regional kindergarten schools in rural areas. The existing regulations provide that a kindergarten school can be established in a community if there are at least 15 children in it. Classes are organised by age. The maximum number of children in each group is 30 if children are of the ages 4,8/12 to 5,8/12, 28 if children are of the ages 3,8/12 to 4,8/12 and 25 if children are of the ages 3,0 to 5,8/12.

2.2 Curriculum/assessment

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

Kindergarten schools run from 7.30 a.m. to 1:05 p.m. The school day starts with creative play activities for 80 minutes, followed by topic work based on first hands activity for the rest of the day. Teaching is both formal and informal, enriched with the use of concrete materials. Child assessment provides the basis for planning instruction procedures and reporting to parents. Clearly, the programme is not designed to prepare children for primary schools. Instead, it is intended to help them acquire learning skills, develop a self-reliant approach to learning and, through participation in activities, mature cognitively and emotionally for the disciplined work required in primary schools.

2.3 Teachers

Nurseries do not fall under this category, as they are not considered to be schools (*scholeia*). These are registered at the Ministry of Labour.

There are about 560 and 90 kindergarten teachers employed in public and community institutions respectively. (2003-2004) Qualified kindergarten teachers are University graduates who attended four year studies. The status of kindergarten teachers is equivalent to that of primary school teachers and they have the same remuneration and fringe benefits.

Kindergarten teachers have an all-round education. Children are grouped either on the basis of age or mixed ability.

In-service training of kindergarten teachers includes compulsory one-day seminars organised by kindergarten school inspectors twice a year and optional brief courses on the foundations of education/curriculum implementation offered by the Pedagogical Institute (*Pedagogiko Institutouto*).

2.4 Statistics

Schools, children and teachers, 2003/2004

Status of school*	Number of schools	Children	Teachers	Children/Teacher ratio
Public				
Kindergartens Under Ministry of Education	238	9619	560	17,18
Day-Nurseries Under Department of Welfare Services				
Community				
Under Ministry of Education	68	1747	90	22,4
Under Dept. of Welfare Services				
Private				
Under Ministry of Education	85	4,000	228	17,54
Under Dept. of Welfare Services				
Total	391	15366	878	19,04

The term school (*scholeio*) only includes kindergarten schools which are registered at the Ministry of Education and Culture. The Day

3. COMPULSORY EDUCATION/ TRAINING

All Cypriots are required by law to attend school full-time from age 5 years and 8 months to age 15 or until they complete their third year in the Gymnasium, whichever comes first. Compulsory education is divided into six years of primary education (*Protovathmia ekpaidefsi*) and three years of lower secondary education (*Gymnasio*).

3A Primary education (*Protovathmia Ekpaidefsi*)

Being compulsory for children aged 5 years and 8 months, primary education is provided free of charge and with no entrance requirements in public primary schools (*Dimotika Scholeia*) available throughout the country, even in remote areas. A small number of private primary schools entail fees and cater to foreign nationals and native residents who opt for a particular foreign language as the basis of instruction for their children. All private schools are subject to supervision and inspection by the Ministry of Education and Culture.

Primary schools are co-educational and provide mixed-ability teaching. In urban areas and large rural schools, Cyprus has adopted single-grade classes, while small communities are catered for by multi-grade classes. Teachers are allocated in such a way that in no case will any teacher have responsibility for more than 30 pupils in grades 1-3 and 32 pupils in grades 4-6.

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

Schools maintain links with the community through Parents' Associations (*Syndesmoi Goneon*) which organise various events to raise funds to help the better running of schools.

3A.1 Organisation of the school

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

- one-teacher schools with pupil population ranging from 15 to 19
- two-teacher schools with pupil population ranging from 20 to 39
- schools with more than two teachers in which the maximum number of pupils per teacher does not exceed 30 for grades 1-3 and 32 for grades 4-6.

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

3A.2 Curriculum

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

Teaching periods of each subject for each grade per week

Subjects	Grades					
	1	2	3	4	5	6
Greek language	14	14	14	13	10	10
Mathematics	7	7	7	6	6	6
Religion	2	2	2	2	2	2
History	-	-	2	2	2	2
Geography	-	-	2	2	2	2
Patridognosia	3	3	-	-	-	-
Science	1	1	2	2	2	2
P.E.	2	2	2	2	2	2
Art	2	2	2	2	2	2
Music	2	2	2	2	2	2
English as a foreign language	-	-	-	2	2	2
Home economics/ Design and technology	2	2	-	-	2	2
Free activities	-	-	-	-	1	1
TOTAL	35	35	35	35	35	35

In addition to the ordinary curriculum, remedial teaching programmes focusing on Greek language and mathematics are designed for less competent pupils. Extra teaching periods are given for language teaching and educational support of repatriated and immigrant pupils.

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

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

3A.3 Assessment/guidance

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

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

At the end of each school year pupils of grades 1 through 5 are awarded a progress certificate (*Deltio Proodou*); sixth-year pupils receive a leaving certificate (*Apolytirio*).

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

3A.4 Teachers

Most primary school teachers in service are graduates of the Cyprus Pedagogical Academy three-year programme of studies and hold a teacher's certificate. Nowadays, Cypriot pre-primary and primary student-teachers attend a four-year programme of studies in education at the University of Cyprus (*Panepistimio Kyprou*).

Teachers are allocated by class, therefore, they are not trained to become subject specialists. However, subjects such as music and physical education are often taught by subject-specialist teachers.

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

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

3A.5 Statistics

100% of pupils complete primary school education. Their age ranges from 11 years and 8 months to 12 years and 8 months.

Schools and pupils by size of school (2003/2004)

Size (number of pupils)	Public		Private	
	Schools	Pupils	Schools	Pupils
Less than 20	9	124	4	46
20 -49	54	1 686	2	83
50-99	41	3065	3	220
100 -149	54	68455	6	765
150-199	62	10806	5	870
200-249	52	11757	2	457
250 -299	35	9606	2	541
300-349	21	6644	1	316
350-400	10	3815	-	-
More than 400	9	4072	-	-
Total	347	58420	25	3298

Pupils and teachers by area and pupils per teacher (2003/2004)

Area	Public			Private		
	Pupils	Teachers	Pupils/ Teacher	Pupils	Teachers	Pupils/ Teacher
Urban	28030	1677	16,71	3298	334	9,87
Rural	30390	2143	14,18	-	-	-
Total	58420	3820	15,45	3298	334	9,87

3B Lower education (*Defterovathmia Ekpaidefsi*)

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

Schools in Cyprus are co-educational and range from small rural to average-sized regional and large urban, depending on the number of pupils to be accommodated in each educational catchment area. Following the displacement of 40% of the Greek-Cypriot population of the island after the 1974 Turkish invasion, new public school buildings have been built to replace those under Turkish occupation and accommodate the children of displaced families settled in the government controlled area.

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

3B.1 Organisation of the school

Public secondary education (*Dimosia Defterovathmia Ekpaidefsi*)

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

Drawing on a rich cultural and religious heritage in a blend of turmoil, tampering on mores and valuing conflict as a result of a series

of colonial rulers and the long-drawn Turkish occupation and expansionist intentions on the island, public secondary education has come a long way since colonial rule, from its crude stages to its present quantitative and qualitative status. Considering the socio-economic, cultural and national needs of Cyprus, public secondary education offers equal opportunities for education and aims at promoting friendship and co-operation between the various communities of the country. The philosophy underlying public secondary education is two-fold:

- The dissemination of knowledge with emphasis on general education and a gradual transition to specialisation in order to prepare students for an academic, professional or business career
- The development of a sound, morally refined personality in order to provide society with competent, democratic and law-abiding citizens.

Principles pervading the overall school milieu are:

- The assimilation of national identity and cultural values
- The promotion of universal ideals for freedom, justice and peace
- The nurturing of love and respect for fellow human beings in order to promote mutual understanding and democracy.

Public secondary education is available to all eligible pupils, i.e. holders of a primary school leaving certificate, at no charge except for a minimal registration fee of CY£7.

School buildings are primarily used by one set of pupils attending secondary education. The length of the school day is 7:30 a.m. to 1:35 p.m. Studies based on statistical data projecting future needs allow ample time for new school buildings to cater for any increase in demand. However, the same buildings are used for non-formal education programmes operating in the afternoons and evenings as follows:

- Each major town runs one evening high school programme (*Esperino Gymnasio*) offered to adults wishing to acquire and/or complete their secondary education and receive a secondary school leaving certificate (*Apolytirio*).
- The state institutes of further education (*Kratika Institouta Epimorfosis – KIE*) run afternoon and evening programmes offered to primary and secondary school pupils as well as adults wishing to pursue intensive studies in foreign languages, computer science, Greek for non-native speakers and university entrance subjects.

The academic year commences on 1st September and ends on 30th June. It is divided in three trimester terms (*Trimina*) (10 Sept.-10 Dec., 10 Dec.-10 Mar, 10 Mar-31 May). Lessons begin on 10th September and end near the 31st of May. They run on a five-day week, with seven periods of 45 minutes per day. June is a month for examinations.

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

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

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

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

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

Private secondary education (*Idiotiki Defterovathmia Ekpaidefsi*)

A number of non-profit and profit-making secondary establishments ranging from missionary boarding schools to vocationally-oriented institutions and foreign language centres offer tuition in specialised fields. Funded by overseas organisations and/or religious denominations and local entrepreneurs, private

secondary schools offer students the opportunity to pursue qualifications that would ensure:

- Their smooth transition into the professional sphere or the business world
- Their admission to overseas universities or local tertiary education establishments of their choice for diploma or degree studies.

Although private secondary schools maintain a considerable degree of independence in their operation and curricula, the majority of them are registered with the Ministry of Education and Culture and comply with certain curriculum and facility requirements mandated by law.

3B.2 Curriculum

Public schools (*Gymnasio*)

Gymnasio caters to pupils aged twelve to fifteen and offers a broad spectrum of general education. A public primary school leaving certificate is required for entrance to the *Gymnasio*. Private foreign-language primary school leavers must undergo a battery of entrance examinations to enter public secondary schools.

Its structure and curriculum have been updated and expanded to impart both general and technical knowledge on topics such as language, arts, mathematics, foreign languages, health and nutrition, the environment, design and technology, art and information and communication technology (ICT). Information Technology has gained top priority and year 2002 was the first year of full implementation of a National Curriculum for ICT as a subject matter in its own right, at all levels of the Public Educational System.

Subject allocation in weekly periods in the *Gymnasium*

Subject	Grade 1	Grade 2	Grade 3
Periods/week			
1. Religious education	2	2	2
2. Modern Greek	5	5	5
3. Classical Greek	3	3.5	3.5
4. Mathematics	4	3	4
5. History	3	2	2
6. Civics	-	-	0.5
7. Vocational guidance	-	-	0.5
8. Geography	1	2	-
9. Physics	-	2	2
10. Chemistry	-	1	1
11. Natural Studies	2	-	-
12. Biology	-	-	2
13. English	3	3	3,5
14. French	2	2	2
15. Art	2	2	1
16. Music	2	2	1
17. Physical education	3	3	3
18. Home Economics	1,5	1	1
19. Design-Technology	1.5	1	1
20. Computer Studies	2	2	2
21. First aid	-	0,5	-
Total	37	37	37

Private schools

Curriculum programmes for most private secondary schools extend over a six-year period with emphasis on general education for the first three years. Foreign language schools have six- or seven-year curriculum programmes with English, French, Italian or Arabic as the basic languages of instruction. A few private secondary schools are attached to primary schools providing an integrated twelve- or thirteen-year programme. There are no entrance examinations except in certain foreign language schools.

3B.3 Assessment/certification/guidance

Continuous assessment in the *Gymnasio* is on a scale of A–E. It is both oral and written (quizzes, revision tests and individual or group projects), supplemented by compulsory internally set final examinations in June on a 1-20 scale for Greek, mathematics, history and natural science. The Department of Secondary Education is considering the inclusion of English in the final examinations (*telikes exetaseis*).

In the last year of the *Gymnasio*, vocational guidance (*epangelmatiki agogi*) offers pupils an opportunity to familiarise themselves with career prospects, explore academic options after successful completion of the *Gymnasio*, and thus select the field or combination of studies they wish to follow in the upper division.

Private schools follow their own assessment system and offer the necessary guidance.

3B.4 Teachers

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

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

Prior to appointment, a teacher may serve as a substitute for short or long term needs and/or maintain temporary status on contracts.

A newly appointed teacher is on probation for two years and has to undergo in-service training. Working on a full-time basis, newly-appointed teachers are relieved of their teaching duties two days a week for one academic year to attend in-service training. They gain permanent status only after successful completion of the compulsory in-service training. In-service training is provided by qualified local staff on a secondment basis at the Pedagogical Institute. Optional seminars relating to content and approach are held during teachers' free time.

Newly promoted secondary deputy heads attend compulsory once-a-week courses for a year. These courses focus on administrative and coordinating skills.

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

3B.5 Statistics

Primary school leavers who proceeded to secondary schools (*Gymnasia*), 2003-2004

Sex	Public		Private	
	Pupils	%	Pupils	%
Male	5 196	91.6	465	8.2
Female	4 794	93.0	357	6.9

Pupils in lower secondary education completing Grade 3

School year	Enrolled in grade 1		Completed successfully grade 3 three years later	
	Number	%	Number	%
2002-03	9,815	100.0	9475	95,48
2003-04	9,693	100.0	9 225	95,47

4. POST-COMPULSORY SECONDARY EDUCATION (UPPER SECONDARY EDUCATION)

4.1 Organisation of the school

Open to all pupils who have successfully completed the *Gymnasio*, *Lykeio* offers diversity and encompasses three distinct programme curricula, all leading to a school leaving certificate, *Apolytirio*.

Upper Secondary education offers compulsory core subjects in general education with incorporated specialisation in

- Technical and vocational subjects and workshop practice in technical/vocational school (*Techniki Scholi*)
- Selected subjects and electives on an individual basis in the comprehensive lyceum (*Eniaio Lykeio*).

4.2 Curriculum

The Technical and Vocational School (*Techniki kai epangelmatiki Scholi*)

The technical and vocational education programme is divided in two main directions, the theoretical direction (*Theoritiki katefthinsi*) and the practical direction, (*Praktiki Katefthinsi*). Both of them offer a wide range of General Education subjects and also subjects related to the selected directions of study. Both directions also include Drawing and Technology subjects and practical work in adequately equipped workshops and laboratories. The practical direction requires, at the final year, that students be placed in approved enterprises for two days a week in order to be trained under actual working conditions.

The comprehensive upper secondary school (*Eniaio Lykeio*)

Secondary General Education, both Public State and Private, deals with a large section of the Education System in the unoccupied areas of the Republic. The *Lykeio* Cycle of State Secondary General Education offers a 3-year

education programme for pupils aged between 15 and 18.

Based on the socio-economic, cultural and national needs of Cyprus Public State, Secondary Education offers equal opportunities for education and aims at promoting and developing a healthy and moral personality in view of creating able democratic and law abiding citizens. It also aims at ingraining the national identity, the cultural values and the universal ideals for freedom, justice and peace, as well as nurturing love and respect for fellowmen in order to establish mutual understanding and democracy.

The Cyprus Education System started the school year 2000-01 with one of the greatest development in the last 20 years in Secondary Education. The development concerns the important structural change in the system by establishing the Comprehensive Lyceum (*Eniaio Lykeio*) on a pancyprian scale. The *Eniaio Lykeio* replaced the *Lykeio* of optional subjects (*LEM* or *Lykeio Epilogis Mathimaton*) which functioned for over 20 years on the island.

Eniaio Lykeio aims at:

- Offering pupils the opportunity to develop all facets of their capabilities through general and specific scientific and technical knowledge, modern technological methods and media, so that they can respond to a changing world and adapt to an evolving work environment.
- Linking the school with the outside world thus offering the pupils opportunities to familiarise themselves with the world of work and production in order to plan their career more effectively whether they aim at being employed, venturing into entrepreneurship or pursuing higher education.
- Expanding curricula and offering programmes with diversity and flexibility, incorporating the selection of individual subjects as opposed to combinations of subjects, and deferring specialisation.

The *Eniaio Lykeio* offers a study programme which is subdivided as follows: a) Common Core Subjects, b) Optimal stream subjects, c) Subjects of special interest and/or enrichment.

The Comprehensive Lyceum Curriculum

Grades Subjects	A	B	C	TOTAL
Core subjects	35	19	17	71
Specialisation subjects	-	12	16	28
Supplementary subjects	—	4	2	6
Total	35	35	35	105

Subject	Grade A	Grade B	Grade C
1. Religious education	2	1.5	2
2. Modern Greek	4	4	5
3. Civics	-	-	1
4. Biology-	-	-	-
5. Music	1	-	-
6. Art	1	-	-
7. Physical Education	2	1	1
8. Classical Greek	3	1	-
9. History	3	1.5	2
10. Mathematics	4	3	2
11. Physics-	2	2	-
12. Chemistry	1	1	-
13. Natural Studies	1	-	-
14. English	3	-	-
15. French	2	-	-
16. Language 1	-	2	2
17. Language 2	-	2	2
18. Economics	2	-	-
19. Computer studies	2	-	-
20. Technology	2	-	-
Optional Streaming			
21. Specialisation 1	-	4	4
22. Specialisation 2	-	4	4
23. Specialization 3	-	4	4
24. Specialization 4	-	4	4
Special Interest or/and Enrichment			
25. Lesson 1	-	2	2
26. Lesson 2	-	2	-
27. Lesson 3	-	-	-

*Numbers in the tables above represent teaching periods of 45 minutes each.

4.3 Assessment/guidance

Continuous assessment in the upper division (Technical school, *Eniaio Lykeio* is on a scale of

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

Following the nation-wide comprehensive final examination in the upper division, an aggregate of marks based on the results determines the pupil's successful graduation. A school-leaving certificate *Apolytirio* is qualification for employment in clerical positions and provides access to local and overseas tertiary education establishments.

Secondary Education graduates who pass the 'University Entrance Examinations' (*Eisagogikes Exetaseis*) are eligible to enter either the University of Cyprus or Universities in Greece. Unsuccessful candidates can opt to pursue admission to overseas universities and public or private institutions which award diplomas below first university degree level, if they are holders of foreign language overseas university admission credentials.

4.4 Teachers

See paragraph under 3B.4

4.5 Statistics

Number of students per type of school per grade level, 2003/04

Grade level	Comprehensive (ENIAIO)	Technical and vocational (Techniki)
1	8158	1539
2	7753	1340
3	7456	1311
Total	23367	4190

About 60% of all secondary school leavers continue their studies beyond secondary level. During the school year 2002-03 18272 tertiary education students studied in Cyprus and 16 374 abroad.

The pupil teacher ratio according to 2002/03 statistics is:

- 14.1 for secondary general education
- 8.0 for secondary technical/vocational education
- 13.6 for secondary private education.

5. SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

5.1 Organisation

Secondary Technical and Vocational Education (S.T.V.E.) has been operating since the Cyprus Independence in 1960. Since then, more than 40 000 young people have successfully completed Technical and Vocational Education Programmes and entered the world of work. Their contribution to the economic and industrial development of Cyprus has been quite substantial.

The Director of Secondary Technical and Vocational Education, who reports directly to the Director General of the Ministry of Education and Culture, administers the Directorate of S.T.V.E. Two Chief Director Officers, one of whom is assigned as Head Inspector, supervise the work of five Technical and Vocational School Inspectors and assist the Director of S.T.V.E. The Directorate plays a critical role in planning, organizing, implementing and evaluating the educational activities within the S.T.V.E. programmes and the 13 Technical and Vocational Schools, (*Technikes kai Epaggelmatikes Scholes*), which operate in the government-controlled areas of Cyprus.

Each Technical and Vocational School has its own Headmaster, who reports directly to the assigned Inspector and the Director of S.T.V.E. Technical and Vocational Schools employ 93 Deputy Headmasters and 640 educators and technologists. A number of Deputy Headmasters and educators/technologists have been assigned special duties and responsibilities in departments within the Ministry of Education and Culture, including the Curriculum Development Unit and the Pedagogical Institute. The teaching staff of Technical and Vocational Schools can be classified into two main groups: teachers of general subjects and educators/technologists of technical and vocational subjects.

The number of students who attended S.T.V.E. programmes during the 2003-2004 academic year includes 4 237 students attending formal S.T.V.E. programmes, 573 apprentices attending the Apprenticeship Scheme programmes and 1139 students attending afternoon and evening classes.

While maintaining close links with industry and other state-run and private training institutions, Secondary Technical and Vocational Education is integrated into the national school system. Playing a significant role within the educational, economic, industrial and social environment of Cyprus, it provides a broad range of technical and vocational education, initial training and re-training programmes to eligible Gymnasium leavers and adults.

Taking into account the current developmental needs of industry and the economy in general, Secondary Technical and Vocational Education has established close co-operation with industry. The main areas in which S.T.V.E. and industry have developed close co-operation include:

- The introduction of new clusters and specialties in Secondary Technical and Vocational Education
- The levels and content of the S.T.V.E. curriculum
- The employment prospects and career opportunities of the Technical and Vocational School graduates, as well as the development of professional ethics
- The systematic training of S.T.V.E. educators and technologists in the latest industrial methods and procedures, an activity which contributes to the improvement of the education that is offered, by giving them the opportunity to update their knowledge and skills
- The training of technicians and skilled workers from the world of work, in the context of Afternoon and Evening Classes offered at Technical and Vocational Schools
- The practical training of final-year students in industry, under actual working conditions, in order to be able to assimilate and implement the knowledge and skills that they have been offered at school, ensuring their smooth transition from school to work.

In order to achieve these objectives, Secondary Technical and Vocational Education has developed close co-operation with the following agencies:

- The Advisory Committee for Secondary Technical and Vocational Education

- The Clusters and Specialties Committees for Secondary Technical and Vocational Education
- The organized agencies of employers and manufacturers
- The organized agencies of employees
- The Human Resource Development Authority.

5.2 Curriculum

The Theoretical and Practical Direction

In a multifaceted and ever changing environment, Technical and Vocational Education and Training cannot be considered simply as a static process aiming at the mere acquisition of knowledge and skills. Rather, it should be viewed as a dynamic, continuous economic and social process, capable of offering equal opportunities to all and, therefore, operating as a mechanism that combats social exclusion and cultivates social integration. Recognising the urgency of the need for reform, the Ministry of Education and Culture has prepared a reform proposal for the public Secondary Technical and Vocational Education. According to the new revised curriculum, Secondary Technical and Vocational Education is offered in two directions: the Theoretical Direction and the Practical Direction. The duration of study for both directions is three years.

Upon completion of their compulsory lower-secondary education, Gymnasium graduates who do not opt for the *Eniaio Lykeio* (whereby Technical and Vocational subjects are integrated with Lyceum subjects) are eligible to follow either the Theoretical Direction or the Practical Direction.

The reform of Secondary Technical and Vocational Education focuses on the revised curriculum, which provides students with the knowledge and skills required in order to:

- Enter the world of work and society smoothly
- Compete successfully for a place in Higher and Tertiary Education Institutions in Cyprus

or abroad

- Participate in lifelong education and training and learn to adapt in an ever-changing world.

The revised curriculum includes innovations, which enable students to make effective and mature decisions concerning the kind of knowledge and skills they would like to acquire. Some of the most significant innovations are the following:

- A common first year of study for the cluster in each direction
- The introduction of the selection of subjects offered in the cluster of the students' choice in the second and third year of their studies
- The implementation of modern teaching methods
- The upgrading of general education
- The introduction of horizontal and vertical movement across the upper-secondary education system
- The introduction of new clusters and specialties
- The introduction of elective subjects of special interest.

The subjects that are included in the revised curriculum can be classified in the following six categories:

- Common Core Subjects
- Related Subjects
- Elective Subjects
- Technological/Workshop Practice Subjects for the Cluster
- Technological/Workshop Practice Subjects for the Specialty
- Elective Subjects of Special Interest.

The allocation of teaching time to various subjects aims to enable S.T.V.E. students to acquire solid and adaptable knowledge, as well as learning skills and the competencies to help them adjust to dynamic and unpredictable situations. In addition, it aims to help students acquire competence in searching for, assessing, selecting and employing essential information.

Table outlining the subject allocation in weekly periods:

SUBJECTS TAUGHT IN TECHNICAL AND VOCATIONAL EDUCATION PROGRAMMES						
	TEACHING PERIODS PER WEEK					
SUBJECTS	THEORETICAL DIRECTION			PRACTICAL DIRECTION		
	YEAR I	YEAR II	YEAR III	YEAR I	YEAR II	YEAR III
COMMON CORE SUBJECTS						
RELIGIOUS EDUCATION	1	1	1	1	1	1
MODERN GREEK	4	4	4	4	4	4
HISTORY AND SOCIAL STUDIES	1	1	1	1	1	1
COMPUTERS	2	-	-	2	-	-
PHYSICAL EDUCATION	1	1	1	1	1	1
TOTAL	9	7	7	9	7	7
RELATED SUBJECTS						
MATHEMATICS	4	4	4	2	2	2
PHYSICS	3	4	4	2	2	2
CHEMISTRY	1	1	1	1	1	1
ENGLISH	3	2	2	3	2	2
TOTAL	11	11	11	8	7	7
ELECTIVE SUBJECTS	-	4	4	-	4	4
TECHNOLOGICAL/WORKSHOP SUBJECTS (CLUSTER)	15	-	-	18	-	-
TECHNOLOGICAL/WORKSHOP SUBJECTS (SPECIALTY)	-	12	13	-	16	10
ELECTIVE SUBJECTS OF SPECIAL INTEREST	-	1	-	-	1	-
PRACTICAL TRAINING IN INDUSTRY	-	-	-	-	-	7
TOTAL TEACHING PERIODS PER WEEK	35	35	35	35	35	35

The programmes offered in Secondary Technical and Vocational Education include thirteen clusters, each divided into various specialties:

CLUSTERS AND SPECIALTIES	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
Motor Cycle 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 Communication	Theoretical	Practical
3 CIVIL ENGINEERING – ARCHITECTURE		
Civil Engineering	Theoretical	
Architecture	Theoretical	
Land Surveying	Theoretical	
Building		Practical
Laboratory Assistants		Practical
4 DRAFTSMEN		
Draftsmen		Practical
5 CHEMICAL TECHNOLOGY		
Chemical Production and Chemical Lab Technicians	Theoretical	
6 WOODCRAFT AND FURNITURE MAKING		
Furniture Design and Production	Theoretical	
Woodcraft and Furniture Making		Practical

7 APPLIED ARTS		
Graphic Design	Theoretical	Practical
Interior Design	Theoretical	Practical
Ceramics and Pottery		Practical
Goldsmithing – Silversmithing		Practical
8 DRESSMAKING		
Fashion Design	Theoretical	
Dressmaking		Practical
9 SHOEMAKING AND LEATHER CRAFT		
Shoemaking and Leather Craft		Practical
10 COSMETOLOGY – HAIRDRESSING		
Hairdressing		Practical
11 AGRICULTURE		
Horticulture		Practical
12 SERVICES		
Tourist Agency and Hotel Clerks	Theoretical	Practical
Sales Personnel		Practical
Bank and Accounting Clerks	Theoretical	
Secretarial Studies		Practical
13 HOTEL AND CATERING		
Cooks and Waiters		Practical

The Apprenticeship Scheme (*Systima Mathitias*)

The Ministry of Education and Culture and the Ministry of Labour and Social Insurance run the Apprenticeship Scheme jointly.

The Apprenticeship Scheme is mainly directed toward those students who do not wish to continue their studies within the scope of the formal educational system when they finish the third year of Gymnasium. It lasts for two years and provides Practical and Theoretical Training alternately. Practical Training takes place in industry, where the trainees are remunerated for their work, for three days per week. Theoretical Training is provided at Technical and Vocational Schools for two days per week.

Students who are fifteen years old or over, or will be fifteen by the 31st December of their enrolment year, and have finished the second year of Gymnasium, are accepted to enrol in the Apprenticeship Scheme.

Apprentices are trained to become builders, carpenters, cabinet makers, electricians, car mechanics, car electricians, plumbers, silversmiths/goldsmiths, shoemakers, dressmakers etc.

The institution of the Apprenticeship Scheme is currently being re-evaluated from scratch by a special independent committee. The results of this study will determine the restructuring and modernization of this institution.

The Ministry of Education and Culture, taking into account the experience accumulated so far, the results of previous studies conducted about the Apprenticeship Scheme, as well as the views and suggestions of the representatives of the Ministry of Labour and Social Insurance, the Planning Bureau, the organized agencies of employers and manufacturers, and also the views and suggestions of the organized agencies of employees, recommends the following:

- The introduction of a preparatory year for the apprentices who, by the 31st December of their enrolment year in the Apprenticeship Scheme, will be fifteen years old or over, but will not be over the age of twenty when they graduate. In the context of the operation of the preparatory year, the provision of a broad educational basis, which will enable apprentices to become good parents and active citizens and also adapt easily to the needs of the labour market, will be pursued
- The restructuring of the curriculum, in order to become flexible and easily adaptable to the needs of the apprentices and the industry, aiming at the acquisition of skills required in technical and non-technical professions, for which there is a shortage of workforce in the labour market
- The introduction of new clusters and specialties that will take into consideration the dynamics and rapid development of the economy of Cyprus, and which will cater for the current developmental needs of the country
- The operation of autonomous Apprenticeship Schools, whose aim will be to increase the capacity in order to cater for the young people's increased desire to attend the Apprenticeship Scheme Study Programmes. The Apprenticeship Schools will have their own teaching staff, who will be trained in order to be able to deal effectively with the apprentices' special problems.

Afternoon and Evening Classes

Educational programmes, which cover Technical and Vocational Training subjects and last for one, two or three years, as well as programmes of shorter duration, which consist of modules of 30, 60 or 80 periods, have already started operating at Technical Schools.

The objective of the afternoon and evening classes is to offer opportunities for:

- The continuing retraining of the workforce in order to be able to respond to the

contemporary needs of the labour market

- The provision of preparatory classes to students from all the years of Technical and Vocational Schools who wish to sit for various examinations.

Training methods and materials

Modern teaching methods are currently being introduced, including team-work and creative learning techniques. In an environment where both co-operative and independent abilities are nurtured, students are encouraged to take initiative concerning their learning, while teachers are systematically trained in order to be in a position to implement the new student-centric teaching methods.

As far as practical skills and instruction on relevant technological issues are concerned, the programmes are conducted in adequately equipped workshops, laboratories, and technology classrooms, while general knowledge subjects are taught in conventional classrooms. Plans are under way in order to improve Technical and Vocational School premises and thus ensure a more effective and enjoyable learning experience.

Industrial placement programmes are implemented in accordance with authorized curricula under the supervision of Technical and Vocational Schools, for periods determined jointly by the Ministry of Education and Culture and the Human Resource Development Authority.

For students attending the Hotel and Catering cluster, industrial placement takes place for over 22 weeks and is divided into two phases. The first one takes place during the first year of studies and lasts for two weeks. The second one begins at the end of the second year and ends at the beginning of the third year of studies.

5.3 Assessment/Guidance

Criteria used to assess pupils include class participation, workshop and laboratory work, written assignments, projects, tests and a final examination. The assessment procedures are similar to those of the Secondary General Education.

Technical and Vocational School leaving certificates (*Apolytiriq*) are equivalent to those obtained from schools of Secondary General Education and are awarded upon successful completion of either the Theoretical or Practical Direction. Therefore, S.T.V.E. graduates are

eligible for admission to Universities and other Higher Education Institutions in Cyprus and other countries.5.4 Trainers

Technical and Vocational Schools are staffed with teachers of general subjects and teachers of technical and vocational subjects, i.e. educators and technologists. A condition for appointment to the educational service is the successful completion of a 26-week pre-service pedagogical training course at the Cyprus Pedagogical Institute.

In addition to the compulsory pre-service pedagogical training, the necessity for continuous renewal of knowledge, so that the new trends and developments in the fields of education, economy and society can be evaluated and taken advantage of, and also the systematic development of the Technical and Vocational School teaching staff in order to be in a position to offer quality education, call for organized and continuing training of educators and technologists.

As a result, a training plan for the systematic development of the Technical and Vocational School teaching staff has been introduced through scholarships and exchanges of educators and technologists across other countries.

Furthermore, in order to assist educators and technologists to implement the new S.T.V.E. curriculum according to the principles that govern its planning (a student-centric approach to teaching, provision of core knowledge and skills, teaching classes of mixed ability), Changes Support Groups have been formed at each Technical and Vocational School. The Changes Support Groups consist of experienced educators, who are trained on a regular basis.

Last but not least, in its effort to facilitate the effective implementation of the new S.T.V.E. curriculum, the S.T.V.E. administration has developed a programme of co-operation with the European Training Foundation – ETF.

6. HIGHER EDUCATION

Tertiary education is provided in three different types of institutions: university, public tertiary schools, colleges or institutes and private tertiary schools, colleges or institutes. Organisation and admission procedures vary depending on the type of institution and the objectives of the educational programmes it provides.

There are eight public tertiary education institutions offering sub-degree level programmes in Technical Engineering, Forestry, Hotel and Catering, Nursing and other vocations and one institution offering postgraduate programmes in Management. These institutions function under the supervision of various ministries and award their own diplomas.

Twenty-three private tertiary education schools, colleges and institutes are registered with the Ministry of Education and Culture and offer a wide range of programmes of study. Programmes include Business Studies, Engineering, Social Sciences, Languages, Education, Hotel and Tourism, Administration, Management, Graphic Design, Computer Science and other. Some of these institutions offer programmes of study at a Master's Level. Graduates from private tertiary education schools have very good employment opportunities especially in the private sector.

6A Non-university higher education

6A.1 Admission requirements

Public tertiary education (*Dimosia Tritovathmia Ekpaidefsi*)

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

Private schools of tertiary education

Law 69 (I)/96 stipulates that applicants must have completed a six-year secondary education.

6A.2 Fees/financial support for students

Public tertiary education (*Dimosia Tritovathmia Ekpaidefsi*)

The student tuition fees range from CP1000 to CP2500 per year. Cypriot students receive a government grant for their tuition and therefore pay no fees. Foreign students pay tuition fees.

Private schools of tertiary education

Tuition fees for private tertiary education institutions range from CP1500 to approximately CP3500 per academic year and these are paid by the students. For the Master's level, tuition and fees range from CP 4500 to CP 8500. Scholarships are offered to excellent local students entering such institutions. Grants are given by the institutions to students who excel academically or in sports in the course of their studies and to students facing serious financial difficulties. In certain cases the government supports students belonging to groups with special financial needs.

6A.3 Academic year

Public tertiary education (*Dimosia Tritovathmia Ekpaidefsi*)

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

Private schools of tertiary education

The academic year begins in September and ends in May. Summer programmes are also offered.

6A.4 Courses

Public tertiary education (*Dimosia Tritovathmia Ekpaidefsi*)

Programmes of study are organised on a full-academic-year basis of 36 weeks, including examinations, Christmas and Easter holidays. They are divided into two semesters with compulsory attendance. The language of instruction is English in three of the institutions and Greek in the other five.

Private schools of tertiary education

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

6A.5 Assessment/qualifications

Public tertiary education (*Dimosia Tritovathmia Ekpaidefsi*)

Students are assessed by taking mid-semester and semester examinations. However, coursework and lab-work are also evaluated and comprise a percentage of the final mark in the particular subject. Examinations are the responsibility of the faculty. No comprehensive government examinations are offered. Successful completion of the programme, which lasts 2-3 years, leads to the institution's Diploma or Higher Diploma.

Private schools of tertiary education

Students are continuously assessed by means of coursework, midterm and final examinations. Examinations and grading are the full responsibility of the instructors. No external examination is used. Most of the programmes lead to a Certificate, a Diploma, a Higher Diploma or a Bachelor degree. The difference between these diplomas is the duration of study and the content. Some post-graduate programmes are also offered leading to a Master's degree.

The qualifications earned at private tertiary institutions are not recognised unless the corresponding programme is educationally accredited.

6A.6 Teachers

Teachers come from Cyprus and other countries such as the U.K., Greece, the U.S.A. and Canada.

The teaching staff of each private institution, by a percentage not smaller than 70%, must possess an academic degree on a level higher than the level of the programme it teaches. The remaining 30% may possess an equivalent degree or a relevant professional qualification. However, the trend is for colleges to employ teachers with higher degrees.

6B Universities (*Panepistimio*)

The University of Cyprus was established in 1989 by Law No. 144/1989 enacted by the House of Representatives and admitted its first students in 1992. Admission to the University of Cyprus is highly sought. The ratio of candidates to admissions is 10 to 1.

The main objectives of the University of Cyprus are twofold: the promotion of scholarship and education through teaching and research, and the enhancement of the cultural, social and economic development of Cyprus. The University is a public corporate body. It is governed by the Council and the Senate. The Faculties and Departments are administered by Boards; each Faculty is headed by a Dean and each Department is headed by a Chairperson.

The University of Cyprus offers programmes of study in its Nicosia and Latsia campuses as well as in the newly built Campus in Athalassa.

Open University of Cyprus

On 25 April 2001, the Council of Ministers decided on the establishment of the Open University of Cyprus in order to promote lifelong learning and establish distance learning in Cyprus. The Council of Ministers appointed for this purpose a preliminary Committee which has completed its tasks and has submitted its report. The bill, which was drafted based on the report of the Committee was approved by the House of Representatives and became a law on 30 December 2002. The Temporary Administrative Committee of the Open University was appointed on February of 2003 and has set the foundations for a commencement of the operation of the University. The Open University of Cyprus is expected to operate in September

2005 with the following programmes of study:

- Undergraduate Programme in Greek Civilization
- Postgraduate Programme in Management of Health Services
- Postgraduate Programme in Education

Technological University of Cyprus

On 18 December 2003, the House of Representatives approved the law which governs the establishment of the Technological University of Cyprus. According to the law, the University will include the fields of study already existing in public Schools of Higher education (HTI, HHIC and others) with the possibility of future development and probably the establishment of additional schools. The Technological University of Cyprus is expected to commence operation in 2007 with the following faculties:

- Technological Applications
- Health Services
- Administration and Finance
- Earth Technologies and Science
- Applied Arts and Communication

6B.1 Admission requirements for the University of Cyprus

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

6B.2 Fees/financial support for students

Fees total CP2000 per year for Cypriot undergraduate students and are paid by the State.

Fees for foreign students total 3000 Cyprus pounds per year. Postgraduate fees have been defined as follows: CP 100 per credit for the taught stage, CP 500 per semester during the research state and CP 100 per semester during the dissertation stage.

Both undergraduate and postgraduate Cypriot students, who pay fees, receive a 1500-pound grant from the State. Students who don't have to pay fees receive a 1000-pound grant from the state. An additional amount of CP 500 is added to the grant if the student comes from a large family.

6B.3 Academic year

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

6B.4 Courses

Four faculties offer courses in:

- Humanities (Department of English Studies, French Studies and Modern Languages, Turkish Studies and Middle Eastern Studies, Language Centre).
- Social Studies and Education (Departments of Economics, Public and Business Administration)
- Pure and Applied Sciences (Departments of Computer Science, Mathematics and Statistics, Physics, Chemistry, Biological Sciences).
- Economics and Management (Departments of Economics, Public and Business Administration).
- Letters (Departments of Byzantine and Modern Greek Studies, Classics and Philosophy, History and Archaeology).
- Engineering (Departments of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Manufacturing Engineering).

The programmes of studies at the University of Cyprus are based on credit hours. One credit hour is normally equivalent to one weekly 50-minute 'class' per semester. A degree is awarded after successful completion of a 120 credit-hour programme within a department provided that the foreign language requirement (6-9 credits) is satisfied.

The University of Cyprus is governed by the rules set by the European Credit Transfer System (ECTS). The ECTS comprises of 60 credits per academic year, which represent the students' workload, 30 for a semester and 15 for a term. This corresponds to 30 credits for a full academic year at the University of Cyprus and 15 for a semester. Thus, the ratio between ECTS credits and University of Cyprus credits is 2:1, respectively.

The official languages of instruction are Greek and Turkish, which are the languages of the Constitution of the Republic of Cyprus. At the postgraduate level and during collaboration with other Universities, other languages may be used.

6B.5 Assessment/qualifications

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

The basic functional academic unit is the faculty department. The faculty has the full responsibility for the assessment of the students.

No external examination is used. Successful completion of department requirements leads to a first final university degree (*Ptychio*). Postgraduate degree programmes are also available leading to the degree of Master and the Ph.D (*Didaktoriko*). Some postgraduate programmes may also be available for part-time studies.

6B.6 Teachers

The academic faculty is comprised of Greek and Turkish-Cypriot academics and faculty members from Greece and other countries, recruited from reputable European, American and other universities.

Statistics

Type of institution	Students	Teachers	Student/Teacher Ratio
Public	5787	490	11,8
Private	12246	770	15,9

7. ADULT EDUCATION

In Cyprus, adult education is of great importance to the target population because it is a means of increasing knowledge and upgrading skills with a concomitant improvement in the quality of life, and, in many cases, the employment/career advancement opportunities of an individual.

7.1 Legislative framework

There is no national policy on adult education or a body coordinating the various courses for adults. There are, however, particular laws and several provisions and decisions, passed or taken by various agencies, with a view to securing satisfactory levels of education for adult learners. Reference to these is made below.

-A special agreement was made between the government of Cyprus and the International Labour Office regarding the establishment of the Cyprus Productivity Centre (*Kentro Paragogikotitas Kyprou*) in 1963, for the provision of initial and continuing technical/vocational training to adults. The Council of Ministers decided on placing the Cyprus Productivity Centre under the Ministry of Labour and Social Insurance in 1974.

-Law 21/1974 established the Industrial Training Authority (*Archi Viomichanikis Katartisis*), a semi-governmental organization whose remit is to plan/approve programmes aimed at the technical and professional training/continuing education of adults.

-Laws 6/1975, 17 and 53/1980 and 94/1988 concern the operation, objectives and activities of the Industrial Training Authority

-Law 125(I)/99 changed the name of the above mentioned organization to Human Resource Development Agency (*Archi Anaptyxis Anthropinou Dynamikou*) so that it would better reflect to the functions assigned to it.

-Circulars were issued by the Department of Technical and Vocational Education of the Ministry of Education and Culture concerning the afternoon and evening classes of Technical Schools (*Ekpaideftika Programmata Apogevmatinon/ Vradinon Tmimatou Technikon Scholon*). These circulars refer to the types of programmes offered and their duration, fees,

the remuneration of trainers, and the various certificates awarded upon programme completion.

-Regulations regarding the Public Secondary Evening Schools of 9 March, 1990 (amended in 1999 to cover public secondary evening schools offering technical/vocational education)

-Special provisions regulate the operation of the Institutes of Foreign Languages (*Institouta Xenon Glosson*), institutions which offered training in languages.

-A special provision has changed the name of the Institutes of Foreign Languages to State Institutes of Further Education (*Kratika Institouta Epimorfosis*).

The change in name reflects the redefined role of these institutions, which broadened the scope of courses offered to adults to include accounting and Information and Communication Technology.

-Special provisions were issued by the Department of Primary Education of the Ministry of Education and Culture concerning the Adult Education Centres (*Epimorfotika Kentra*), institutions which cover a broader spectrum of subjects than the State Institutes of Further Education, but are less academically oriented.

-Special provisions regulate the operation of the Mediterranean Institute of Management (*Mesogeiako Institouto Dieftthisis*), the international branch of the Cyprus Productivity Centre, which offers a special postgraduate diploma course in the evening for university graduates.

-The decision by the Council of Ministers number 11330 13 a-d, governs the establishment of the Pedagogical Institute (*Paidagogiko Institouto*), a government institution which offers training to teachers.

-Law 180/87 requires the acquisition of a certificate from the Cyprus Pedagogical Institute by prospective secondary school teachers.

-Amendment 4/99 of the previous law deals with organising the programme of pre-service training of prospective secondary school teachers.

-On April 21 2001, the Council of Ministers decided on the establishment of the Open University of Cyprus (*Anikto Panepistimio Kyprou*). The House of Representatives approved law 234(1)2002 on December 30, 2002.

-Private institutions of tertiary education are governed by Laws 67(1) 1996-2004 which regulate their establishment, control and operation.

-On May 22, 1991, the Council of Ministers, decided on the establishment of the Cyprus Academy of Public Administration with decision no. 35.582.

7.2 Administration

A look at the provision of technical/vocational training to adults points to three basic providers: the Ministry of Education and Culture, the Ministry of Labour and Social Insurance and the Ministry of Finance.

The Ministry of Education and Culture is the government agent responsible for:

1. The training offered through the afternoon and evening classes held on the premises of technical schools and the public technical/vocational evening school operating in the capital.
2. The Adult Education Centres, the State Institutes of Further Education and the Public evening schools.
3. The Open University of Cyprus which was established in order to promote life-long learning and establish distance learning in Cyprus.
4. The Cyprus Pedagogical Institute, which offers both a compulsory pre-service programme for prospective teachers and also various optional courses to practicing teachers.
5. Part-time private institutes (*frontistiria*)
6. The private institutions of tertiary education which offer programmes of study for adult learners.

The Ministry of Labour and Social Insurance is the government agent responsible for:

1. The Cyprus Productivity Centre and the Human Resource Development Agency, which, as a semi-governmental organisation, is run by a tripartite Board consisting of officials from the government, employers' organisations, and Trade Unions.
2. The Mediterranean Institute of Management (*Mesogeiako Instituto Dieftthisis*) which is part of the Cyprus Productivity Centre. The programme leads to a postgraduate diploma in the field of management.

The Ministry of Finance is the government agent responsible for:

1. The Cyprus Academy of Public Administration, which is part of the Administration of the Ministry of Finance, offers workshops, seminars and day events for continuous learning to civil servants.

Officials in the three ministries are vested with the powers and responsibilities for the implementation and correct application of the legislative provisions. They take decisions in consultation with the various social partners involved in adult education. These include employers' organisations, Trade Unions and even representatives of the trainees themselves. This ensures that the programmes have wide acceptance and support.

In addition to the programmes run by the government, there are programmes run by companies themselves. Their aim is to satisfy the short or long-term needs of the company. If no public financial support is requested, each company can make its own arrangements regarding the educational programme it wishes to offer. There is no government intervention in such a case. If, however, a company requests a subsidy from the Human Resource Development Authority, then it must submit the proposed programme to the Authority for approval.

7.3 Funding

Since in Cyprus most adult education programmes are state-run, funding is granted through the state budget. Generally, the ministries involved in adult education, prepare budgets regarding the costs of the programmes they offer. These are submitted to the Ministry of Finance which includes them in the national budget that has to be approved by the House of Representatives. Although there may be cuts, the costs of the programmes are usually approved, and this allows for continuation of the services to the adult population.

Those attending the adult general education programmes of the Ministry of Education and Culture and the adult vocational training programmes offered by Technical Schools through the afternoon/evening courses (*Ekpaideftika Programmata Apogevmatinon /Vradinon Tmimatou Technikon Scholon*) pay fees that cover part of the cost. In the case of public evening schools (*dimosia esperina scholeia*) no fees are payable by the students attending.

In addition to funds from the national budget, the programmes organised by the Ministry of Labour and Social Insurance and the Human Resource Development Authority (*Archi Anaptyxis Anthropinou Dynamikou*), receive funding from the training levy set at 0,5 per cent on the payroll of all enterprises of the private sector. The beneficiaries, who cannot be public sector employees since the levy comes from the private sector, are also required to contribute a small amount, but this is usually paid by their employers.

Employers' organisations (such as Chambers of Commerce and Industry) and professional associations and bodies also organise seminars for the development of their members. In such cases, the financial cost is covered solely by these organisations, which in the process may charge the trainees with a fee.

7.4 Organisation

Adult education is provided by a variety of institutions depending mainly on the type of education, general or technical/vocational, in which individuals are interested.

General education

General Education focuses on individual courses that satisfy numerous interest areas. It is offered mainly by the Adult Education Centres (*Epimorfotika Kentra*) and the State Institutes of Further Education (*Kratika Institouta Epimorfosis*).

The Adult Education Centres

They operate from October to the end of April on the premises of public school buildings. Attendance requires no entry qualifications. Those attending receive a certificate of attendance, which may play a role in promotion.

State Institutes of Further Education

They operate from mid-September to the end of May on the premises of public school buildings. Those attending, have to be high school graduates seeking to improve their knowledge of languages, accounting or computers. Those who pass the internal examinations successfully are entitled to a certificate. As of the academic year 1998/99 the certificates awarded to those who have completed the sixth or seventh year in English as a Foreign Language, and are the product of external examinations, are accepted as official indication of very good knowledge of the language for appointment/promotion

purposes in the public service.

Evening Schools

They operate from around mid-September to the end of May from around five to nine in the evening on the premises of public schools. Those attending must be over 18, but an opportunity to attend such schools is also given to individuals who are 15 and have to work for a living or to persons who are housewives. Evening schools offer full-time general education that leads to the acquisition of a school leaving certificate. These are clearly 'second chance schools'.

Open University of Cyprus

The Open University of Cyprus is expected to operate in September 2005 with the following programmes of study:

- Undergraduate Programme in Greek civilization
- -Postgraduate Programme in Education
- -Postgraduate Programme in Management of Health Services.

Private Schools of Tertiary Education

Twenty-three private tertiary education schools, colleges and institutes are registered with the Ministry of Education and Culture and offer a wide range of programmes of study some of which are tailored specifically for adults, holding a school leaving certificate from a six-year secondary school or its equivalent. Classes are conducted in the evening on each institute campus. Programmes include Business Studies, Engineering, Social Sciences, languages, Education, hotel and Tourism, Administration, Management, Graphic Design, Computer Science and other. Some of these institutions offer programmes of study at a Master's level.

Mediterranean Institute of Management

It offers a year-long programme at the postgraduate level that leads to the acquisition of a qualification in the field of management. This programme, offered on the premises of the institute in the capital of the country, is tailor-made to satisfy the needs of working individuals who possess a university or equivalent qualification and have very good knowledge of Greek and good knowledge of English.

Cyprus Pedagogical Institute

It offers a compulsory pre-service course to prospective secondary school teachers, which allows those who complete it successfully to be considered for appointment in secondary schools. The course lasts for 7 months, and it is

offered in two major towns. For the purposes of better provision, only individuals selected by the Education Service Commission (*Epitropi Ekpaideftikis Ypiresias*) can attend the programme.

The optional courses of the CPI, on the other hand, are open to all interested teachers of both primary and secondary education. They are held in the afternoons on the premises of the Cyprus Pedagogical Institute in two major towns. They usually last 15 teaching periods and at the end a certificate of attendance is awarded, which is used by teachers in their self-evaluation forms as an indication of interest in in-service training.

The methods used in all the institutions mentioned above range from traditional to modern since the aim is to adopt a flexible approach which is better suited to the needs of adults, especially working ones.

There are also numerous private institutions which offer short general courses that lead to either a certificate of that institution or, if an external examination is passed, to a widely recognised qualification. If the course is approved by the Human Resource Development Authority, then participation is subsidized and the trainees pay only part of the fees.

Cyprus Academy of Public Administration

It offers continuous learning workshops, seminars and day events, lasting from one to ten days, especially designed for civil servants. These programmes focus on subjects like: The European Union, Management of Learning in the Public Sector, Personal and Interpersonal Skills in the Public Sector and Organisational Development and Management Development in the Public Sector.

Methodologically, the Cyprus Academy of Public Administration practices participative techniques in its training and development programmes, based on experiential and adult learning approaches. These encourage the undertaking by the participants of work based projects combining job-related problem solving with learning. The Cyprus Academy of Public Administration supports these initiatives with follow-up meetings and other activities so as to ensure the effective transfer of learning from class to the work place. Methods and techniques used include lectures, team work, video, discussions. Role playing, cogniscope, case studies, exercises etc.

Those attending receive a certificate of attendance, which may play a role in promotion.

Technical/vocational education

Technical/vocational education is offered through the afternoon/evening classes of Technical schools (*Ekpaideftika programmata apogevmatinon/vradinon tmimatou technikon scholon*), the programmes organised by the Cyprus Productivity Centre (*Kentro Paragogikotitas*), and the evening technical school that was established in the academic year 1999/2000 and operates in the capital.

Technical Schools

The afternoon/evening classes they offer, are flexibly organised to accommodate working individuals who may wish to attend either short modular courses that lead to the acquisition of a certificate or longer programmes that may lead to the acquisition of a certificate that is equivalent to the school leaving certificate of Technical schools as far as the technical component is concerned.

Both the starting qualifications required and the methods used vary depending on the programme to be followed by the trainees. The classes run on the premises of Technical schools in all major towns.

The Cyprus Productivity Centre

It offers short modular programmes that focus on technical occupations and management functions. The basic aim of these programmes is to offer those already working the opportunity to upgrade their skills, possibly with a view to a promotion, and to enable interested individuals to acquire new skills which will enable them to be employed in fields where there is a need for trained workers.

The Cyprus Productivity Centre operates on its own premises in three major towns. Starting qualifications and final qualifications depend on the type of programme the trainees follow.

Evening Technical School

The first evening technical school was established in the capital in the academic year 1999/2000 and it aims at offering individuals either *ab initio* technical training or, if they are Technical school graduates, training in a specialization different from their original one. The technical school operates according to regulations similar to those approved for the general evening schools.

7.5 Statistics

Enrolments by Institution (The following table includes both adult and young learners in some classes)

School Year	1999/00	2000/01	2002/03
State Institutes of Further Education	12,422	11,099	11,809
Evening Classes of Technical Schools	1,025	1,067	1,139
Adult Education Centres	16,168	14,671	16,100
Human Resource Development Authority	41,992	30,921	30,430
Cyprus Productivity Centre	1,183	1,339	878
Cyprus Academy of Public Administration	833	1,412	2,167
Part time Private Institutes	44,871	45,346	44,117
Cyprus Pedagogical Institute	-	-	-
General Education Evening Schools	-	-	827

Enrolments of adults by institution 2003/2004

Type of Institution	Males	Females	Total
State Institutes of Further Education	312	405	717
Adult Education Centres	4,224	11,876	16,100
Human Resource Development Authority	17,644	12,511	30,155
Cyprus Productivity Centre	709	169	878
Cyprus Academy of Public Administration	1,007	1,160	2,167
Part Time Private Institutes	720	1278	1998
Cyprus Pedagogical Institute	-	-	4000
General Education Evening Schools	-	-	827
Afternoon and Evening Classes of Technical Schools	518	175	693

Teaching staff by Institution, 2003-04

Type of Institution	Teachers		Total
	Full time	Part time	
State Institutes of Further Education	21	688	709
Adult Education Centres	0	453	453
Evening Technical Classes	4	107	111
Industrial Training Authority	44	0	44
Cyprus Productivity Centre	23	0	23
Cyprus Pedagogical Institute	9	66	75
Total	183	1314	1415