

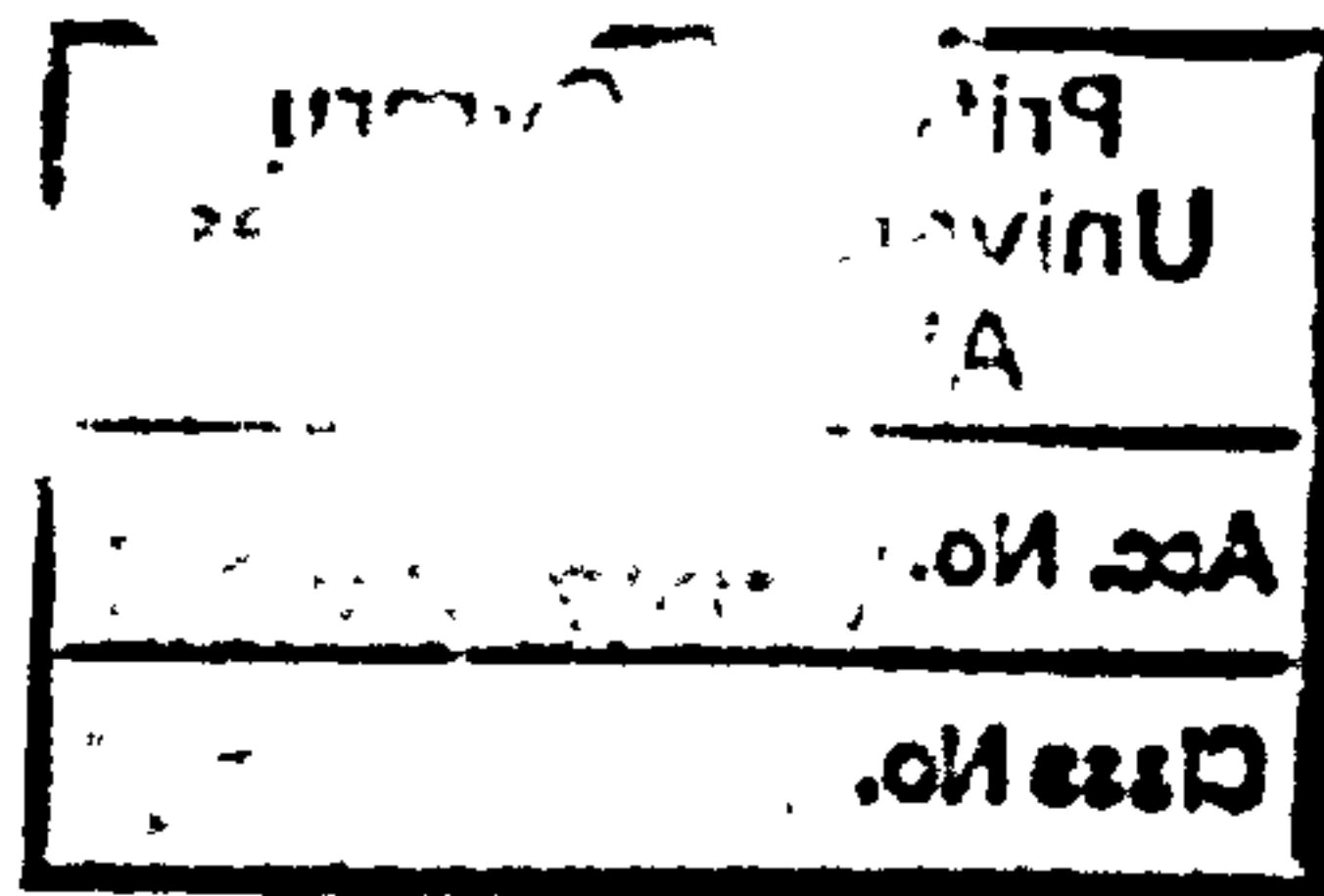
**A STUDY OF THE GREEK -
CYPRIOT PUBLIC
EDUCATION SYSTEM, 1974 - 1994**

BY

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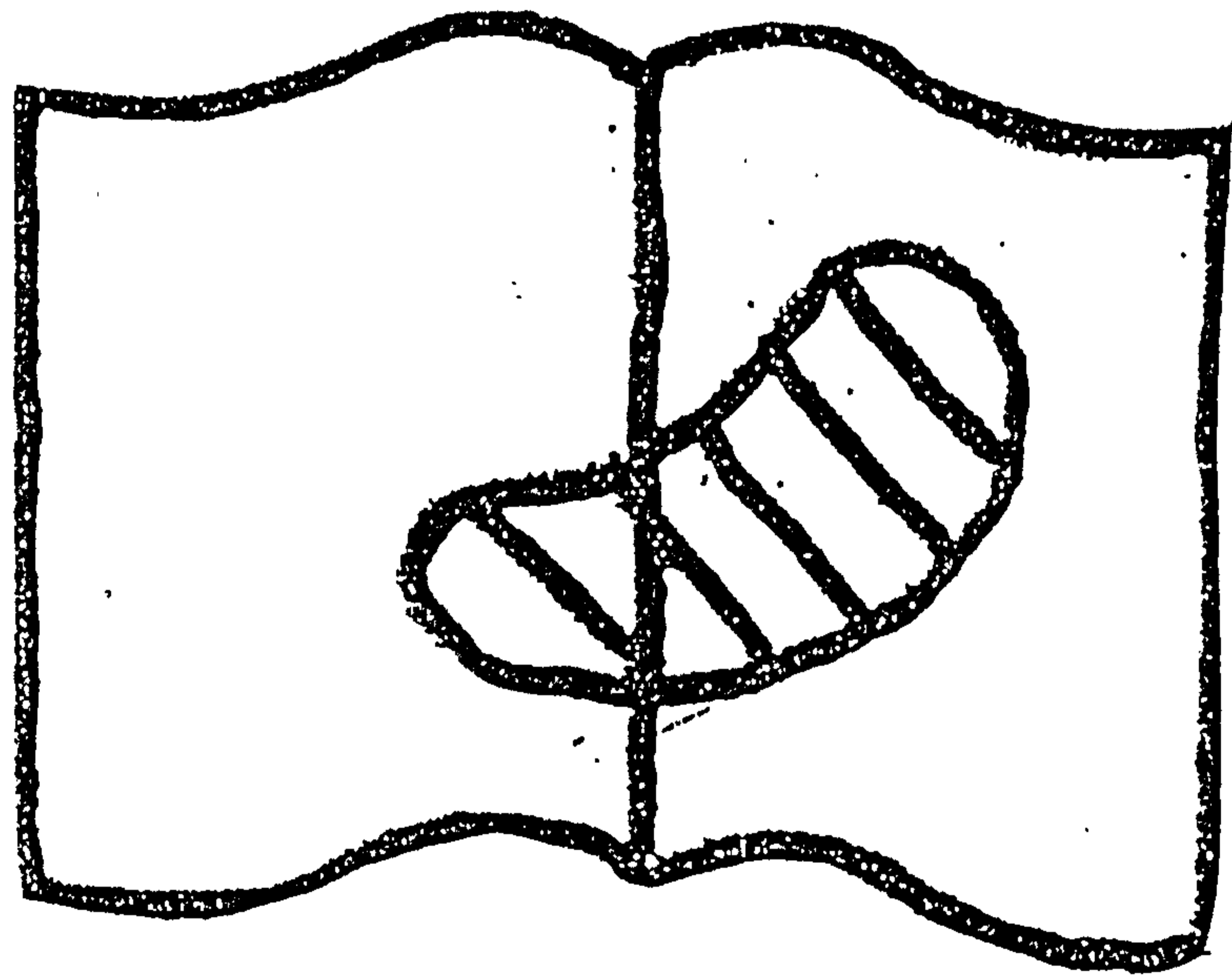


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The core of education is the culture which each generation purposely gives to those who are to be its successors, in order to qualify them for at least keeping up, and if possible for raising, the level of improvement which has been attained.

John Stuart Mill (1867)

This Ph.D. thesis is dedicated to my sons, Kyriacos and Alexandros, in my effort to partly compensate for the "fatherly deprivation" ordeal they were subjected to during the long and laborious preparation of this study.

ACKNOWLEDGMENTS

John Donne's statement, "No man is an island entire of itself", cannot in anyway be disputed; therefore, I am obliged to admit that this thesis would not have been completed without the help and moral support of several people to whom I wish to express my gratitude.

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ABSTRACT

It is the aim of this study to examine what has been done in Cyprus in the field of education since 1974 when Cyprus faced the devastating consequences of the Turkish invasion which affected all aspects of life in Cyprus and consequently education. Special interest, however, is shown in the development of education prior to 1974 in order to show how decisively the political, social and economic factors influenced the present day education.

The introductory chapter describes briefly the aims of this study, the strategy for research and the main sources consulted aiming at providing a compactly general picture of this study. Chapter 2 provides some information concerning the background and history of Cyprus and concentrates on the factors influencing the development of education in Cyprus to 1974.

In Chapter 3 is presented a picture of the battle for control of education which was intensified after the 1974 coup launched by the Junta of Athens against President Makarios and the Turkish invasion which caused a crisis of national identity. The same chapter examines the system of educational administration which is highly centralized and a less rigidly centralized system is proposed.

Pre-primary, Primary, Secondary and Higher Education is discussed in Chapters 4, 5, 6 and 7 respectively.

Pre-primary education has made great strides and is considered to be necessary for the normal development of children. Its rapid development, however, was necessitated after the 1974 catastrophe when an increasing number of women joined the work force.

In Primary education the curriculum which has been developed emphasizes the child's active participation in all aspects of life placing the child in the centre. The graduate entry into primary education creates better prospects for its further improvement. After the Turkish invasion the role of Technical Education became more important since the rebuilding of Cyprus economy was based, to a great extent, on this level of education. Despite the progress made in the field of Technical Education, the prejudice against it hinders its further expansion. The

efforts invested in the task of developing Secondary Education after independence have produced results since there have been major innovations, the most important being the Lyceum of Optional Subjects introduced in 1980, which served Cyprus for 15 years and is expected to be replaced by the new proposed system of the integrated Lyceum. The third-level institutions, both in public and private sectors, achieve high standards. However, the educational development in Cyprus reached its apogee with the establishment of the University of Cyprus.

Teachers in Cyprus constitute the cornerstone of the educational system; therefore, Chapter 8 is devoted to the teaching profession in Cyprus; the current situation is explained, some problem areas are highlighted and possible solutions are suggested.

Finally, the introduction of a Pastoral care system and a Bilingual Education project in schools in Cyprus is examined in the last two chapters.

CONTENTS

	<i>Page</i>
CHAPTER 1 Introduction	1
CHAPTER 2 The Historical Background	6
CHAPTER 3 The Government of Education	27
CHAPTER 4 Pre-Primary Education	46
CHAPTER 5 Primary Education	63
CHAPTER 6 Secondary Education	87
CHAPTER 7 Higher Education	152
CHAPTER 8 Teachers	181
CHAPTER 9 Pastoral Care	198
CHAPTER 10 Bilingual Education in Cyprus	217
CONCLUSIONS	232
BIBLIOGRAPHY	243

CHAPTER 1

INTRODUCTION

The study of Greek Cypriot education from 1974 to 1994 is a worthwhile study in its own right. The year 1974, which is the starting point of this thesis, is particularly appropriate since it was in that year that the Turks invaded and occupied Northern Cyprus and cast a shadow across every domain of human life on the island and particularly in the field of Cyprus' rich economy that maintained the tremendous development of education in the post independence period.

The development of Greek Cypriot (1) education since 1974 is examined and the provisions for education on the island are described and analyzed in an attempt to observe how a country, scarred by an invasion, has managed to stand on its own feet despite the numerous problems that have existed in the Cypriot educational system. The writer will also venture to suggest some points for emphasis in planning for the future. The aim is not revolutionary; it is rather an attempt to learn more about the past so that one might face the future with a clearer sense of direction.

Thus, the aim of this study is to review the development of Greek Cypriot education since 1974, the year of the Turkish invasion. However, considerable attention will also be given to the development of education before 1974 in order to help the reader link the two periods and in particular to highlight developments in the field of education since independence in 1960.

The material for this study is derived principally from primary sources such as the minutes of the Greek Communal Chamber and the House of Representatives, file and reports of the Ministry of Education, Government Publications, circulars of the Ministry of Education, newspaper reports of education, seminars, speeches and school archives.

(1) From now on Greek Cypriot education will be referred to as Cyprus education, unless otherwise stated.



(A) Overview of the study

It is not easy to form a clear picture of education in Cyprus without first obtaining some understanding of the society in which education functions. Therefore, the history of political and education developments up to the 1974 Turkish invasion and occupation comes under review in order to show the decisive influences of the past upon the post 1974 period.

After the 1974 coup which led to the Turkish invasion, there was a battle for control of education and a need for new education objectives; Thus, an attempt is made to trace and examine the context of education in the period 1974 - 1994.

A description of the present system of educational administration in Cyprus is also given. The system is a bureaucratic one and favours centralization thus resulting in the creation of serious problems which are identified; a less rigidly centralized system is suggested.

Pre-primary education was, until recently, the poor relation of the education family. However, it has made great strides moving up on the list of government priorities since 1974. The concentration of many people in refugee camps under miserable conditions and the need for a greater participation in the workforce by women in order to stimulate the economy has resulted in the expansion of pre-primary education to cater for the needs of children between 3 and 5.

In primary education there has been a movement of reform aimed at encouraging the complete and balanced development of each child according to his/her peculiar needs, abilities and interests. The origins of this movement of reform can be traced to Greece where studies in the development of the curriculum were undertaken in the early 1970's. In addition, the new conditions and realities occasioned by the 1974 invasion pressed for a re-examination and development of a programme for curriculum reform.

In the field of secondary education much has been done but there is still, of course, always room for improvement. The demand for modernizing and updating the curriculum produced results in 1980 when the education

authorities brought about a major change by introducing the Lyceum of optional subjects (L.E.M.) which meant a more flexible secondary education system. L.E.M. provides for common core subjects, which are compulsory, specialization subjects and supplementary subjects being open for choice. The new proposed system of the Integrated Lyceum intended to replace the L.E.M., provides for the unification of Secondary General Education and Technical Education. However, the new proposed system has sharply divided the public in Cyprus. Technical Education, which constitutes one of the basic factors in social and economic development has been reshaped. However, the prejudice against it hinders the progress in the field of Technical Education which is one of the main targets of the government.

In the field of Higher Education the most important event has been the establishment of a university in Cyprus based on a decision taken by the Council of Ministers in 1978. The university opened its doors in September 1992 and constitutes a veritable milestone in the history of Cyprus education. To recall the words of an eminent educationalist and Psychiatrist, Mr. Takis Evdokas:

"The University of Cyprus is the biggest investment our country has made since its independence".(2)

One paradoxical element in the case of the University of Cyprus is that the language of instruction is Greek in spite of the fact that the University is bicommunal.

The teaching profession in Cyprus has gained a respectable place in the public consciousness. Teachers form the backbone of the educational system and their contribution to the development of Cypriot education is of paramount importance. Therefore, these people need incentives which will enable them to strive harder and offer more creatively to the education of their country.

(2) Evdokas, T., Article in Phileleftheros newspaper, 7/5/1993

The functions of the Guidance Services were set up in 1964 - 1965 and their contribution has been of great value. However, the introduction of an organized Pastoral Care system in Cypriot schools might tremendously contribute towards the welfare of the student both within and outside the school walls.

Finally, the application of a Bilingual Education project in Cypriot schools - both Greek and Turkish - might influence positively the political future of the country since it could help the two communities come closer and communicate for the general good.

Greek education in Cyprus has gone through many stages before reaching its present form. The machinery of education set up by the authorities has reached high standards and it is believed that the people's expectations of progress are justified. This shows the spirit of dedication with which the responsible authorities have worked despite the multiple difficulties they have encountered in the process of organizing Cypriot education.

What was left when Cyprus gained its independence in 1960 in the way of a system of education was tinged with colonialism and was, anyway, minimal. Everything had to be revised to conform to modern trends in education and the real needs of the country. The great progress made in the field of education during the first fourteen years of independence was set back by the Turkish invasion of 1974. The consequences were devastating since Turkey occupied about 40 percent of the island and more than 200,000 people, representing about 40 percent of the Greek population, were forced to leave their homes and properties and live in refugee camps. The effects on education are obvious if we consider the fact that about 35 percent of the schools were occupied by the Turks and 42 percent of the students and teachers were displaced. (1)

However, despite the chaotic situation that prevailed, the schools functioned early in September 1974 under the most adverse conditions. The zeal and devotion of teachers and administrators, the willpower of parents and students as well as the financial and moral support offered by the State and other foreign governments made it possible for the Greek

(1) Ministry of Education, File on the consequences of the Turkish invasion No. 127/74 (General file).

Cypriot schools to start their operation in those gloomy days.

A lot has been achieved in the relatively short period of thirty four years since independence. However, education has the growing qualities of a living organism which is constantly changing, adapting itself to new demands and new circumstances. Thus, the revolutionary changes taking place in the field of education, science and technology create new organizational and academic realities to which the educational system of Cyprus should try to respond positively. Therefore, in spite of all that has been achieved in Cyprus education, a lot lies ahead for the educationalists to do.

CHAPTER 2

THE HISTORICAL BACKGROUND

The strategic position of Cyprus in the eastern Mediterranean led to the domination of the island by European and Eastern powers through most of its history:

"It has been the misfortune of people of Cyprus to live in an area where Empires have struggled for supremacy. It may truly be said that they have never known freedom." (1)

Before the end of the second millennium B.C. Greek colonists arrived in Cyprus and introduced the Greek language and culture, which have been preserved to the present day. The life and character of Cypriots throughout the centuries have been greatly influenced by Greek civilization, political ideas and manner of administration.

"The change in the life and character of Cypriots was rapid and was not limited to the coastal areas only but it spread to all regions of the island and the bonds with Greece were becoming closer and closer so as to be said that Cyprus became a Greek island " (2)

During the first century B.C. the island became a Roman Province. In 395 A.D., when the Roman Empire was partitioned, Cyprus went to the Emperor in Constantinople.

King Richard Coeur de Lion of England conquered the island during the 3rd crusade in 1191 but soon handed it over to the Lusignans in 1192. The Venetians took over the island in 1489 but the Ottoman Turks took it from the Venetians in 1571; It remained under Ottoman rule until 1878. It was during this period that Turkish people entered Cyprus and by 1960 constituted 18 percent of the population. Britain occupied Cyprus in 1878 after signing a defensive alliance with Turkey.

(1) Weir, W.W., Education in Cyprus, some theories and practices in Education in the island of Cyprus since 1878, Cosmos Press, Cyprus, 1952, p.17.

(2) Tornaritis, C., Cyprus and its Constitutional and other Legal Problems, Nicosia, 1977, p.9.

Britain had the right merely to administer the government of the island until, in 1914, when Britain and Turkey took opposite sides in the first World War, Britain annexed Cyprus.

From 1925 to 1960 Cyprus was a British Crown Colony administered by a Governor, assisted by an Executive Council and also, for a time, by partly-elected legislative council. Following the launching in April 1955 of an armed campaign by EOKA (1) in support of Enosis (Union with Greece) a state of emergency was declared in November 1955.

An agreement was signed on February 19, 1959 between the United Kingdom, Greece, Turkey and the Greek and Turkish Cypriots which made Cyprus an independent republic under the guarantee of Britain, Greece and Turkey. Britain retained sovereignty over the area containing her military bases while the Turkish minority in the island (18 percent) were given rights disproportionate to its size: 30 percent of the civil service, 30 percent of the seats in the House of Representatives, 40 percent of the police and the army, the right of veto on fundamental laws and on decisions of the Council of Ministers.

Under the Cyprus Act, 1960, the island became an independent sovereign republic. The constitution provided for a Greek Cypriot president and Turkish Cypriot vice-president, elected for a five year term elected by the Greek and Turkish communities respectively. The House of Representatives, elected for five years by universal suffrage of each community, separately, consisted of 35 Greek and 15 Turkish members. Many services were placed under the control of separate Greek and Turkish authorities. Education was put under the authority of two communal chambers which had very tenuous links with the central government in matters related to goals, policy and implementation procedures. It is clear that the separating features of the constitution alienated the two communities, thus causing friction and mistrust. Instead of uniting the people of Cyprus and allowing the two communities to cooperate in a spirit of understanding and friendship, the provisions of the agreement drew them further apart to the detriment of the people of Cyprus as a whole.

"The constitution of Cyprus is probably the most rigid in the world. It is certainly the most detailed and most complicated." (2)

(1) National Organization of Greek Cypriot Fighters

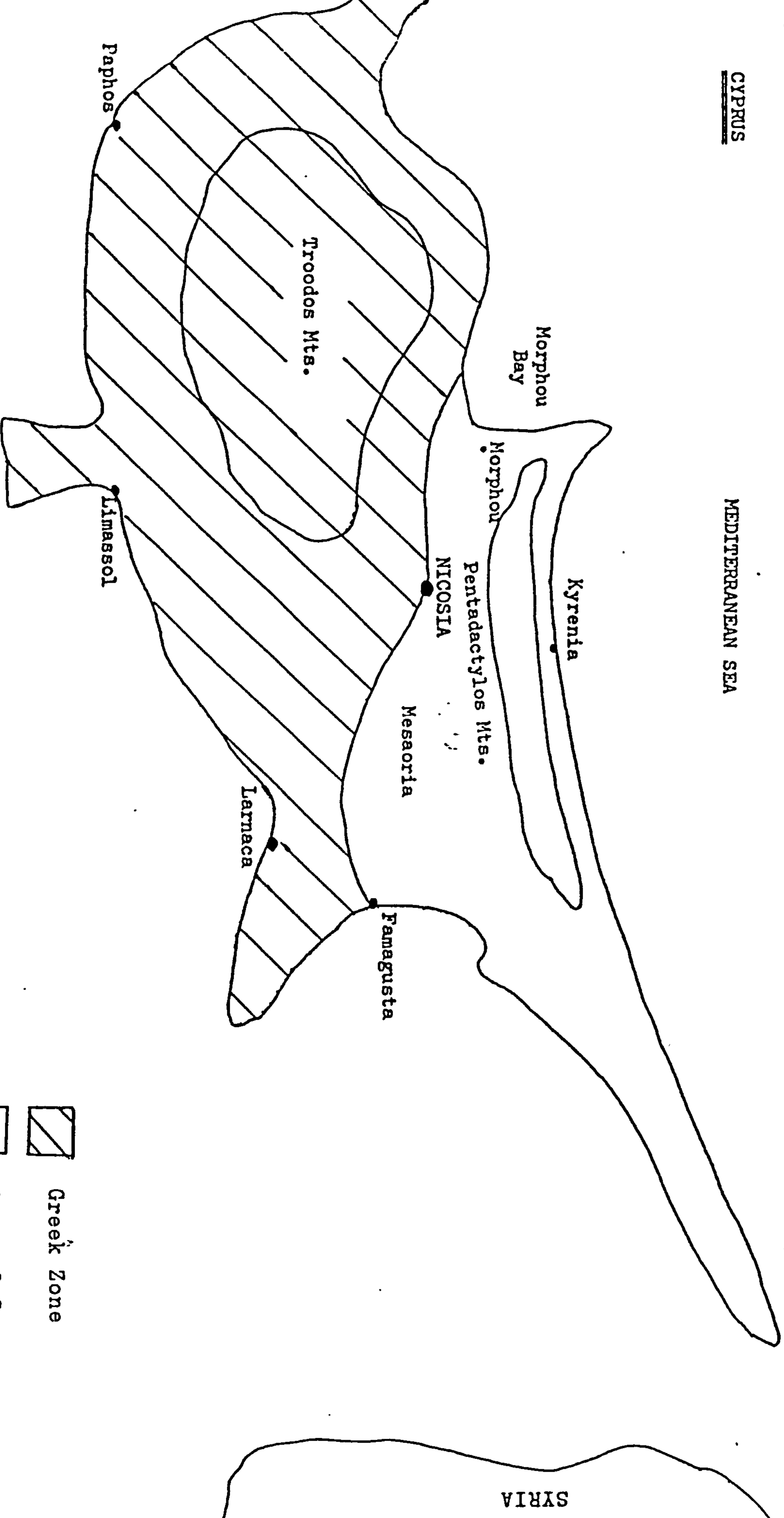
(2) Smith, S.A., The New Commonwealth and its Constitutions, London, 1964, p.285.


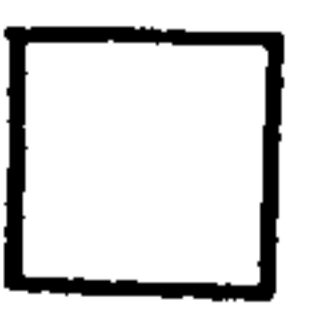
CYPRUS

MEDITERRANEAN SEA

TURKEY

SYRIA



-  Greek Zone
-  Area of Cyprus occupied by Turkey

The 1960 constitution proved unworkable in practice and led to the 1963 intercommunal troubles which ultimately led to the separation of the two communities. Despite United Nations efforts to diffuse the situation, mainland Greek officers of the Greek Cypriot National Guard launched a coup against President Makarios in July 1974 and installed a former EOKA member in his place. In response to the coup Turkey invaded northern Cyprus on July 20, 1974 and occupied approximately 40 percent of the island. Despite successive U.N. resolutions calling for the withdrawal of all foreign forces from the island and the return of refugees to their homes, much of the northern part of Cyprus remains under Turkish military occupation with a Turkish "Federated State" declared in this area.

The purpose of this study is to examine key aspects of Greek education in Cyprus since 1974. However, it is also appropriate to consider the educational situation before 1974 in order to highlight what had been achieved in the field of education. These developments exerted an influence on developments after 1974.

The task, of course, of giving a clear and coherent picture of the educational system of any country is extremely difficult and one has to bear in mind Lester Smith's words:

"... education ... has a growing quality of a living organism. While it has permanent attributes, it is constantly changing, adapting itself, to new demands and new circumstances"

Clearly the organization of an educational system should be such that the system has as much flexibility as possible.

A) The period of Turkish Rule, 1571 - 1878

Cyprus was under Turkish rule for three centuries; ignorance and poverty prevailed when the British took over in 1878. The state of education was very rudimentary as it was described by the first British High Commissioner in his annual report for 1879.

(1) Smith, Lester, W.O., Education, 1973, Penguin, p.7

"The state of education in Cyprus must be considered to be at a low standard if judged by modern ideas. The majority of the agricultural population have received little or no education. In many villages not a single person can read or write and education of the women is almost completely neglected". (1)

State aid and state recognition of education were confined to the Moslem population. The Turkish government made an annual grant amounting to £500 which was distributed among the Moslem schools in accordance with the recommendation of the district councils, which were partly elected and partly composed of local officials and dignitaries in each district of the island.

Greek schools that were allowed to operate had no state aid or recognition and depended entirely on voluntary contributions. The head of the Greek Orthodox Church was the supreme authority as far as education in the Greek community was concerned.

B) The period of British Rule, 1878 - 1960

In 1880 the British colonial governors appointed an English chaplain, the Rev. J. S. Spencer, as Director of Education. The appointment of an English clergyman to that post caused friction between the colonial government and the Greek Orthodox Church. The Turkish community raised no objections concerning the above appointment.

In 1880 village committees (Greek and Turkish) were set up to co-operate with the government in the setting up and management of primary schools.(2)

In each of the six districts into which the island was administratively divided, a district committee, Greek and Turkish separately, was established. Each committee was chaired by the bishops of the six districts in the case of Greek Cypriots and the Cadi in the case of Turkish Cypriots.

(1) Sleight, G.F., Cyprus report of the Department of Education for the School year 1948-49, Nicosia, Cyprus Government Office, 1950, p.3

(2) Until 1893 there was only one secondary school for the Turkish Cypriots supported and controlled by the government. In that year the Pancyprian gymnasium for Greek Cypriots was established and it was aided by the government in return for the training given to prospective school teachers.

The work of each committee was inspected by a civil servant called the commissioner of the district. In addition, two Boards of Education were established in 1881, one for the Greek Cypriots and one for the Turkish Cypriots. These bodies exercised control in education.

This system of administration evolved smoothly until it was given shape by the education laws of 1895 and 1897. The village committees were elected every year by the tax-paying inhabitants and were given responsibility for the assessment and fixing of the salaries of teachers. The district committees were elected every two years by the villages which supported the schools in the district. The Commissioner was Chairman ex-officio. The district committees heard appeals from the village committees and reported to the Board of Education, the Greeks to the Greek Board and the Turks to the Turkish. Every year the district committee presented a list showing the villages in their district which it believed should be compelled to support their school in the following year. The two Boards of Education were elected every two years. The Boards were responsible for: the course of instruction in the schools, recommending to government the grants that should be paid to the schools, hearing complaints by the teachers that had been settled by the district committees, hearing appeals against the decisions of the district committees and designing the terms of contracts of teachers.

As the education system developed local leaders pressed for more funds which really meant more power in their hands. The government was loath to allow an increase of government funds for school purposes until the matter of education in Cyprus was looked into once again. An investigation was carried out by J. E. Talbot and F. W. Cape and their report was published in 1913. This report was the first comprehensive survey of the educational situation in the island and provided the first concrete suggestions for reorganization and development. The principal recommendations of the report concerned better terms of service for teachers, improved training for teachers in a new teacher training college to be established and controlled by the government and a new administrative structure for the education department itself under the direction of a Briton. The report recommended that the government should control, appoint, dismiss and pay teachers and provide school furniture, books and equipment. It also recommended that the two Boards of Education should control the curriculum and the choice of text books. Concerning financial support, the Talbot and Cape Report Stated:

"Any substantial increase in the government grants in aid to be accompanied by some genuine measure of control by the government of whatever money it provides". (1)

As far as the struggle for control is concerned the report clearly defines the issue elsewhere:

"We were assured over and over again that the Greek-Cypriots would sooner dispense with state aid altogether than surrender to the government the control of the teachers which they have always possessed and which they deem to be vital to their political aspirations". (2)

The report did not greatly influence the educational structure at the time owing to the strong opposition of Greek members of the legislative council, who believed that the main aim of education - to keep alive the national conscience - had been interfered with. However, the report did initiate the process of centralization which took a step forward in 1923 when a new education law was enacted which gave the colonial government control in education matters especially in the field of primary education.

"Under the law of 1923 which embraced elementary education of all religious denominations, the school teachers were brought under the direct control of the government for appointments, promotion, dismissal and all disciplinary purposes and their salaries paid by the government" (3)

The only power left to the boards of education for a few more years was the right to decide on school curricula and choice of textbooks. The village committees were only responsible for the provision and maintenance of the premises and the furniture of the schools in good condition.

The unsuccessful uprising of Cypriots in October 1932 accelerated the process of absolute control by central government. Centralization was consummated in the Education Law of 1933 which:

(1) Talbot, J.E., and Cape F.W., Report of Education in Cyprus, 1913, Printed by Waterlow and Say Ltd, London, 1914, p.8

(2) Ibid, p.8

(3) Report of the Department of Education 1934-35, Government Printing Office, Nicosia, Cyprus, p.3

"established the Governor as the central authority retaining nominated Boards of Education with control of local rates and advisory powers in all other matters connected with elementary education" (1)

The epitaph of the democratic basis for administration is best described by Dr. Weir:

"The chief points involved in this final step towards centralization were:

1. Textbooks to be prescribed by the government.
2. Members of boards of education and the village committees to be appointed by the government.
3. Ultimate control of education funds now in government hands.
4. Boards of Education became advisory." (2)

Dr. C. Spyridakis, an eminent Greek Cypriot headmaster and first minister of education after independence, commenting on the 1933 law said:

"Not only do the teachers depend on the government absolutely, not only is the curriculum ordained by it, but the smallest detail, down to the erection of latrines, must be done with the approval of the director of education. (3)

The reaction to the 1933 law was strong but ineffective because the most influential leaders of the opposition had been exiled and were not permitted to return until 1947. The same system of administration prevailed in essence until 1960.

The British government paid no serious attention to secondary education. The first annual grant paid by the government to a Greek secondary school was to the Pancyprian Gymnasium in 1893. The only other secondary school at that time was the "Idadi" for Turkish Cypriots which was supported and controlled by the government. As from 1923 the government grant was increased and was shared amongst new secondary schools that appeared in the towns and later in the villages.

(1) Weir, W.W. Education in Cyprus, some theories and practices in Education in the island of Cyprus since 1878, Cosmos Press, Cyprus 1952, p.3

(2) Ibid, p.30

(3) Spyridakis, C. The Educational policy of the English government in Cyprus (1878-1954). The Cyprus Ethnarchy Office, Nicosia, 1954, p.16

The year 1935 marked a turning point in the history of secondary education in Cyprus because in that year the government gained much greater control over secondary schools in reference to a new education law that was passed that year. Until then secondary schools were not under the control of the education department. All Turkish schools accepted the terms of the government and became aided secondary schools. A few Greek secondary schools, due to financial considerations, accepted the government arrangements to become aided secondary schools. Most of the Greek schools rejected the attractive financial aid and joined the group of unaided schools preferring to remain loyal to the Greek Orthodox Church and to keep alive the national conscience.

Dr. Weir described vividly the opposition to centralization in the administration of education.

"The opposition to centralization in Cyprus had continued, fundamentally, because the "wrong government" has been doing the dictating. It has not been a question of *form* of government administration so much as a question of *which* government".(1)

Thus, Greek secondary schools remained independent and the bishop of the district was the president of the school committee. The schools were financed by the church, supplemented by fees charged to students and voluntary contributions.

The hard struggle between the government and the Orthodox Church over control of secondary education continued right up to the end of the British rule in 1960.

During the liberation struggle (1955 - 1959) the Greek secondary schools were temporarily closed by the government because principals and teachers were dismissed for encouraging students to take part in demonstrations against the government.

(1) Weir, W.W., Education in Cyprus, some theories and practices in Education in the island of Cyprus since 1878, Cosmos Press, Cyprus 1952, p.3

Thus, schools were set up clandestinely and functioned in private premises and churches because secondary education was considered the most powerful weapon by Greek Cypriots to secure the national consciousness. Classical Greekness and Christian Orthodoxy permeated the curricula of the Greek secondary schools and constituted their chief education objectives:

"No understanding of Greek education in Cyprus can be gained without noting the underlying aim: To keep alive the national feeling. A close second to this basic aim had been to develop a loyalty to the Greek Orthodox Church".(1)

C) The Period of Independence, 1960 - 1974

On attaining independence in 1960 the responsibility for Greek education was entrusted to the Greek Communal Chamber (2) and a Board of Education under the provisions of Law 3 of 1960 was organized by the Greek Communal Chamber in an advisory role on educational matters. The British government had handed down a system of education tinged with colonialism which had to be reconsidered and improved in order to respond to modern trends in education and the new realities on the island. The new system, it was hoped, would acquire a characteristic identity and close links with Greece. The dividing elements of the constitution, however, resulted in the polarization of the two ethnic communities which strove hard to strengthen their links with their respective 'mother countries'.

The Greek Communal Chamber, after independence, followed a policy of Hellenization:

"The Greek Board of Education considered as its main task to set education free from any colonial links in order to help schools establish their genuine Greek character". (3)

(1) Ibid, p.85

(2) Under the Law 12/1965 the Ministry of Education was set up following the dissolution of the Greek Communal Chamber.

(3) Spyridakis, C., Studies, Lecturers, Speeches, Articles, Vol.B. part 11, Nicosia, 1974, p.205

The first reforms initiated included:

- (a)** a revision of the curriculum of primary schools and that of secondary schools which were in any way under the control of the colonial administrator.
- (b)** the abolition of the teaching of English in primary schools. (The irony is that a few years later the same persons introduced English into the curriculum of primary schools).
- (c)** the use of the Greek language as the medium of instruction in the Teacher Training College, (which changed its name into Pedagogical Academy) and the technical schools.
- (d)** the intensification of the teaching of Greek history in schools at all levels with special emphasis in the primary school.
- (e)** The use of the Greek language in the correspondence between the education authorities and the schools. (1)

In 1964 the Greek Communal Chamber decided in favour of:

"the full identification of Cypriot education with that of Greece". (2)

In 1965 all syllabuses and curricula in Greek primary and secondary schools became identical to those in Greece.

The above measures evidently aimed at strengthening the cultural and emotional links between Greece and Greek Cypriots whose Greek national conscience would be preserved through education.

The relationship between Greece and Cyprus in the sphere of Education is a feature to be constantly borne in mind. Greek Cypriot secondary schools are officially recognized by the Greek Ministry of Education as equivalent to corresponding schools in Greece and, as far as the content of education is concerned, conform to the regulations of the Greek Ministry of Education.

(1) Karagorgis, A., Education Development in Cyprus 1960-1977, Nicosia 1986, p.37

(2) Minutes of the Greek Communal Chamber June 25th, 1964

Although the elements of this education reform have been preserved until now, some further changes initiated by the Cypriots themselves were brought about, such as: More specialization in the last three forms through the Lyceum of Optional Subjects (L.E.M.), more vocational schools, the preparation of better textbooks.

The role of education after Cyprus gained its independence in 1960 was of paramount importance because the parents viewed education as a means to better employment and improvement of their children's status. Working class people desired earnestly to help their children secure a "white collar job" thus raising their socio-economic status. Middle class parents aspired to help their children become scientists and senior civil servants. Upper class people wanted their children to join the newly established diplomatic service or rise to more influential posts of political power. It is clear that these high expectations on behalf of Cypriots together with the gradual women's liberation led to a high level of demand for education in Cyprus.

The end of the British rule in Cyprus brought new hopes for economic development and these hopes started to materialize through the successful development plans and the financial help received from United Nations development programmes and the International Labour Organization. However, in a country like Cyprus where natural resources are limited there could not be rapid improvement in raising living standards unless human resources were exploited. Consequently, the political leaders laid emphasis on the training of human resources through education: During the first ten years of independence there was an increase of about 20.000 secondary students. (1959-60 24.080 secondary students - 1970-71 42.245 secondary students. (1)

However, the rapid expansion of education in Cyprus was overshadowed by a very crucial problem concerning the orientation of the educational system. Should educational policy be identical to that of Greece, or should it correspond to the political, social and economic needs of Cyprus as an independent state?

(1) Statistics of Education in Cyprus, 1970-71. The Statistics and Research Department, Ministry of Finance, Nicosia, 1971

Thus, immediately after independence the authorities and the people of Cyprus were faced with this dilemma which was the beginning of a new hard struggle over the control of education.

The well organized Communist Party (AKEL) made its education programme very clear at the 10th Party Conference held in March 1962.⁽¹⁾

The programme viewed education as an indispensable element for the progress and welfare of the people of Cyprus and maintained that the state had to support education decisively and adjust it to the real needs of the country. It advocated education reform in order to adjust education to the local needs of the country and that due consideration had to be given to the experience acquired by other progressive countries. It supported the view that any political propaganda should be kept away from education which should be democratic and patriotic in its content.

It is evident that AKEL aimed at a Cyprus education policy which would strengthen Cyprus' independence and meet the actual needs of the country. The need for any relation with the Greek educational system was not mentioned in the programme nor was any reference made to the Greek-Christian culture. In other words, AKEL supported the Cypriotization of education.

The above proposals of the Communist Party failed to gain the public support needed to influence the educational affairs on the island because AKEL did not take part in the struggle for freedom against the British and supported Makarios's opponent at the 1960 presidential elections. The majority of the people of Cyprus also viewed AKEL's beliefs as alien to the Greek and Christian legacy.

When the Ministry of Education was formed after the dissolution of the Greek Communal Chamber on March 31st, 1965, Dr. C. Spyridakis became the first Minister of Education. Dr. Spyridakis, who had been the Chairman of the Greek Communal Chamber was categorical about the educational policy of Cyprus. In his speech before the House of Representatives on March 30th, 1967, he said:

⁽¹⁾ AKEL party programme, 10th Party Conference, 11th March 1962., Printco, Nicosia, 1962, p.p.28-30.

"The Greek educational policy is the Cyprus educational policy. The links we have with Greece are very close since we have the same blood, a common language and culture." (1)

Dr. Spyridakis added that as a chairman of the Greek Board of Education and the Greek Communal Chamber he had followed the policy of uniting Cyprus education with that of Greece and that he intended to follow the same policy as a Minister of Education.

Dr. Spyridakis's policy gained ground and was received favourably by the Greek-Cypriots due to the prevailing circumstances at that time; the abnormal situation created by the intercommunal troubles in 1963 which led to the separation of the two communities made the Greek-Cypriots believe that their only prop in the face of a Turkish threat was motherland Greece. In August 1964 Turkish planes bombed Greek-Cypriot villages and a Turkish invasion was cancelled at the very last moment owing to American pressure and the intervention of the Soviet Union.(1) The perilous situation created in Cyprus with Turkish military personnel arriving secretly in Cyprus forced Greece to send an army division to Cyprus where the formation of the National Guard on behalf of the Government was a fact. Enosis became once more the national desire of Greek-Cypriots. Under the circumstances it was impractical for the Cyprus educational policy to differ from that of Greece.

The tragic irony of blindly following the Greek educational policy lay in the fact that the economic and social circumstances prevailing in Cyprus were different from those in Greece and due to political reasons Cyprus had to implement, at very short notice, the decisions made by the Greek Governments which covered a wide spectrum of political ideologies.

In 1964 the Papandreou Liberal Government in Greece introduced, in a hurry, radical educational reforms which influenced education in Cyprus. The main provisions of the reforms were the following: (2)

1. abolition of the entrance exams for secondary schools,
2. extension of compulsory education up to the 15th year of age,

(1) President L. Johnson, made it clear to the Prime Minister of Turkey, Mr. Inonu, that if Turkey invaded Cyprus they could not rely on any U.S.A. support. President Khrushchev also warned the Turks that the Soviet Union would not view with apathy an invasion in Cyprus.

(2) "To Vima" newspaper, July 12th, 1964

3. division of the secondary school into two sections, the Gymnasium (lower section) and the Lyceum (upper section),
4. the introduction of "Dimotiki" (spoken language) as the language of instruction in schools which replaced "katharevousa" - the sophisticated language,
5. free education at all levels,
6. the introduction of the academic certificate, a type of academic qualification similar to the French Baccalaureat.

These progressive measures in educational policy, structure, methodology and administration were welcomed in Cyprus by the Greek community (1) particularly by the progressives and leftists who were of the opinion that education in Greece was backward.

In his speech before the House of Representatives on March 23rd, 1967, Mr. Chryses Demetriades, a member of the AKEL Party pointed out:

"The 1964 education reform has signalized the revival of Greek education. The importance of this reform lies in the fact that it has stirred the stagnant waters, has opened new channels for some basic changes and had met the essential problem of adjusting our education to the new social needs of human beings". (2)

The Papandreou educational reform was introduced in Cyprus hastily without adequate planning. On June 25th, 1964 there was a special meeting of the Greek Communal Chamber which decided that Cyprus education is now fully identified with that of Greece. (3)

The 1964 education reform was not very effective because, as it has been said before, it was introduced hastily and more importantly the Papandreou government resigned in 1965 and there was no time for its full implementation. The governments that succeeded the Papandreou government followed different educational policies. The Ministry of Education, faithful to the full identification of Cyprus education with that of Greece, adopted the new changes which were generally received very coolly in Cyprus.

(1) Since the intercommunal troubles in 1963 there had not been any communication about the future development of education in the two communities.

(2) Mr. Demetriades' speech in the House of Representatives on March 23rd, 1964.

(3) Minutes of the Greek Communal Chamber, 25/6/1967.

However, when the Junta of Athens launched a coup d'etat and rose in power in Greece, a new state of affairs was brought in Cyprus education which raised strong objections by politicians, educationalists and newspapers on the island.

A. Karageorgis best described the situation in Greece after the Junta took over the administration of Greece:

"It would not be an exaggeration to say that the dictatorship dislocated everything in the education of Greece and imposed administrative approaches which undermined the foundations of the educational system. With the slogan "Hellas for Christian Hellenes" they followed a sterile chauvinistic policy, they brought back the katharevousa as the language of instruction and they abolished the idea of better teacher's training" (1)

Cyprus not only had to follow the above practices used in Greece but was also undermined through comments contained in history books and books on civics directed against the government of the island and its President, Archbishop Makarios. The ideal of Enosis was used as a lure by the Junta and found followers in Cyprus among the politicians, the press and trade unions. Any attempt to react against the Colonels' regime was viewed as a reaction against Greece; thus, any criticism even in professional matters involved the danger of someone being labeled as an "anti-Hellene".

The abandonment of Papandreou reform by the Ministry of Education in Cyprus met with severe criticism, as had already been mentioned. The newspaper "Phileleftheros" with the widest circulation in Cyprus, interpreted the abandonment as "a come back to outdated ideas which have cost Greece a backwardness of many years". (2)

AKEL's newspaper "Haravgi" exerted severe criticism of the educational changes brought about by the Junta of Athens. An article of the newspaper on March 15th, 1968 (3) stated that there were some illusions in the repeated convictions of the Minister of Education that Cyprus educational policy corresponded with what was being followed in the more advanced European countries.

(1) Karagiorgis, A., Education Development in Cyprus 1960-1977, Nicosia, 1986 p.51

(2) Phileleftheros newspaper, May 7th, 1967

(3) Haravgi newspaper, March 15th, 1968

The article challenged the educational authorities to admit their horrible error to model Cyprus' education on the educational policy of the Junta in Greece and to abandon the progressive educational reform that was introduced in Greece by the Papandreou government; the article concluded by pointing out that:

"This is partly to the short-sighted and dogmatic view that we must rely on the Greek educational system, despite the fact that Greece is ruled by fascists, and the top educationalists of the country, if they are not in prison, are fired from their posts". (1)

Mr. Takis Hadjidemetriou, a socialist intellectual, who is the present vice-president of the EDEK socialist party, was also categorical about the reversal of the educational reform. In an article of his in the newspaper "Kypros" (2) Mr. Hadjidemetriou pointed out that after the Ministry of Education of Greece had prescribed the textbooks there were no illusions concerning the educational policy of the Athens dictatorship. The abolition of the educational reform had already been completely accomplished. The textbooks being in use before 1963 had been reintroduced and the progressive measures had been abolished. Mr. Hadjidemetriou asked the Minister of Education to take his responsibilities and execute the historic duty of protecting against the dangerous anti-educational policy of Athens. The socialist intellectual concluded his article by stressing the following:

"The free distribution of textbooks is the Trojan horse aiming at the seizure of our education. Education doesn't mean a free distribution of books but the adoption of the right educational policy and the appropriate prescription of textbooks. Therefore, the educational authorities should stand up against the Junta of Athens and straightforwardly tell them that if the dictatorship is in favour of obscurantism, the people of Cyprus fight for freedom which calls for enlightenment". (3)

Even Dr. Spyridakis, who had always believed that the national and cultural links with motherland Greece should always be maintained, even at the expense of Cyprus' educational interest, admitted that the reversal of the educational reform obstructed educational progress.

(1) Ibid.

(2) Kypros newspaper, August 21st, 1967

(3) Ibid

"These changes set obstacles in the smooth progress of education". (1)

However, the strong objections and the severe criticism that was exerted on the abandoning of the educational reform had no influence on the educational policy followed in Cyprus where the educational authorities continued to *align* Cyprus education with that of Greece. The political factors put the national interest above the educational interest of the country, justifying Dr. C. Spyridakis's words:-

"We, in Cyprus, are determined either to progress with Greece or be destroyed together". (2)

Besides, the nationalists' bitterness concerning the 1959 solution of the Cyprus problem which provided for an independent Cyprus at the expense of Enosis, was given vent during the years of the Junta:

"The Pancyprrian Union Front is fully convinced that the Greek Cypriots must aim at constantly extending and strengthening their political, economic, social and cultural links with motherland Greece in order to achieve full emotional identification with the Greeks on mainland". (3)

The Pancyprrian Union Front maintained that the above aim was the only way to eliminate the separatist mentality which had been developed in Cyprus after independence and which was the main cause for the nationally detrimental misunderstandings and conflicts which occurred in the relations between Cyprus and Greece.

The following day there was a statement in the same newspaper on behalf of the Pancyprrian Union Front demanding:

"full education union with Greece". (4)

It is evident from what has been discussed that the role of education was directly associated, and it is still directly associated, as it will be shown later in this chapter, with the political future of Cyprus thus becoming a very acute problem besides the national one.

(1) Minutes of the House of Representatives, June 10th, 1965

(2) Eleftheria newspaper, April 23rd, 1970

(3) Eleftheria newspaper, August 9th, 1967

(4) Eleftheria newspaper, August 10th, 1967

The first years of independence were permeated with political considerations which hindered an official formulation of comprehensive educational policy. Every year the Ministers approved the types of curricula for the schools which would operate the following year. In April 1970 a document on educational policy to the Council of Ministers submitted by the Ministry of Education was approved.

The approval of the document on educational policy was the product of endless discussions and stormy meetings involving ministers of the government who believed Cyprus should adopt changes which should serve the actual social and economic needs of the country. Mr. R. Solomonides, the former Minister of Finance, stressed on various occasions that:

"We cannot afford to keep Cyprus education static because it is falsely believed that otherwise independence is strengthened at the expense of Enosis". (1)

Mr. Solomonides went even further to threaten his colleague Dr. Spyridakis that he would not allocate funds for education unless the educational system adopted the necessary changes that would correspond to the economic needs of the country. Dr. Spyridakis accused Mr. Solomonides of "not revealing his real aims" (2) insinuating that he opposed Enosis with Greece and was aiming at the Cypriotization of education.

Finally the Council of Ministers reached a compromise decision which held that Cyprus education must be identical to that of Greece in its aims and orientations but must deviate from it to satisfy the actual demands of the country.

The educational policy that was approved by the Council of Ministers mainly provided for the following:

1. The main aim of the Cyprus education is to provide education on the lines of the Greek Christian culture and to help pupils to acquire the experience of the past and present in order to fulfil their obligations as creative human beings and as free citizens in the framework of the Cypriot and Greek nationality as a whole.

(1) Minutes of the House of Representatives, April 20th, 1967

(2) Kypros newspaper, December 14th, 1969

2. Cyprus education falls in the general framework of Greek education because of the common national, historic, intellectual and cultural tradition. The two systems will be identical in their main orientations and aims. Nevertheless, Cyprus education must deviate from that of Greece in respect of local conditions and needs peculiar to Cyprus.
3. The recognition by the Ministry of National Education in Greece of schools in Cyprus as equivalent to Greek schools of a similar type.
4. The structure of education will be based on the pattern of a six year primary school and six year secondary school, which can be divided into two three-year cycles.
5. Technical education aims at the preparation of the necessary personnel for industry. (1)

It was the first time since independence that the government approved a document on educational policy which provided for deviations from the Greek educational system.

However, the military government of Athens controlled the situation in Cyprus and frustrated any thought concerning educational deviations from the Greek educational system.

The historical record prior to 1974 showed that the development of education in Cyprus has been greatly influenced by the elements of the political, social and national aspects of the past.

The early settlement of Greeks and their influence became dominant and has continued so to the present day showing how strongly the Greeks stuck to their language, religion and culture.

The role of the Orthodox Church during the Turkish occupation was very important since it helped greatly in the preservation of the Greek language and culture. However, the settlement of the Turkish speaking people during that period marked the beginning of the ordeal of the Greek population in Cyprus which led to the "ethnic cleansing" of 1974.

(1) Karageorgis, A., Education Development in Cyprus (1960-1977), Nicosia, 1986, p.52

During the British occupation in Cyprus there was progress in the education of Cypriots particularly at primary education level. However, the demand for Enosis with Greece on behalf of the leaders of the Greek population and the Orthodox Church created mistrust, suspicion and friction between the Greek-Cypriots and the British Colonial government which took oppressive measures aiming at gradually taking control of Education.

The Orthodox Church played a decisive role once more in the preservation of the Greek-Cypriots' national desire for Enosis with Greece and the secondary schools remained under its control being turned into national and cultural nurseries during the EOKA liberation struggle.

After independence, the establishment of the two Communal Chambers, which looked to their motherlands - Greece and Turkey respectively - for educational orientations eliminated the last gleam of hope for constructive cooperation between the Greek and Turkish Cypriots. After the 1963 intercommunal troubles the separatism between the two ethnic groups was a fact and their links were completely eliminated.

The establishment of the Ministry of Education made it possible for long term planning but the educational matters, policies and objectives of the Greek educational system were influenced by political factors; Hellenization or Cypriotization of education became a major problem and hindered the introduction of changes that would respond to the real needs of the country. Yet, the hardest struggle over Cypriotization or Hellenization of education was to follow after the 1974 coup d'etat and the Turkish invasion.

CHAPTER 3

THE GOVERNMENT OF EDUCATION

Control in education has always been a question to which answers vary from country to country. The reason, of course, for this variety of answers can be easily located if we consider the fact that schools raise the future citizens of the country whose beliefs, attitudes, convictions and loyalties will be developed according to the education they receive; As a Cypriot proverb goes "You reap what you sow". Therefore, it is not surprising that this matter causes so much controversy.

The 1974 Turkish invasion, which was the result of the senseless coup against the Cyprus president, Archbishop Makarios, launched by the military regime in Greece through its officers from the Greek mainland and their Cypriot supporters here in Cyprus, divided the people of Cyprus into two categories: those who co-operated with the Junta of Athens and the majority of the Greek population in Cyprus who wholeheartedly supported Makarios and felt the bitterness of being betrayed by motherland Greece. The association, of course, of the Greek people with the Junta of Athens cannot be justified but that is how it worked in those days of agony and depression among the Greek people of Cyprus.

The political situation formulated after the treacherous coup and the Turkish invasion affected education tremendously in many aspects (buildings, books, financial resources) but more acutely the educational policy that had to be followed from then on. The Greek people of Cyprus were seriously traumatized and lost faith in Greece feeling betrayed and abandoned.

The situation gave rise to a crisis of national identity and many people believed that a new educational policy and new educational objectives should be adopted in order to secure the interests of all the people of Cyprus, Greeks, Turks, Armenians and Maronites. The newspapers were filled with articles sent by politicians, teachers, trade unionists and common people who demanded that education should be Cypriotized.

The 'New Cyprus Association' which was founded by people whose motto was "Cyprus for the Cypriots" made it crystal clear that:

"Cyprus must have a common set of educational objectives that must apply to all the people of Cyprus, irrespective of their nationality and strengthen the existence of Cyprus as an independent state". (1)

In 1976 Dr. Chrysostomos Sophianos was appointed Minister of Education and was among those who strongly believed in the strengthening of Cyprus's identity as an independent state:

"Our education remains faithful to our traditions but also to the strengthening of our identity as a state. Gone are the times when our schools were used by certain sections as centers of conspiracy against the state and against our independence. Greek education in Cyprus is a way of life, a living reality, not a means of undermining our existence as an independent state. On the contrary, our education has its aim the strengthening of our identity as an independent state, whilst, at the same time, preserving our cultural and national heritage". (2)

The nationalists, on the other hand, who had always believed that Cyprus schools should be modelled upon those of Greece and supported full identification of Cyprus education with that of Greece, remained silent because they could not convince anyone of their views.

However, there were strong voices *of* opposition raised against the proposals for Cypriotization of education because they considered it inconceivable for Cyprus to move away from Greek education. The successor of Archbishop Makarios, Archbishop Chrysostomos, was very categorical in his enthronement speech on November 13th, 1977:

"We are Greeks and Christians and if we strongly desire to survive in the perplexity of the modern world we must maintain and proudly exhibit our Greek national conscience and our Orthodox Christian belief". (3)

(1) New Cyprus Association, Views and Suggestions on Cyprus Educational Matters, Nicosia, 1976

(2) Sophianos, Chr., Basic Issues of Educational Policy, Nicosia, 1977, p.12

(3) Demokratiki newspaper, November 14th, 1977

The issue over Cypriotization or Hellenization of education created enormous confusion among all those who were involved in education. The battle for control of education among the existing political parties, the Church and the government of Greece that had a keen interest in the educational orientations of Cyprus provoked long and stormy discussions. Mr. Michael Dountas, the Ambassador of Greece in Cyprus, in his speech during a congress of the principals of Greek secondary schools stressed the dangers of uprooting the Greek education from Cyprus.

However, the Liberal government of Mr. Kyprianou, who succeeded President Makarios in 1977 and continued in office with AKEL's support until 1989, avoided making any suggestions for a new set of education objectives. Therefore, the educational objectives remained the same as they were set out in 1970 and no new educational policy was officially approved concerning the education orientations of Cyprus. Besides, 40 percent of the island was under the control of 40.000 Turkish troops and Greek Cypriots realized that the situation was completely different now; they felt that Greece, or rather the democratic people of Greece, who had nothing to do with the crimes of the Junta in Athens and their followers in Cyprus, was their only prop against the Turkish threat.

After the fall of the Junta in 1974 Greek governments have assisted Cyprus in any and every way. The Socialist Prime Minister, Mr. Andreas Papandreou, (son of George Papandreou who introduced the progressive educational reform in Greece in 1964) visited Cyprus in February 1982, and assured the Greek Cypriots of Greece's full support.

"We have arrayed ourselves by your side and we will spare no sacrifices to defend the sovereignty and independence of Cyprus". (1)

After the Turkish invasion there was a need for new educational objectives directly linked to the socio-economic needs of the country which badly needed the skilled manpower that could help in economic development. It was realized that the state had to organize the education according to its needs without abandoning the island's cultural heritage and links with the Greek world.

(1) Ta Nea newspaper, February 27th, 1982

In his speech (1) before the House of Representatives the former Minister of Education Dr. Chrysostomos Sophianos stated that the basic aim was to contribute with education to the overall progress of the Cyprus's society. Dr. Sophianos maintained that the economic progress was a basic necessity for general social progress and whereas on the one hand he admitted that the education of a nation could not merely save its economy, on the other hand, he held that the educational system must, on no account, ignore the needs of Cyprus's economy. Dr. Sophianos also stated that:

"The aim of the government policy is to serve with its educational policy not simply economic development but a more general development of the country in the social, cultural, economic and political fields". (2).

The Ministry of Education carefully reviewed the planning of educational provisions, laying more emphasis on the expansion of pre-primary education that freed mothers in order that they might be employed in industry and farming and thus contributing to the economic revival of the country. A proposal of the Educational Council (3) in 1975 to set up a pre-primary training department in the Pedagogical Academy for the first time was adopted. Equal importance was attached to technical education which became an indispensable part of the government plan for economic progress. Thus, the Educational Council (4) at its meeting on June 24th, 1977 proposed the establishment of two separate branches for technical education, the technical and the vocational. Under the scheme, the technical section would train pupils of employment in industry as technicians with the possibility of pursuing further studies at higher institutions. The vocational branch aimed at preparing trained and educated technicians who were able to respond to the needs of industry.

At this point it is opportune to refer to the enactment of Law 309 in Greece in April 1976 which had an impact on education in Cyprus. Among other provisions it stated that:

"Secondary education is separated into two cycles, the Gymnasium (12-15 age group) and the Lyceum (15-18 age group).

(1) Dr. Sophianos' speech before the House of Representatives on December 8th, 1977

(2) Ibid.

(3) Educational Council meetings (18th and 20th), Ministry of Education, File No. 112/71/3

(4) Educational Council meeting No. 13, Ministry of Education, File No. 112/71/3

The two schools are independent and distinctly separated. The attendance in the Gymnasium is free and compulsory for all primary leavers whilst the attendance in the Lyceum is free. The Gymnasium leavers have to be successful in a highly selective examination in order to be admitted to the Lyceum. Pupils who fail join vocational schools". (1)

The Educational Council of Cyprus thoroughly discussed this reform matter and, at its meeting on June 30th, 1976, reached the following decision.

"It accepts only as a matter of principle the separation of the six year cycle of secondary education into two, the Gymnasium and the Lyceum; it suggests the implementation of the provision of the law to new schools where possible; it regards the blocking of the present flow of students between the first and the second cycle of secondary education through a highly selective examination as harmful for the growth of Cyprus and possibly unconstitutional".(2)

The importance of the above decision lies in the fact that it was the first time that Cyprus did not follow blindly the provisions of an Education Act promulgated in Greece and conveyed the message that Cyprus would adopt only those changes which responded to its needs. On the other hand, a provision of the above law concerning the introduction of "the Demotiki" as the language of instruction in schools was implemented because it was considered to be a very positive change. The alternative, "katharevousa" - sophisticated language - was not easy to speak and understand by the average Greek Cypriot who, therefore, enthusiastically welcomed the implementation of the above provision by the government.

When Mr. George Vassiliou, the independent candidate for the presidential elections in 1988, supported by the left wing party AKEL, became the third president of the Republic of Cyprus, he followed the current educational policies. The fears of the nationalists that President Vassiliou would be pressed by AKEL to move away from the influence of Greece, which would result in the gradual Cypriotization of education proved groundless.

(1) The Gazette of the Greek Government No. 100, April 30th, 1976, Athens

(2) Minutes of the 5th Meeting of Educational Council, Ministry of Education, File No. 112/71/2

Mr. Vassiliou in his speech at Lefkara Gymnasium in September 1990 stated that he felt proud of the achievements in the educational field and that his government would do their best to improve even more the standards they had attained. The President tried to quieten any suspicion concerning the links with Greece by pointing out that:

"The educational links with Greece will be preserved and we will try more to modernize our education so that we will be ready for Europe and the standards it has set". (1)

Mr. Vassiliou probably aimed at eliminating the fears of the nationalists, who had always insisted that Cyprus education should be fully identified with that of Greece. He suggested indirectly that any educational changes that occur in Greece (a member of the European Union) would sooner or later be implemented in Cyprus since both countries would be influenced by a common European ideology. In other words the Enosis with Greece would be indirectly realized through the future participation of both countries in the European Union.

In February 1993 Mr. Glafkos Clerides, the leader of the right wing part, "Democraticos Synagermos", won the presidential elections. The overwhelming majority of nationalists belong to this party and press for closer links with Greece in any and every way. During the official declaration of the results of the presidential elections (2) Mr. Clerides's supporters filled the "Lefkotheon Gym" to capacity and waved exclusively Greek flags ignoring completely their own country's flag. Mr. Ploritis, an eminent Greek politician in a television interview condemned the above phenomenon pointing out:

"If the Cypriots themselves feel ashamed of bearing the Cypriot flag, how can they make others believe that they want their country to remain a united independent state? These things are inconceivable". (3)

These ominous signs were reinforced when the present Minister of Education, and a former EOKA fighter, Mrs. Clarie Aggelidou, said at a

(1) Speech by President Vassiliou at Lefkara Gymnasium, Lefkara Gymnasium School Diary, 1990-1991, September 15th 1990

(2) The results of the 1993 presidential elections were announced on Monday, February 15th, 1993.

(3) Presidential elections, 1993, CBC Tv interviews, Monday 15th Febraury, 1993.

press conference that:

"We are Greeks and Christian Orthodox and we are proud of our nationality and religion, consequently our education must be Greek-centred and Christian centred". (1)

It should be stressed at this point that Cypriot education has always been Greek-centred and Christian-centred despite various disagreements among teachers, politicians and the church and Mrs. Aggelidou's words ring peculiarly in one's ears. The Minister's statement has perplexed teachers, parents and students, who have not yet been able to interpret her views. Nevertheless, Mrs. Aggelidou has been Minister of Education for only a short time and her intentions have not been revealed yet since no educational changes have been officially announced. Time will show whether there will be a return to the 1960 - 1970 situation when the nationalist former Minister of Education, Dr. Spyridakis, blindly followed the Greek educational system, believing that:

"Greek Cypriots should always look towards Greece awaiting the fulfilment of their national aspirations". (2)

It is, however, unlikely that the right wing government will ever return to the above situation because the conditions nowadays differ considerably from those before the 1974 invasion. It is believed that the close links with Greece will be more emphatically preserved but any changes that might be brought about will respond to the actual needs of the country that is striving to remain a united independent state.

A recent decision concerning the 1974 coup amnesty taken by the Clerides government has threatened to once more divide the Greek people of Cyprus whose wounds have not yet healed. The Council of Ministers (3) decided by a majority vote (six ministers voted for and five against) to revoke decisions taken in 1979 and 1980 by the Kyprianou government regarding the dismissal of a number of government employees for the sake of the public interest. The government said that the law did not give the Kyprianou government the power to terminate the services of a civil servant on the grounds of public interest.

(1) Phileleftheros newspaper, February 21st, 1993

(2) Statement by Dr. C. Spyridakis, Eleftheria newspaper, June 3rd, 1970

(3) Meeting of the Council of Ministers held on Tuesday April 20th, 1993

The above decision has increased hatred and bitterness among many parents and relatives of the 1974 coup victims, who staged a protest outside the House of Representatives shouting: "We won't forget the fascist coup". (1)

The decision of the government to re-employ the said civil servants, who were involved in the coup against President Makarios, might have its effect on schools, which have been the forum for the condemnation of the senseless coup since 1974. The role of the teachers might become obscure and confused with undesirable consequences on the Greek Cypriot education. It is, however, hoped that the House of Representatives, which is currently debating the decision of the government concerning the 1974 coup amnesty, will block the materialization of the above decision since the majority of its members (AKEL, EDEK and DIKO (Mr. Kyprianou's party)) strongly oppose the re-employment of the dismissed civil servants regarding it as an indirect justification of the 1974 coup. Dr. Vasos Lyssarides, the President of the Socialist Party EDEK, was categorical about it. He said that they would never tolerate the justification of the 1974 coup which filled the island with crosses and graves, refugees, missing people and mothers, wives and sisters dressed in black. Dr. Lyssarides added that they would not even hesitate to wear their military uniforms to fight for justice and hoped that:

"The government will reconsider its decision and finally cancel it for the general good". (2)

Control in education is very precious for those in power and even in a democratic country the ruling political party can put across a system of ideas and values which tally with those of the kind of society that they support. Therefore, the politicians can use the schools, if they so wish, to further their ambitions. Conclusively, we cannot, at this point, fail to refer to Lord Bertand Russell's comments which sum up the most important points concerning control in education.

(1) Phileleftheros newspaper, April 28th, 1993

(2) Phileleftheros newspaper, April 30th, 1993, speech by the President of the Socialist Party EDEK during the demonstration against the decision of the government to reemploy the civil servants involved in the 1974 coup, held on Thursday April 29th, 1993 in Nicosia

Lord Russell said that authority, if it is to govern education, must rest upon one or several powers, the state, the church, the school master and the parent, and no one of them can be trusted to care adequately for the child's welfare since each wishes the child to minister to some end which has nothing to do with its own well being. Lord Russell stresses the fact that:

"The child lacks the experience required for its own life and, it is, therefore, prey to the sinister interests that batten on its own innocence. That is what makes the difficulty of education a political problem". (1)

The Cypriot system of education is highly centralized. The Ministry of Education, as the central authority, has the overall responsibility for administering, financing, planning and supervising education. In other words, everything emanates from the top which lays down policy, makes regulations, appoints education officers, headmasters and teachers, prescribes syllabuses, curricula, books and, through its inspectors, supervises school work and advises teachers upon teaching methods.

The making of decisions rests with the Minister, who alone has the power to initiate general policy on education, yet he normally delegates some responsibility to the senior administrative officers. The carrying out of decisions and the evaluation of their effect fall within the competence of others further down the administrative ladder. The results of the evaluation of major projects are referred back to the Minister. The Ministry of Education is advised in its policies by the Educational Council, which was established through a decision of the Council of Ministers in 1975. (2) The Education Council is a widely representative body consisting of:

1. the Minister of Education as Chairman
2. the representative of the Church of Cyprus
3. the representative of the Educational Committee
4. the Parliamentary Committee for Education
5. representatives of the two confederations of the Parents' Association (Primary, Secondary)
6. representatives of the Teachers' Unions POED (Primary), OELMEK (Secondary), OLTEK (Technical)

(1) Smith, Lester, W.O. *Education*, Penguin, 1973, p. 119

(2) Files of the Ministry of Education, No. 112/71/1,2,3

7. the Directors General of the Ministry of Education, the Ministry of Labour and the Planning Bureau.
8. seven appointed members known for their keen interest in educational matters.

Figure 3.1 shows the organization of the Ministry of Education.

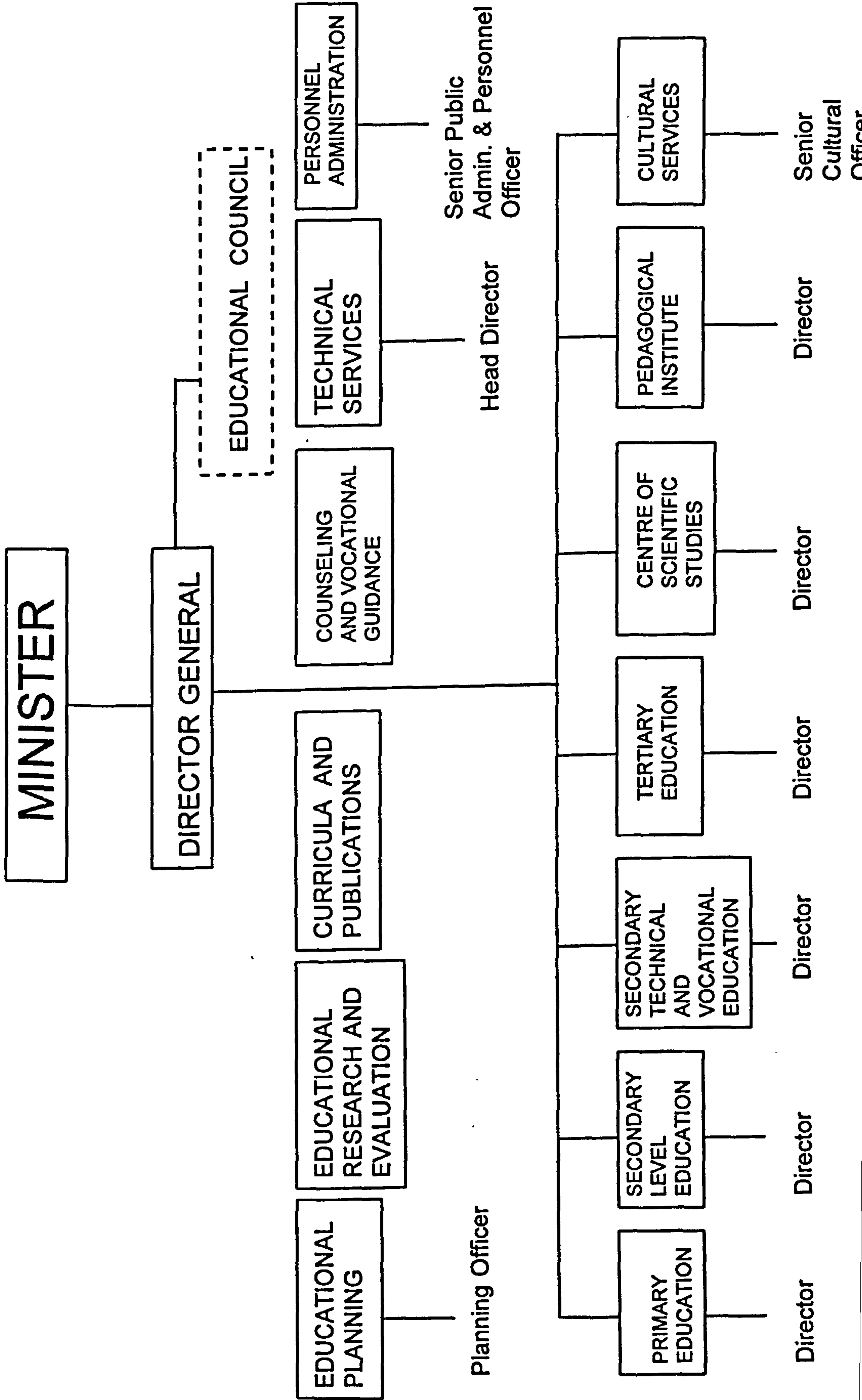
There are no regional authorities although school committees function at the local level. These committees are local authorities primarily responsible for the construction of school buildings and maintenance of buildings and grounds (on the advice and plans provided by the technical section of the Ministry of Education), and the provision of furniture and equipment in line with minimum standards. They also provide medical care for students and school meals for poor pupils. Funds for their budgets are derived from taxation and grants by the government.

The members of school committees in urban areas are appointed by the Council of Ministers on the recommendation of the Minister of Education, while in rural areas they are identical with the village authorities which, as from 1979, have been elected by the villagers. In rural areas where there is a secondary school, the Council of Ministers appoints a School Committee different from the village authority. The school committees have no say in purely educational matters and their members receive no emolument. Every year they submit their budget for the next school year to the Ministry of Education for approval. At the end of each school year they submit a detailed financial statement to the Ministry of Education. School Committees cooperate closely with the departments and other services of the Ministry, but they are not administratively dependent upon them.

Appointments, promotions, transfers and disciplinary control of the inspectorate and the teaching personnel come within the province of the Educational Service Commission. This Commission is an independent five-member body, which is appointed by the President of the Republic for a period of six years.

There is a corps of inspectors who have little, if any administrative work and who are divided into two broad groups, each under an inspector-general directly responsible for the particular department.

Fig. 3.1 ORGANIZATION OF THE MINISTRY OF EDUCATION



The main work of the inspector-general consists in organizing and coordinating the work of his inspectors of schools. The secondary schools inspectors are subject specialists responsible for the supervision and development of the teaching of their subject. The primary school inspectors are general subjects inspectors in charge of schools in a particular area, the size of which is determined by the number of teachers it contains. There are specialist inspectors too, in primary schools, but only for subjects like art, music, physical education and domestic science, who advise general-subject inspectors and visit schools. Inspectors must be experienced teachers with at least 15 years of satisfactory service. Academically they must hold a university degree and have pursued post-graduate studies in education or a specialized field of study.

The Inspectors' first task is to find out if a school has reached a minimum standard of efficiency, but they are also expected to help teachers by giving them advice, suggestions and guidance on methods of teaching. They also hold meetings and conferences of teachers to discuss methods of teaching and advise the Heads of Department on the selection of books. The inspectors are also required to report on the work of teachers.

Educational administration forms the organizational basis for the realization of the aims of the system of education which may be obstructed by the system of absolute centralization.

The Cypriot administrative system favours centralization and brings about many serious problems for the taking, implementing and supervising of various decisions. When Dr. Cecil Gurr, a British expert in educational planning and administration, came to Cyprus on behalf of UNESCO in 1968 to examine the planning machinery and help establish an effective one, he observed that there was some planning done within the Ministry of Education but it did not give the appearance of being systematic, coordinated or sufficiently forward looking: It lacked cohesion, drive and detailed programming. Dr. Gurr pointed out that:

"As a result no serious attempt at producing a planned programme of development appears to have been made: educational planning is virtually non-existent". (1)

(1) Gurr, E.C. Cyprus Educational Planning, UNESCO study of Limited circulation, serial No. 927 IBMS/RD/EP, Pens, 1968, p.86

Dr. Gurr's points were true because the structure of the Ministry of Education is departmentalized. Every department has its own establishment of teaching staff and inspectorate. The departmental plans formulated by the Head of Department after consultation with his inspectors are submitted to the Director General of the Ministry of Education who examines them carefully and sends them to the Planning Bureau. This situation results in the creation of vested interests on behalf of the Heads of Departments who tend to "keep things in the family"; that is, they do not risk any contacts and interactions with other departments. The Heads wish to be absolute masters in their departments. The first attempt to establish a planning unit in 1969 by Dr. Kouros, a well trained educational planner, failed, due to the reaction of the Heads of Departments who regarded the idea of educational planning on an interdepartmental basis as a threat to their status. Dr. Gurr's comments concerning the problems of departmentalization are enlightening:

"The educational system is departmentalised with very little interplay between the departments. This applies not only to the separation of the system into separate entities of elementary schools, secondary schools and technical schools but to the separation of the teaching staff, the inspectorate and the administrative departments as well. Re-thinking of the educational philosophy behind this separation is desirable". (1).

Dr. Gurr's comments apply to today's situation despite an effort made in Spring 1974 to reorganize the system. This system was accepted by the government but was frustrated due the 1974 Turkish invasion.

As it is generally known in a bureaucratic system of administration those in the lower regions of the hierarchy of each department or section seldom have the chance to detect or point to any problems. Even if they were given the opportunity they may be frustrated by the apathy of their superiors. The former Minister of Education, Dr. Ch. Sophianos, in his speech before the House of Representatives referred to this problem and said that apart from the lack of a systematic mechanism of noticing problems, the bureaucratic system does not contain any mechanism at all which combines individual efforts and presents a total comprehensive image of the organization. Therefore, Dr. Sophianos pointed out:

(1) Ibid, p.87

"certain problems are never noticed but put aside, many are forgotten and the solving of others is inexcusably delayed". (1)

This system particularly impedes educational development since education is an activity which requires collective work, continual innovation, continuous discussion and wide participation in decision making and the implementation of decisions. In the present technological age changes occur so rapidly and spawn new curricula, teaching methods and techniques which one needs to be on the alert to keep abreast with if one wishes to follow their rhythm. The outstanding feature of modern society is change, which influences lives in every aspect. Therefore, rapid changes must be monitored in order that the problems thrown up by the so called 'knowledge explosion' might be faced. Unless this is done the knowledge acquired during school life may become outdated and one will face being an incompetent functionary in modern society.

Consequently, continual innovations and experimentation in the field of education are needed. However, everything in a centralized system depends wholly on those at the top of the hierarchy who may prefer to stick to stability, a natural human instinct to risk any 'secure' and traditional, say, approach for the sake of a new and 'risky' one. Of course, the fact that the majority of people are not by nature revolutionary cannot be ignored; however, when confronted with new ideas, they should be able to handle them with care, saying with A. H. Clough:

"Old things need not be therefore true, or brother men! not yet the new". (2)

Education, unlike medicine, agriculture and other fields, has no adequate scientific base since it is rooted in the behavioural sciences such as psychology and sociology. It is concerned with people, how they learn, how they behave and how they react to their environment and, therefore, educators still do not know how to measure precisely how much a child learns in a given situation. Thus, the responsibilities shouldered by those people at the top of the hierarchy are burdensome and should be shared by all partners in education - teachers, parents and the community - who could be actively involved in the administrative machine.

(1) Dr. Sophianos's, speech before the House of Representatives on December 8th, 1977

(2) Smith, Lester, W.O., Education, Penguin, 1973, p.36

Changes cannot be brought about unless the people directly concerned, headmasters, teachers, parents and the community, share responsibilities and initiate changes in their schools, either in the school's goals or in the way the school tries to achieve its goals.

Unfortunately, there is a gap between the Ministry of Education and the school. Everything emanates from the top leaving little room for the head and teachers to become creative and enjoy the role as the educator which is not confined only within the classroom walls. Once the bell rings at 1:35 p.m., both teachers and students rush to leave school which suppresses and depresses them. The Director of the Pedagogical Institute, Dr. P. Persianis, in an article of his in "Agon" newspaper was categorical about the prevailing situation at Cypriot schools today. Dr. Persianis said the Cypriot schools are, up to a certain extent, miserable today, because there is no time to perform their main task, that is, the cultivation of the soul. He believes that when schools were communal, they had their own individual characteristics which distinguished one from another and added prestige to their image. Dr. Persianis also pointed out that:

"Today the uniformity that exists throughout our schools has eliminated the individuality and our schools can be described as characterless. Our students do not love the school any more; they enter their classrooms, attend their lessons and cannot wait to leave school even before the bell rings to signal the end of the school day". (1)

The school could be a place of happiness and creativeness with both teachers and students working together inside and outside the classroom involving themselves in extra curricular activities, taking decisions which would help the school as an organization to progress and achieve its goals and objectives, striving hard to create a better society, a brighter future. The above comments about the function of the school may sound idealistic but if the system of administration were less centralized and the schools were staffed with energetic and bright teachers, the above comments would be very realistic. The writer had the opportunity to work at a private English school, the American Academy, Larnaca, and experienced the happiness of being in a school that offered him and his colleagues a golden opportunity to be creative and contribute to the well-being of the school.

(1) Persianis, P., Article in Agon newspaper, Sunday July 19th, 1992

Unfortunately, the average Cypriot school requires the teachers to function within the channels of bureaucratic procedures and obey orders from "above" allowing him no flexibility to decide on the future of his school, his second home.

The previously described situation has led to indifference on behalf of the teachers who only try to perform well their strictly prescribed duties hoping for future promotion which presupposes blind obedience to the rules of our bureaucratic system. Mr. A. Vassiliou, an educationalist, stressed this weakness of our system in an article of his in 'Simerini' newspaper:

"The bureaucratic climate that prevails in education in cyprus is horrifying. The teacher has been turned into a robot to obey and execute orders from above". (1)

Taking into consideration the fact that Cyprus is too small a place to have a decentralized system, a less rigidly centralized system than the one in operation now might be more effective. For example, the centralized authority can have the power to lay down policy, make regulations, appoint education officers, headmasters and teachers; however, it might delegate the responsibility for the prescription of syllabuses, curricula, and books - after it has given the curriculum as a general framework or set of guidance - to a governing body responsible for each school. This governing body might also be responsible for some other activities such as the internal organization of the school, the disciplinary problems concerning students, the provision of school equipment, the maintenance of school buildings and the strengthening of the link between the school and the community.

The governing body might be a trilateral partnership, composed in equal members of representatives of 3 groups - school staff, community representatives and parents - which should elect its Chairman from any of its members.

(1) Vassiliou, A., Article in Simerini newspaper, August 10th, 1992

The staff representatives, needless to say, should always include the head since he is the most directly interested person in the running of the school and he should, therefore, participate fully, not only in the governing body's deliberations but also in its decisions.

The second group, the community representatives, might be the committees mentioned earlier in this chapter.

The third group, parents, might be elected at parents' meetings. They might be confined to parents of children currently attending the school.

The governing body should hold meetings with agendas and minutes which should always be displayed in school staff rooms and the headmaster should be asked to satisfy the governors about his consultation with teaching staff. In this way, there, will be effective participation between the teaching staff and the head.

It is taken for granted that the policies decided by the Ministry of Education will provide the framework within which individual schools and their governing bodies will operate.

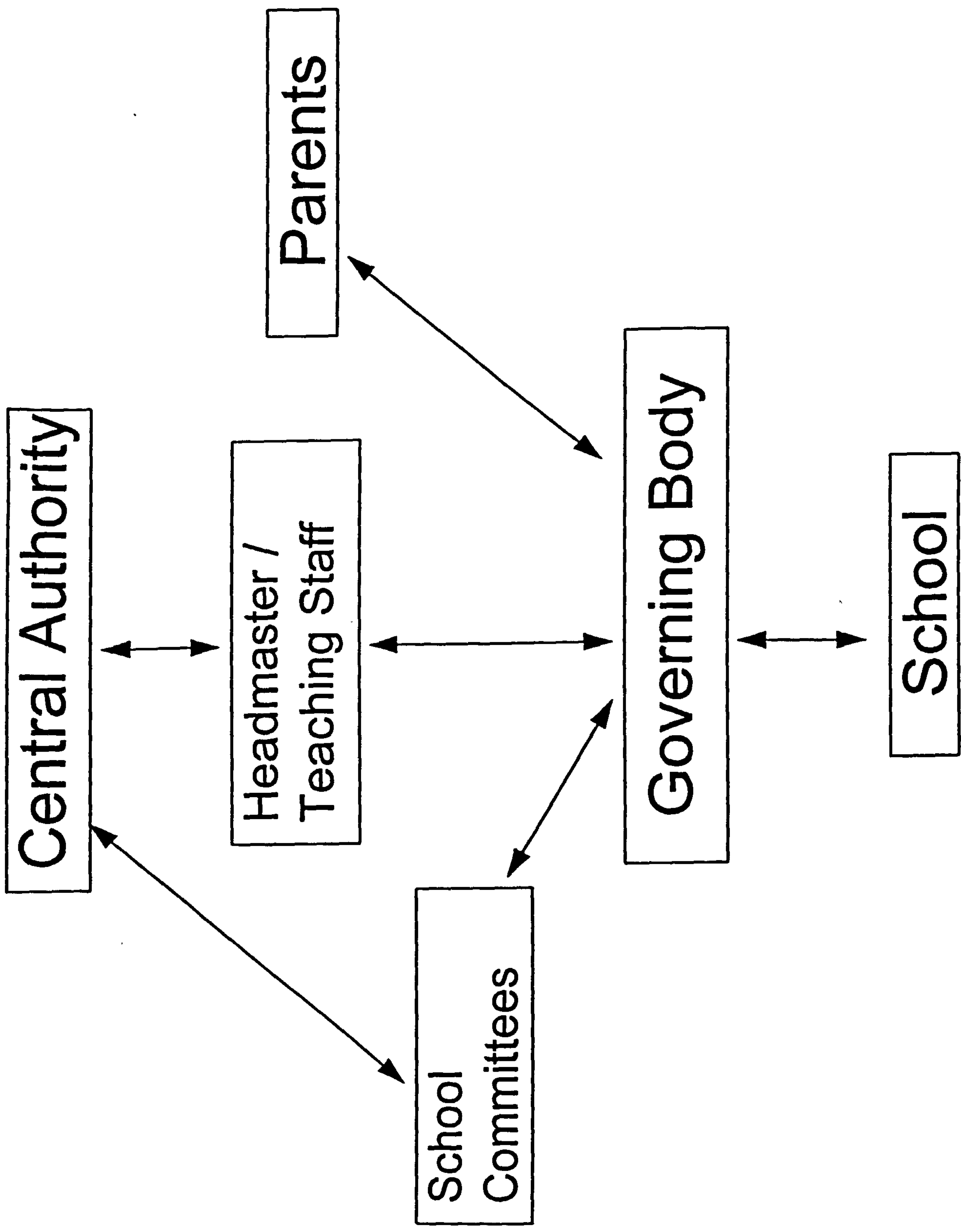
It is also recognized that additional support will be needed by the school but this might be provided through the inspection service of the Ministry of Education.

The new governors will manifestly need some training and the Ministry might be required to provide initial in-service training. Someone might be designated by the Ministry of Education to be responsible for co-ordinating the training of school governors. (1)

The following diagram shows the above suggestions about a less rigidly centralized system.

(1) The Taylor Report, A New Partnership for our Schools, 1977, deals with the functioning of governing bodies in Britain. However, it can give valuable insights as to how governing bodies can function in Cyprus

Diagram 3.2 Proposed Governing Bodies in Cyprus Educational System



The author's efforts have been confined to a general framework of a proposed plan, which, he believes, might enable the school to be more closely associated with its own community and affect the life in this community for the better. Moreover, the headmasters might be granted more flexibility to take creative decisions and bring about changes in their schools which can prove successful and beneficial and, therefore, be applied on a wider scale.

Education is an experimental field and requires creative people to experiment with new methods and techniques which can prove profitable for the new generation and consequently for one's country. The ungracious role to which people in education are forced to confine themselves by the centralized system which requires them to merely implement the decisions taken from the centre, can undoubtedly result in apathy and indifference on behalf of creative and valuable education people and in their unavoidable robotization.

CHAPTER 4

PRE-PRIMARY EDUCATION

Pre-primary education was until recently the poor relation of the educational family. Very little importance was attached to the education of the child during an important, perhaps the most important, period of his life.

However, no picture of education nowadays would be complete without nursery schools. To build a strong society it is necessary to lay strong foundations because today's nursery school child will be the future citizen of our society; if the child is not adequately educated during this important period of his/her life, something will always be missing. The Jesuit monks' saying "Give me a child until his seventh year of age and I will give you back a man" (1) indicates how formative the first six-seven years of a child's life are and how important the role of pre-primary education is. It is, therefore, necessary for the child to be offered those educational opportunities which will respond to his needs and abilities that will help him/her develop normally.

Pre-primary education in Cyprus has made great strides in the post 1974 period. A very brief review of pre-primary education before 1974 will help the formation of a more comprehensive picture of this field. Prior to independence there were a few nursery schools in the larger towns and they were supported by the government. However, in 1933 the colonial administration decided to close those schools down for reasons of economy. There were no trained teachers for those schools and no means of training them. In 1933 there were 11 Greek nursery schools with 1106 children, 4 Turkish nursery schools with 519 children 29 Greek Orthodox nursery teachers and 10 Moslem nursery teachers. (2)

(1) Phileleftheros newspaper, 2/8/1992, Educational article by Pheronimou G.

(2) Annual Report of the Department of Education for the school year 1933-34, Nicosia, 1935, p.9

Between 1933 and 1959 there is no official data concerning the number of nursery schools, teachers and pupils. However, there is information that there were nursery schools functioning with the help of philanthropic organizations, Ladies' associations and private companies that catered for the needs of orphan children and children whose working mothers could not take care of them.

In 1959, the year Cyprus gained its independence, the education authorities decided to promote the establishment of nursery schools and appointed a committee to study the matter. It found that there were 48 private nursery schools with 2.373 children attending them and 73 teachers. Fees were paid by the family of the child and fluctuated between three shillings and three pounds per month. Only 19 of the 73 teachers were holders of a nursery teacher's certificate; the others were secondary school leavers or with some years of attendance at secondary schools. There was, in one case, an elementary school leaver.

The education authorities, after taking into consideration the recommendations of the nursery school committee decided to proceed with the establishment of nursery schools. Among the reasons for this are the following:

- i) the absence of the mother from home,
- ii) by making arrangements for a child to go to a nursery school the mother is enabled to go to work,
- iii) the inability of the family to provide the child with stimulating play activities,
- iv) the inability of the home, due to poverty or lack of knowledge, to satisfy the various interests of the child,
- v) the nursery school offers the child the conditions for bodily and mental health. (1)

(1) Department of Education, File No. 180/59/4

Certain regulations governing the functioning of nursery schools were put in place with regard to:

- i) the employment of fully qualified nursery teachers,
- ii) the creation of suitable nursery school buildings with appropriate furniture and equipment,
- iii) the design of a syllabus to meet the needs of nursery school children,
- iv) the improvement of the nursery school teachers' qualifications by sending them abroad for further training. (1)

In September 1961 after an agreement with the philanthropic institution "MANA" the government gained control over the private nursery school "MANA", which had been functioning since 1934. "MANA" nursery school was the first public nursery school on the island. The public nursery schools that were set up later, modelled themselves upon this "MANA" school.

After independence, the importance of pre-primary education was realized by parents. Their higher standards of education enabled them to realize the great contribution of this kind of education towards the normal development of children, in particular where sociability and language were concerned, by offering them all the verbal stimulus, opportunities for constructive play and a more richly differentiated environment. The increasing number of mothers going out to work was another important reason which urged the government to establish public nursery schools in all towns; however, the number of those schools could in no way satisfy the needs of the island so private enterprise entered the field of pre-primary education to supplement, to a great extent, what was missing. Private nursery schools functioned in all towns and were licensed and supervised by primary school inspectors - the first pre-primary school inspector was appointed in 1977. Table 4.1 shows the development of pre-primary schools between 1961 - 1974.

(1) Republic of Cyprus, Cyprus Gazette, No. 36, 28/1/1961

Table 4.1**Development of Pre-primary Education, 1961 - 1974 (1)**

SCHOOL YEAR	PUBLIC PRE-PRIMARY SCHOOLS	PRIVATE PRE-PRIMARY SCHOOLS
1961 - 62	1	14
1962 - 63	6	15
1963 - 64	6	Figures not available
1964 - 65	9	Figures not available
1965 - 66	9	Figures not available
1966 - 67	9	26
1967 - 68	9	31
1968 - 69	9	33
1969 - 70	9	29
1970 - 71	9	37
1971 - 72	9	30
1972 - 73	9	31
1973 - 74	13	37

(1) Twenty Years of Cyprus Education, EMOK 5th Educational Seminar, 1981, p.35

The Ministry of Education by exercising its authority over pre-primary schools, aims at improving the qualifications of teachers, controlling pupil-teacher ratios and improving buildings and equipment.

Standards for the organization and administration of pre-primary schools are set by the Children Law part II: The Law provides for a child staff ratio as follows: (1)

Age of children	Pupil - Teacher ratio
3 to 4	20 to 1
4 to 5	25 to 1
5 to 6	30 to 1

The Private Schools Law 1971 provides details as to the procedures for opening and operating a nursery school. In both cases an application for a licence is required and the owner of the nursery school is obliged to keep the nursery school premises open to supervision by the education authorities at any time during working hours. The regulations of nursery schools approved by the government give the following directions which are expected to be included in any syllabus of a nursery school:

1. exercise in cleanliness and in keeping the environment clean,
2. free activities relative to the interest and ability of the students,
3. games and activities; rhythmical activities accompanied by music; other exercises of symbolic and miming character; group and individual games,
4. dancing and rhyme with miming accompanied by music
5. music, singing and percussion,
6. handwork using different kinds of material,

(1) Republic of Cyprus, Cyprus Gazette, No. 36, 28/1/61

7. drawing and painting,
8. simple weaving and knitting,
9. gardening activities; keeping animals and birds,
10. home economics activities,
11. dramatization and recitation,
12. language activities; myths, stories, reporting,
13. understanding and description of pictures.

As regards to buildings and equipment, nursery schools should be established in a separate building with its own teaching staff. However, very few buildings were especially erected to be used as nursery schools. Most of the buildings in use are ordinary houses duly converted to meet the regulations of the government.

After the 1974 invasion many people found themselves living in refugee camps under miserable conditions and there was an increasing number of working mothers in the work force since trained man-power was drawn to neighbouring countries. The reactivation of the country's economy needed the employment of more women in industry; this situation played a decisive role in the decision of the government to expand pre-primary education:

"The valuable contribution of the mother to the economic uplifting of the country by her participation in the work force of the country gave the government no choice but to develop and expand nursery education". (1)

(1) Twenty Five Years of Cyprus Independence, Ministry of Education, September-December 1985, p.6

The discussion of the matter in the Educational Council (1) revealed the great interest of the public in the expansion of pre-primary education. A pre-primary education section at the Pedagogical Academy (Teachers' Training College) was established in 1975 followed by the appointment, for the first time in 1977, of a pre-primary school inspector. The planning commission in cooperation with the Ministry of Education prepared the Second Emergency Economic Action Plan 1977 - 1978 to face the big education problem which resulted from the Turkish invasion. The expansion of pre-primary education was one of the main objectives of this plan. (2)

Although there was some progress in the development of pre-primary education following the 1974 invasion, the situation was not at all satisfactory from the point of view of opportunities for pre-primary education. Public nursery schools were set up only in the towns and refugee camps. Private and communal nursery schools were also functioning. The latter category includes those schools functioning by community committees or community welfare committees and are partly subsidized by the Ministry of Education.

All nursery schools ^{have} accommodation shortages as well as inadequate space for outdoor games. Those deficiencies were more marked in private nursery schools which, with few exceptions, were very deficient in equipment.

"Most of the private nursery schools are not suitably equipped and this deprives children of the opportunity to involve themselves in creative activities". (3)

Table 4.2 shows the number of nursery schools according to each province in 1978.

(1) Ministry of Education, File No. 112/71/3

(2) Republic of Cyprus, Second Emergency Economic Action Plan, 1977-78, Planning Commission, Nicosia, p.p. 188 - 189

(3) Twenty Years of Cyprus Education, EMOK 5th Educational Seminar, 1981, p.33

TABLE 4.2**Number of Nursery Schools in Cyprus by Provinces 1978 (1)**

NURSERY SCHOOLS	NICOSIA		LIMASSOL		LARNACA FAMAGUSTA		PAPHOS		TOTAL
	TOWN	VILLAGE	TOWN	VILLAGE	TOWN	VILLAGE	TOWN	VILLAGE	
PUBLIC	5	1	1	3	2	9	2	1	24
COMMUNAL	2	5	-	2	-	1	-	1	11
PRIVATE	33	8	12	1	1	-	3	-	58
TOTAL	40	14	13	6	3	10	5	2	93
		54		19		13		7	93

(1) Ministry of Education, Annual Report in Primary Education, Nicosia, Cyprus, 1978, p.5

The total number of children enrolled in nursery schools under the authority of the Ministry of Education was 4.926 as it is shown in the following table:

Table 4.3

Pupils in Nursery Schools Under the Ministry of Education in 1978 (1)

CATEGORIES	BOYS	GIRLS	TOTAL
PUBLIC	768	727	1495
COMMUNAL	188	166	354
PRIVATE	1563	1514	3077
TOTAL	2519	2407	4926

According to the annual report of the Head of Primary Education Department (1978), 100 nursery schools in the towns and 200 in the country were needed for the full development of pre-primary education. (We see from table 4.1 that there were only 93 schools; only one third of the number required). The provision of the requisite number of schools would cost at least Cy £350.000 for the salaries of the teaching staff and Cy £100.000 for the equipment on the assumption that the community would face the accommodation problem themselves. The Head of Primary Education Department analyzed the plans of the Ministry of Education and said that the tragic conditions prevailing at that time did not permit the completion of the Ministry's programme for the development of nursery education and they had to proceed by stages. The government began by setting up nursery schools in refugee camps and refugee housing areas for the children of displaced persons. More kindergartens would be established in areas bordering the occupied part of Cyprus, in poor communities which included a number of refugees and in rural areas.

(1) Ibid., p.8

The Head of the Primary Education Department added that:

"We are planning to complete this institution for children between 4 and 5 years old in urban and big centers in five years' time (i.e. 1983). Until then we hope we shall be able to erect suitable nursery school buildings and train the necessary teaching staff". (1)

The Council of Ministers in February 1979 approved a plan prepared by the Ministry of Education (2) for the expansion of pre-primary education by gradually establishing 300 public nursery schools to cater for the needs of 7.500 nursery school children between the age of 4 years 6 months and 5 years 6 months. (3)

In 1989 the government adopted a new policy for the further expansion of pre-primary education. Instead of establishing a small number of public pre-primary schools by fully subsidizing them, it was decided to establish a greater number of communal nursery schools by increasing the amount of money they offered them as a subsidy. In this way more nursery schools would be established. In August 1989 the Council of Ministers (4) decided to establish 116 communal nursery schools instead of 31 public nursery schools that were intended to operate according to the 1979 plan. The subsidy to the communal nursery schools would range from Cy £900 to Cy £2.800 according to the financial status of the community:

32 Communal nursery schools with Cy £2.800 each
 46 Communal nursery schools with Cy £1.800 each
 38 Communal nursery schools with Cy £ 900 each

This new policy of the government for the expansion of pre-primary education has a number of advantages:

- (i) pre-primary education expands directly on a large scale,
- (ii) better conditions for pre-primary teachers are assured,

(1) Ibid., p. 10

(2) Ministry of Education, R/88/79, 119/79, 7.2.79

(3) Meeting of the Council of Ministers, February 22nd, 1979

(4) Meeting of the Council of Ministers, August 10th, 1989

- (iii) parents and the community are provided with the opportunity of involving themselves directly in matters concerning pre-primary education.

It is evident that nursery education has made great strides since 1974 and this can be clearly shown in the Table 4.4

Table 4.4

Nursery Schools, Pupils and Teachers under the Ministry of Education, 1987-88 - 1990-91 (1)

	1987 - 1988	1990 - 1991
PUBLIC		
Nursery Schools	187	191
Pupils	7281	8096
Teachers	279	289
COMMUNAL		
Nursery Schools	72	104
Pupils	2320	3485
Teachers	89	136
PRIVATE		
Nursery Schools	130	127
Pupils	5056	3706
Teachers	158	173

If table 4.4 is compared with table 4.2, it is evident that there are 422 nursery schools in 1990-91 compared with 93 in 1978; a very significant progress has, therefore, been made in the field of pre-primary education since 1974; it has ceased to be the poor relation of the educational family.

Pre-primary education is not compulsory and lasts one to two and a half years. It comes under the direction of the Primary Education Department. All nursery schools, whether public, communal or private, are registered at the Ministry of Education and are supervised by the pre-primary school inspectors of the Ministry of Education.

(1) Ministry of Education, Annual Report on Primary Education, Nicosia, 1991, p.4

The nursery school timetable is designed and does its best to meet the needs of very young children. The need for love and security, the need to explore and understand the world around them and to satisfy their creative urges. In the nursery school everything possible is done in order to provide the right conditions for the well being of the infants. It provides opportunities for individual and group play as well as for group projects. The nursery school timetable does not include the conventional teaching of reading, writing and arithmetic. However, when a child shows an interest in such skills an effort is made to satisfy his interest in a manner suited to his age and abilities. Children are in any case exposed to experiences that provide an essential background to the learning of such subjects later on at school.

Nursery schools open between 8-9 a.m. and finish at about 12 noon. Morning milk is provided at many nursery schools and for those children who stay at the school all day lunch is provided and provision made for midday rest.

Public nursery schools are free; at private schools the fees range from Cy £24 - 45 a month while the fees at communal schools, which are run by local communities, range from Cy £10 - 15 a month because they are subsidized by the government.

Nursery school teachers have a three year training course at the Pedagogical Academy. However, as from September 1992 nursery teachers attended a four year course at the University of Cyprus, Department of Education. It is hoped that this upgrading of the nursery school teachers' studies will produce better results in the field of pre-primary education.

According to the Education Law No. 10 of 1969 which still holds, a nursery teacher has:

- i) to be a citizen of the Republic of Cyprus.
- ii) to be at least 21 years of age,
- iii) to be of good character,

- iv) not to have been found guilty by a Court of Justice for an offense pertaining to a dishonest act,
- v) not to have been dismissed from the Educational or Public Service for a disciplinary offence,
- vi) to have been certified by a government doctor as physically fit,
- vii) to have finished a course in a college for the preparation of nursery school teachers or a teachers' training college. (1)

Before the establishment of a pre-primary department at the Pedagogical Academy in 1975, most nursery school teachers graduated from the Kalithea college in Athens.

Teachers serving in public nursery schools receive the same salary as the elementary school teachers; teachers employed by communal and private nursery schools receive a salary which is lower.

Nursery schools in Cyprus followed the curriculum, of the "Analytical Programme", as it is called in Cyprus, of nursery schools in Greece until 1979 when a new curriculum was introduced. The Ministry of Education, which is responsible for the prescription of the curriculum, appointed departmental committees consisting of members of the inspectorate, representatives of the Pedagogical Academy, the Pedagogical Institute and the Teachers' Union to deal with the design of the new curriculum which was considered necessary due to:

- i) the rapid developments in science,
- ii) research in psychology concerning the levels of maturity of the child called upon a new methodology,
- iii) the changes in the socio-economic field after the 1974 Turkish invasion.
- iv) the fact that the 1974 coup proved that the old curriculum did not emphasize the cultivation of democratic principles. The blind obedience to any form of superior authority prevailed everywhere. (1)

(1) Republic of Cyprus, Cyprus Gazette, No. 707, 31.1.69

(2) Twenty Years of Education, EMOK 5th Educational Seminar, 1981, p. 29

The curriculum which is in use today emphasizes the principle of the satisfaction of the basic needs of the child as the decisive factor governing the curriculum of the nursery school and stresses the need of children for both quantitative and qualitative experiences. Thus, the aim of pre-primary education is to help the child to adapt itself to the broader school environment, to become part of the social entity with ease and security and to secure, preserve and promote the wholesome and all-round development of the child to the highest possible level, according to his level of maturity. Since the beginning of the child study movement, the field of child development associated itself with early childhood education. Its theories have laid the strong basis for early childhood curriculum practices. These theories have been closely connected with cognitive development, physical development, language development, emotional development, social development and intellectual development. The new curriculum emphasizes the cultivation of the above developmental areas within a flexible and well balanced nursery school programme. All the developmental areas emphasized in the new curriculum relate to early childhood material and equipment which, through the various activities help the child in its all round development.

Physical development relates to material and equipment such as wheel toys, blocks, tyres, balls, pattern cards, ladders, woodworking tools, sand tools, puzzles and any other equipment which enable the child to develop muscle coordination.

Social development relates to material and equipment such as prop boxes, including materials associated with the child's experience, such as the post office, the fire department or the grocery store, house keeping materials, activities or experiences that allow for two or more children to work together.

Intellectual development relates to material and equipment such as animals, plants, sand, water, wood, blocks, matching games, books, records, stones, flowers, pictures, puzzles, cooking activities, other materials that allow a child to reflect on, act on and learn from.

Creative development relates to material and equipment such as varied kinds of paints, markers, clay, wire, cloth, crayons, brushes and any other materials children can use to represent the world.

Language development relates to material and equipment such as books, records, stories, puppets, social situations, field trips, opportunities to interact with children and adults.

Emotional development relates to any materials that allow for success, that challenge but do not frustrate, that leave a child with a sense of accomplishment.

Despite the great strides that have been made in the development of pre-primary education there are problems which need to be addressed by the education authorities in their effort to promote a further expansion of pre-primary education. A successful pre-primary education programme cannot leave parents out. Parents have an important role to play and their active involvement in such a programme is of paramount importance because the primary responsibility for their children's development rests on them even after the beginning of school. In 1976 the Ministry of Education, in cooperation with the parents' associations established schools for parents in order to work directly with them especially in matters relating to the way they bring up their children. However, very few parents have shown interest in attending these schools and it is difficult to say that it has worked according to the lines anticipated by the Ministry of Education. It is hoped that this problem might be solved through an organized campaign by the Ministry and parents' associations.

It is believed that it is the responsibility and obligation of the State to introduce free and compulsory pre-primary education at least for the year before the nursery school child enters the primary school at the age of 5 years and 6 months. Mrs. G. Pheronimou, a pre-primary school inspector, was categorical about the introduction of free and compulsory pre-primary education. Mrs. Pheronimou, in her speech in Chania, Crete, pointed out that pre-primary education constitutes part of the general education and the State should introduce free and compulsory pre-primary education. Mrs. Pheronimou added that the nursery school must be seen as the 'downward extension' of the primary school and believed that:

"It is the responsibility of the government to treat the pre-primary school in the same way it does with the primary school where education is both free and compulsory". (1)

Inspection at every level of education is very important. The post 1974 expansion of pre-primary education and the increase in the number of pre-primary schools required an increase in the number of pre-primary inspectors. Yet, there are only three such inspectors (the third one was appointed in 1992) and it is evident that they need more help.

In conclusion from what has been discussed about nursery education in Cyprus it becomes obvious that:

- i) Nursery education is not only necessary but indispensable for the development of the children, especially those children coming from a poor social background whose environment cannot provide them with the proper opportunities to develop normally.
- ii) The nursery school must be seen as an extension of, and supplement to, the home environment and not as a substitute for it.
- iii) Working with parents constitutes an important element in a successful pre-primary education programme and it is necessary to work in this direction.
- iv) Nursery schools help to remove the continual tension and responsibility from the mother's shoulders enabling them to participate in outside activities which are beneficial for the family and generally the whole country.
- v) Education provided in Cyprus nursery schools has responded to recent educational, psychological and philosophical ideas and the best is done to meet the needs of young children.

(1) Speech at the Panhellenic Congress for Early Childhood Education in Chania, Crete, on April 20th, 1992

- vi) Despite the high financial cost, it is the responsibility and obligation of the State to treat pre-primary education in the same way as it does with Primary education by introducing free and compulsory pre-primary education. The cost is high but the reward is greater.

CHAPTER 5

PRIMARY EDUCATION

The modern primary school aims at helping primary pupils to develop mentally and emotionally in a balanced way. "Static" knowledge, represented by the old primary school, has been largely replaced by dynamic knowledge. Now the child aims at mastering the living language which he turns into a dynamic instrument of communication. The primary child is not any more expected to solve mathematical problems mechanically but to tackle numerous problems of everyday life. The old *didactic* teaching which confined the child to the role of the 'listener' without giving him the opportunity of creating and participating in the lesson has been abandoned to a great extent. In the school environment the child is offered numerous opportunities to think, to express himself and to create in several ways. The modern primary school emphasizes the importance of play making the school a happy experience. The development of a child's personality able to live in a society successfully through a flexible cycle of lessons permeates the primary school life and it can be observed in methods, curriculum and even in the architecture of schools. The new approach puts the child in the center. (1)

Primary education in Cyprus is both compulsory and free and the government has absolute control and responsibility for it. Compulsory education was introduced in 1962 (2) and Law 14 of 1962 provided for penalties for parents who failed to send their children to school or interrupted their education. In practice, primary education had been universal since 1945 and this Law merely confirmed what was really in practice. Primary education lasts 6 years between the ages of 5 years 6 months and 11 years 6 months. Primary schools function all over the island, in every town or village where there are more than 15 children of school age. The establishment of central primary schools made it possible for neighbouring communities with less than 15 students to be served.

(1) Curriculum of Schools of Primary Education, Ministry of Education, Nicosia 1981

(2) Republic of Cyprus Official Cyprus Gazette, No. 183, September 13th, 1962, p.p. 63-64

However, the establishment of central primary schools was not an easy task despite the attractive conditions offered by the government (new buildings, excellent equipment, free transport) to the small communities. The villagers repeatedly turned down the government's attractive conditions since they believed that the abolition of the village schools would mean the death of their community. It was only in 1976 that the government managed to persuade small communities to send their children to the newly established central primary schools. During the school year 1976-1977 five central primary schools functioned, serving 11 communities. (1)

Every primary school had its own school committee. In urban areas they are appointed by the government whereas in rural areas they are elected by the communities. The six year primary course is offered in the following types of schools:

1. One - teacher school (with maximum pupil population 24)
2. Two - teacher school (with maximum pupil population 25-50)
3. Three-teacher school }
4. Four - teacher school } the maximum number of pupils
5. Five - teacher school } per teacher is less than 34
6. Six-teacher school }

Most of the big schools in urban areas are divided into two cycles, each covering three years:

- a. Lower cycle (grades: 1 - 3)
- b. Upper cycle (grades: 4 - 6)

The above division was the result of the recognition of the special needs, both psychological and educational, of six to nine year-olds and nine to twelve year-olds. Each section of the school has its own head teacher. Another reason for this division was the necessity to combat large impersonal units. This division also contributed greatly to the increase of chances concerning promotion for teachers which were not at all satisfactory as it will be shown later in this chapter. In urban areas and big rural schools Cyprus has adopted the single-grade classes whereas in small communities it has adopted the mixed-age level classes.

(1) Ministry of Education, Annual Report on Primary Education, Nicosia, Cyprus, 1978, p.26

At national level the official pupil - teacher ratio is 22 to 1. In actual practice, schools with less than 24 pupils have one teacher and those with 25 to 50 pupils have two teachers. The allocation of teachers has been arranged in such a way that there is no possibility that one teacher will be responsible for more than 34 pupils.

Pupils are accepted at primary schools at the age of 5 years and 6 months and leave school at the end of their six-year schooling. Primary school leavers receive a leaving certificate. The chief assessment procedure is a continuous one. Students are not required to sit for any written examination at any level. The admission age to primary schools has varied since independence. Up to 1958-59, one year before independence, the admission age was 5 years and 10 months. From then on the following variations have occurred: (1)

<u>School year</u>	<u>Admission Age</u>
1959 - 60	5 years and 8 months
1964 - 65	5 years and 6 months
1965 - 66	5 years and 5 months
1973 - 74	5 years and 3 months
1975 - 56	5 years

Mr. Karageorgis, an inspector of primary education, best described the main reasons for lowering the age of admission as well as the serious problem created in 1975 - 76 when the year of admission was lowered to 5 years. Mr. Karageorgis said that the main reasons for lowering the age of admission were the desire of the government to help the steadily increasing number of working mothers and the pressure exerted by politicians and by the primary teachers' union to employ its unemployed members who had graduated from the Pedagogical Academies in Greece. Although younger students had been accepted into schools, no real effort had been undertaken for the necessary adjustment of curricula, timetables, methods and books. Mr. Karageorgis referred to the very acute problem which was created in 1975-76 school year when the Primary Department tried, without any planning and preparation, to change teaching procedures with 5 year old new comers.

(1) C.P.R.A. Bulletin, 1977, No. 31-32, Nicosia, p.24

Teachers were asked through a circular to follow new procedures avoiding formal teaching for the first three months and keeping the pupils engaged in practical work and local studies. Inspectors were neither willing nor ready to help because they were not consulted, teachers as individuals and as a professional union reacted vigorously, while parents, who were not informed, were complaining that their children were wasting their time in schools where they were expecting them to do the usual formal teaching and work. Mr. Karageorgis characterized the situation as a typical case of chaos created because of lack of planning, consultation and preparation of the project. (1)

As from the school year 1979 - 1980 the admission age was raised to 5 years and 6 months.

Just before independence in 1958-59 there were 502 primary schools with 63.000 students and 1.645 teachers. After independence in 1960-61 there was an increase in the enrollment of students - 526 schools with 67.276 students and 1.852 teachers. In 1964-65 the Council of Ministers decided to lower the admission age from six to five years and five months. (2) This decision resulted in an abrupt increase in the enrollment of students:

<u>Year</u>	<u>Schools</u>	<u>Students</u>	<u>Teachers</u>
1963 - 64	563	67.438	1.967
1964 - 65	532	69.218	1.983

After 1970-71 the enrollment rate suffered a gradual drop due to a lower birth rate:

<u>Year</u>	<u>Schools</u>	<u>Students</u>	<u>Teachers</u>
1970 - 71	548	67.529	2.167
1971 - 72	546	64.415	2.165

The consequences of the 1974 Turkish invasion and occupation affected seriously the enrollment of students and the number of primary schools. The following figures indicate the destructive effects of the invasion on primary education.

(1) Karageorgis, A., Education Development in Cyprus, 1960-1977, Nicosia, 1986, p.81

(2) Ministry of Education, File No. 386/1968

<u>Year</u>	<u>Schools</u>	<u>Students</u>	<u>Teachers</u>
1973 - 74	548	62.221	2.200
1974 - 75	380	56.059	2.021

The primary schools occupied by the Turks were 171 (31%). The displaced students were 25.107 (42%). The displaced teachers were 904 (41%). (1)

The situation following the Turkish invasion was chaotic. About 10% of the school population in the school year 1974-75 left the island and settled down in the U.K., the U.S.A., Australia and Greece. School buildings in the free parts of Cyprus sheltered refugees. The lack of books, equipment and teaching materials worsened the situation and decreased the possibility of the functioning of schools in that year. However, the Ministry of Education decided to open the schools believing that the functioning of the schools would contribute greatly to the development of a sense of security on behalf of students and generally the people of Cyprus. Thus, the Ministry of Education, the teachers and parents co-operated closely to make it possible for the schools to function during that school year despite the enormous difficulties they had to encounter. The problem of school buildings was tackled in various ways; monasteries, churches, tents, sheds were used as classrooms and a double shift system was put into practice to accommodate more students in the existing buildings; in other words one school accommodated a number of students that used to be accommodated by two schools since there were morning lessons and afternoon lessons. The morning 'shift' worked from 7:30 a.m. until 12:15 p.m. and the afternoon 'shift' from 12:30 p.m. until 4:45 p.m. During the school year 1974-75, 54 primary schools followed the two shift daily system in all free districts of the island. (2)

Construction of 4 new schools and the extension of 32 of the existing primary schools created another 133 new classrooms. Another 20 Turkish Cypriot schools, which were abandoned by the Turkish Cypriots, were repaired by the government thus adding another 126 classrooms. (3)

(1) Ministry of Education, File No. 127/74/C

(2) Ministry of Education, Report on Primary Education for 1974-76, Nicosia, 1976, p.7

(3) Ibid., p.7

Despite the thorny problems that were faced by the education authorities, the operation concerning the functioning of schools proved successful owing to the devotion and co-operation of all concerned, particularly the teaching staff of the schools. The Bulletin of the Cyprus commission for UNESCO gave credit to the teachers and headmasters for being a source of inspiration and courage in those hard days. The Bulletin said that the headmasters and teachers were not discouraged having to encounter so many difficulties. On the contrary, they demonstrated great zeal, inventiveness, initiative, imagination and energy. They deeply realized that they had to win the battle of education. On their shoulders rested the heavy responsibility to create an atmosphere of love, affection and warmth. Theirs mostly was the task to banish the terror that had rested in the children's pure hearts and to restore the feeling of safety. (1)

Primary education was in a period of reconstruction for the following ten years. Foreign aid that arrived early in 1975 as well as the reactivating of industry, which helped in the revival of the country's economy during the following years, made it possible for the government to build more schools thus solving the housing problem to a great extent. In 1991 there were 361 schools with 59.922 students and 2.865 teachers. The following table indicates the primary school population since 1974. It will be noticed that there had been a gradual drop in the enrollment rate until 1982 due to the emigration of primary school students during the first year after the Turkish invasion and because of the low birth rate. After 1982-83 there appeared a gradual increase in the enrollment rate which has continued to the present time and is expected to reach its maximum by 1995-96.

(1) Bulletin of the Cyprus Commission for UNESCO, UNESCO, No. 20, September 1975, Nicosia, p.4

Table 5.1

Table indicating the development of primary school population since 1974 ⁽¹⁾

YEAR	STUDENTS
1974 - 75	56.059
1975 - 76	55.487
1976 - 77	54.046
1977 - 78	54.267.
1978 - 79	53.032
1979 - 80	50.302
1980 - 81	47.309
1981 - 82	46.095
1982 - 83	46.198
1983 - 84	46.653
1984 - 85	47.381
1985 - 86	50.990
1986 - 87	54.254
1987 - 88	54.326
1988 - 89	56.328
1989 - 90	58.264
1990 - 91	59.922

Another type of primary school which was established on the basis of the decision taken by the Greek Educational Council was the establishment of the eight-grade school. These schools aimed at increasing the number of years of free general education offered by the government from six to eight years so as to equip young people with the means to face problems that they would encounter later in life. They also aimed at bridging the time gap existing between the age of 12 when the basic primary schooling is

(1) Statistics of Education, 1991/92, Educational Statistics: Series 1, Report No. 24, Printing Office of the Republic of Cyprus, June 1993, p.50

completed, and the age of 14 when young persons who do not go on to secondary schools, mostly because of poor academic abilities, are able to go out to work. The eight-grade schools were originally sections of the normal primary schools but they gradually acquired autonomy and functioned in separate buildings with their own heads. The curriculum was flexible enough to meet the needs of the pupils and was based on the aims already mentioned. Language, mathematics and a foreign language was compulsory for all pupils. Time was also allotted for boys to do agriculture, wood work, metal work and other related subjects and for girls to have home economics and other related subjects. Both girls and boys were taught art, music and P.T.. All schools were furnished with the necessary work rooms. When students graduated from the eight-grade school they were able to continue studying at a vocational technical school. The introduction of the free education in 1972-73 and the abolition of secondary school entrance exams affected eight-grade schools seriously since they primarily aimed at meeting the needs of those students who either failed to pass the secondary school entrance exams or could not go on to a secondary school because of financial difficulties. In 1959 - 60 there were 9 eight-grade schools with 200 students. In 1964 - 65, 15 schools with 584 students and in 1977 - 78, 1 school with 41 students. This type of primary school was abolished in 1978 - 79. (1)

The administration of the system of primary education was highly centralized when the British handed over the responsibility for elementary education to the Greek community. It was expected that the Greek education authorities would change the Elementary Law of 1933 which, as it has been noted in Chapter 2, raised strong objections on behalf of the leaders of the Greek community. However, the Greek Communal Chamber continued to follow the same centralized system of appointment of village and town committees and the system of delegation of power from one central authority. Although parents' associations exerted pressure for elections, the system of appointing school committees has not changed. The rights and responsibilities in educational matters of the Colonial Governor and the Colonial Director of Education were successively transferred to the Chairman of the Greek Communal Chamber and its Administrative Committee and later to the Ministry of Education.

(1) Files of the Ministry of Education for Eight-Grade Schools.

The reason for the continuation of the aforementioned centralized system can be located in the following facts:

"The fact that very few of the elected members of the Greek Community were persons with university education and of high energy and the fact that the first Chairman of the Greek Communal Chamber and the first Minister of Education was Dr. C. Spyridakis, a person who managed through his education, his drive, and his struggles during the colonial rule to be considered as the main expert in educational matters, limited the possibilities for real participation in the development of education". (1)

The Head of Primary Department is the chief administrative officer assisted by the Inspector General for primary education and the primary school inspectors. The ranks of the administrative structure of the Primary Education Department is given below:

Head of Department
Inspector General
Inspectors of General Subjects
Inspectors of Special Subjects
Headmasters Grade A
Headmasters Grade B
Assistant Headmasters
Teachers Grade A
Teachers

The post of Assistant Headmaster was introduced into the Greek-Cypriot primary schools in 1971. (2) The introduction of this post was considered necessary in order to create more chances of promotion for primary teachers which were very few according to professor Wedell who conducted a study in Cyprus in 1971 and prepared a career profile for primary teachers. In 1971 there were 1.969 teachers, 319 headmasters and 32 inspectors. The ratio of promotion was 1:5.

(1) Karageorgis, A., Education Development in Cyprus 1960-1977, Nicosia, 1986, p.40

(2) Decisions of the Council of Ministers 8887/10.7.69 and 10928/18.11.71

Professor Wedell pointed out that as a result the morale of the teacher tended to be very low and the teacher very sensitive to promotion procedures. The very flat promotional pyramid tended to make the best teacher better. The majority of teachers - the average and the below average - tended to get worse when they realized that their prospects for promotion began to recede. (1)

The supervision and inspection is carried out by the Inspector General who is responsible for the guidance and coordination of the inspector of general and special subjects who act as the representatives of the Ministry of Education supervising primary schools. The task of the inspector is a difficult one because he / she has to play two roles which contradict each other; on the one hand he has to play the role of the advisor who guides the teacher and helps him better his work; on the other hand he is the evaluator of the teacher's work and the teacher's professional career depends on the inspector's numerical marking. Therefore, it is unavoidable that inspectors are not received favourably by the teachers who are prejudiced against them. In other words his important role as a change agent is undermined by his second role as an evaluator.

The inspectors' supervision and evaluation duties extend over the teachers and headmasters of primary schools. The headmaster who has responsibility for the smooth running of the school has also supervisory duties over his teachers within the school. The role of the headmaster was discussed during a meeting of the Nicosia district inspectors held on October 15th, 1974. The inspectors agreed that:

"Headmasters tend to show indecisiveness and lack of initiative". (2)

It was not accidental that Professor Wedell's conclusions of his study about the Greek-Cypriot teacher and educational development in Cyprus tallied with the findings of the inspectors' meeting. Professor Wedell found that:

"the most important cause of deficiencies in the quality of teaching is the lack of leadership by headmasters". (3)

- (1) Wedell, E.G., Cyprus. Teacher and Educational Development, Serial No. 2392/RMO/RD.ED.S., Paris, 1971, p.19
- (2) Minutes of the Nicosia District Inspectors' meeting held in Nicosia on October 15th, 1974
- (3) Wedell, E. G., Cyprus. Teacher and Educational Development, Serial No. 2392/RO/RD,ED.S., Paris, 1971, p.21

As was noted in Chapter 3, it might be that the highly centralized system of administration deprives creative people in the field of education of acting as change agents in the education system of Cyprus.

Primary school teachers graduate from the Pedagogical Academy after the completion of a three year course. Prior to 1935 male primary teachers were educated in the training classes of the Pancyprrian Gymnasium, Nicosia which was managed by the Greek Town School Committee of Nicosia. Female primary teachers were educated in the Phaneromeni High School of Girls in Nicosia. As from 1937 male primary teachers were educated in the newly established Teachers' Training College at Morphou whereas female primary teachers received their education in the Mistresses Training Center in Nicosia. Students were admitted on condition they were graduates of a recognized secondary school and they had to sit for the entrance exams of the college. The course of study offered at the colleges lasted two years and the medium of instruction was the English language. In 1958 the two training schools became affiliated and both male and female students attended the newly constructed Teachers' Training College in Nicosia. The subjects taught at the Teachers' Training College included child psychology, principles of education, science, hygiene, methods of teaching, art, craft and P.T.. When the Greek Communal Chamber took over the responsibility for elementary education in 1960 the Teachers' Training College was given a new name, Pedagogical Academy, and originally offered a two year course of studies according to the regulations of the Ministry of Education in Greece. As from 1965 - 66 the Pedagogical Academy provided a three year course following the provisions of the Papandreou reform. The three year course comprises a total of six semesters of study and consists of both theoretical and practical training. The practical training extends over all six semesters of study in block of three weeks making a total of 18 weeks. Additional time is devoted to demonstration lessons conducted by experienced teachers in primary schools attached to the Academy. Second year students are also required to observe schools functioning during the first two weeks at the beginning and two weeks at the end of the school year. Students are trained in all primary school basic subjects. There are no primary school specializations. However, third year students are entitled to select two subjects, one theoretical and one practical for a detailed study.

Sudents at the Pedagogical Academy are admitted on condition they are secondary school leavers and they sit for the very highly competitive entrance exam of the Academy. The time-table of the Pedagogical Academy which was in use for many years is given below: (1)

Table 5.2

The Time-Table of the Pedagogical Academy

COURSES	Teaching periods per week			
	1ST YEAR	2ND YEAR	3RD YEAR COMPULSORY	3RD YEAR ELECTIVE
Philosophy	-	1	-	-
Psychology & Vocational Guidance	2	2	3	-
Theory & History of Education	2	2	2	-
General-Special Teaching	3	4	3	-
Methods (principles)	-	-	-	-
Demonstration of Teaching in P.S.	-	2	-	-
Religion	2	1	1	-
Greek & Speech Training	3	3	3	-
History of Civilization	1	-	1	-
Mathematics	2	2	2	-
Physics-Chemistry	2	2	2	-
Biology-Agriculture-Gardening	3	3	2	-
Civics - Sociology	-	-	1	-
Folklore	1	-	-	-
Hygiene	1	-	-	-
Nursery Training	-	-	1	-
History - Geography	2	2	-	-
English	3	3	2	3
Music - Choir	3	3	2	3
Byzantine Music	1	1	-	-
Art	2	2	1	3
Handicraft	2	2	1	3
Physical Education - Athletics	3	3	2	3
Home Economics	2	2	1	3
Total teaching periods per week	39	40	30	18

(1) Files of the Ministry of Education on the Pedagogical Academy Time-tables.

The Pedagogical Academy, which served Cyprus for 33 years, discontinued its operation. The last students, who were admitted in 1990 - 91 graduated in June 1993. As from September 1992 primary teachers are educated at the Department of Education of the University of Cyprus. At this point it is opportune to refer to the problem at the Pedagogical Academy which remained unsolved until the discontinuation of its functioning. The problem concerned the appropriate staffing of the Academy which affected its status as a higher educational institution. Mr. Andreas G. Karageorgis's comments on this matter are enlightening:

"Besides the principal, who has a permanent tenure, the other staff members are seconded from secondary schools. This proved to be a significant drawback because there is a constant flow and change of staff which, in most cases has no special training or special interest for primary teachers' training". (1)

The writer located this problem in 1980 and supported the fact that the new child - centred approach had brought with it new demands and consequently required a lot of effort on the part of the primary teacher, it required a very "tough" and enthusiastic teacher to achieve his task which was not less difficult than that of his colleague in secondary education. The writer maintained that:

"the necessity of acquiring graduate primary teachers is imperative because the primary teacher has to be equipped with the appropriate educational qualifications". (2)

The writer also referred to the difference in the salaries between the primary and secondary teachers and said that the secondary teacher's salary was considerably higher than the primary teacher's and that was mainly based on the criterion that the primary teacher was not a graduate. Therefore, the writer believed that:

(1) Karageorgis, A., Education Development in Cyprus, 1960-1977, Nicosia, 1986, p.84

(2) Mavrou, P.K. An Evaluation of the Development and problems of the Greek-Cypriot Educational System Since 1974, M.Ed. Thesis, University College of Wales, Aberystwyth, 1980, p.127

"If the suggestion for graduate entry into primary teaching is implemented then it will be feasible for them to be financially rewarded equally with their secondary education colleagues. This will raise both their social and academic status and at the same time their enthusiasm for their task". (1)

The functioning of the University of Cyprus resulted in the unification of the educational service since both primary and secondary teachers will have the same qualifications being university graduates. Therefore, the aforementioned problems were solved. The gap in the status and salaries between primary and secondary teachers has been filled thus eliminating the bitterness felt by primary teachers.

The first curriculum in Greek-Cypriot schools in the elementary field was prepared in 1898 by a committee appointed by the Christian Board of Education with power:

"To draw up regulations for the public elementary schools of Cyprus and an analytical programme of the lessons to be taught therein". (2)

The curriculum included subjects such as history, geography, natural history, drawing, needlework, singing and physical training. This curriculum functioned until 1935 when control of the curriculum was taken over by the government according to the Law of 33. A new curriculum was introduced into the elementary schools, both Turkish and Greek, to replace those copied from Turkey and Greece respectively.

"The old curricula had not even kept pace with developments in those countries; they took little account of the special conditions of Cyprus and were overcrowded with unimportant and theoretical details". (3)

(1) Ibid., p. 127

(2) Newman, F.D., The System of Education in Cyprus, Board of Education - Special Reports on Educational Subjects, Volume 12, Part 1, Wyman and Sons, London, 1902, p.415

(3) Annual Report of the Department of Education for the school year 1934-35, Nicosia, 1936, p.3

The 1935 curriculum Regulations were amended by the Regulations of 1949 providing for a new curriculum, syllabus and course of instruction for all Greek and Turkish elementary schools. The subjects included were arithmetic, history, geography, physical training, music, art, science, hygiene, nature study, Greek or Turkish and English. The 1935 curriculum, as well as the revised one in 1949 laid emphasis on the acquisition of dry knowledge; the teacher taught and the student reproduced by heart what was given.

During the school year 1959 - 60 a group of inspectors revised several subjects of the curriculum but emphasis was once more given to the narrow concept of "teaching". In reality the Greek-Cypriot schools followed the curriculum of Greece since the text-books were produced in Greece, with the exception of mathematics, grammar and orthography. The new element in the 1960 curriculum was the separation of the curriculum into two 3 year cycles of studies instead of a class basis as it was before.

A movement of reform in primary education aimed at encouraging the complete and balanced development of children according to the peculiar needs, abilities and interests of each individual child can be traced to Greece and to 1974 when, after the fall of the Junta, studies in curriculum development which were to influence primary education in Cyprus commenced. In addition, the new conditions and realities occasioned by the 1974 invasion pressed for a re-examination and development of a programme for curriculum reform. Text-books published in Cyprus were revised and those published in Greece and also used in Cyprus were improved.

The narrow concept of 'teaching' in primary schools has given place to child-centred methods. They attribute special importance to the educational value not only of conventional lessons but also of other activities of a practical nature aimed at satisfying the child's need to experiment, to get to know the social and natural environment in which he lives and to discover the joys of knowledge. However, the new child-centred approach has brought with it new demands and efforts on the part of the primary teacher. Consequently, the in-service training of primary teachers at the Pedagogical Institute has become more efficiently and systematically organized.

In 1975 the “Demotiki” (spoken language) was introduced in primary schools as the language of instruction, a decision (1) that was welcomed enthusiastically by teachers, students and parents since the replaced language, “Katharevousa”, was very sophisticated and could not be easily understood by ordinary people; the “Demotiki” on the other hand, emphasized the functional nature of the language and the dry forms were left out. The teaching of modern mathematics, which had been gradually introduced into some classes since 1970, began in all classes; in this way the solution of mechanical problems was replaced by the active learning and understanding of mathematical concepts and structure which enabled children to solve mathematical problems of everyday life thus changing the negative attitude of students towards this subject.

Dr. Ch. Sophianos speaking before the House of Representatives commented on the new movement of reform which started in 1974 and pointed out that a democratic citizen cannot be made in one day but he is the result of a long process of development which begins very early. In this process it is imperative that the same person should participate actively and not passively. Dr. Sophianos said that it was on that basis the whole school life in Cypriot primary schools, from the point of view of content, methodology, visual aids and activities, was organized. The Minister of Education also pointed out that:

“Within the framework of democratization the responsibility of education is the emphasis on co-operative effort. Thus, teachers and pupils co-operate in defining the subject, in setting objectives, in planning activities and in suggesting and drawing plans to evaluate the work. In this way the acquired knowledge is “alive” and permanent. The skills are trained in a natural and free way and the attitudes developed are the right ones”. (2)

The curriculum which is in use now was introduced in 1980. It was developed by the inspectorate in co-operation with the Teachers’ Union, the Pedagogical Academy and the Pedagogical Institute. The 1980 curriculum is in line with the 1974 reforms mentioned above.

(1) Minutes of the 5th Meeting of the Educational Council, June 30th, 1975

(2) Dr. Sophianos’s speech before the House of Representatives on December 8th, 1977

However, the introduction of the new curriculum was the result of an increasing awareness of the need to update subject matter in order to make it more relevant and interesting in an effort to link education with the economy of the country and contemporary life. The new curriculum constitutes a broad guide for the classroom teacher in which each subject consists of four basic components:

- I) general aims and objectives,
- ii) content, means and activities,
- iii) suggestions and methodology for the teaching of each subject,
- iv) evaluation. (1)

Among the most important ideas permeating the new curriculum are those relating to democratization by which is inferred respect for others and the opinion of the majority. Opportunities are presented for pupils to participate in the decision making process. Emphasis is placed on the teacher's role as guide, animator and collaborator of the child. The participation of children in all aspects of school life which promotes the achievement of real learning and the development of responsibility and creativity, is also emphasized in the new curriculum. Primary importance is given to the study of the environment which the children are helped to "live" thus becoming able to understand, describe and love it. Emphasis is also laid on the importance of children's self-evaluation and the evaluation by the teacher on a systematic basis. It is opportune at this point to refer to the comments expressed on the new curriculum by Mr. Charitou, the Secretary of the Primary Teachers' Union (P.O.E.D.) which indicate the enthusiasm with which primary teachers welcomed the introduction of the new curriculum:

"The new curriculum has contributed greatly towards the right education of the children since it aims at a balanced development of the child's personality". (2)

(1) Ministry of Education, Development of Education 1986-88, National Report of Cyprus, Nicosia, 1988, p.23

(2) Twenty years of Cyprus Education, EMOK 5th Educational Seminar, 1981, p45

Table 5.3 below indicates the typical six-teacher primary school timetable:

Table 5.3

A Typical Six-Teacher Primary School Timetable (1)

SUBJECT	GRADE/PERIODS PER WEEK					
	I	II	III	IV	V	VI
Religion	2	2	2	2	2	2
Greek-Language	12	12	12	12	12	12
Maths	5	5	6	6	6	6
History	-	-	2	2	2	2
Geography	-	-	2	2	2	2
Science	-	-	2	2	2	2
Environmental Studies	3	3	-	-	-	-
English Language	-	-	-	2	2	2
Fine Arts	2	2	2	2	2	2
Music	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Practical Arts-Home Economics	-	-	-	-	2	2
Club Activities	2	2	2	2	2	2
TOTAL	30	30	34	36	38	38

One major problem in primary education is the shortage of teachers which has been tackled by the appointment of secondary specialist teachers; they attend a special intensive retraining course at the Pedagogical Institute before starting work at primary schools. The occupation of a great number of schools by the Turkish troops led to an acute shortage of school buildings. However, this problem was to a very large extent faced by the building of new schools. The problem concerning the academic, social and financial status of primary teachers in comparison with that of secondary teachers which had been a big problem for so many years, was solved by the unification of the educational service since both primary and secondary teachers' studies are offered at a university level.

(1) Ministry of Education, Development of Education, 1988-90, National report for Cyprus, Nicosia, 1990, p.46

The nature of the link between the school and parents of a poor social background constitutes an acute problem in primary schools especially those in rural areas. The points raised by Mr. A. Ioannou, the Principal of a rural school, Lefkara Primary School, when he was interviewed by the writer about this problem are enlightening; Mr. Ioannou said that it had been observed that the majority of parents coming from a poor social background did not have any close contact with the school. Mr. Ioannou said that it was their duty to contact those parents and detect any problems they had which might hinder their children's performance at school. For this reason, the teachers in Mr. Ioannou's school had divided themselves into groups of three and visited the neighbouring villages once a month. The Principal of Lefkara Primary School believed that:

“In this way they have the chance of meeting the parents of children who do not have any contact with the school; they discuss their problems, give them advice and try to help them in any and every way”. (1)

When Mr. Ioannou was asked whether the education authorities were aware of this problem and if other schools in rural areas followed the same practice, Mr. Ioannou said:

“The reports we send to the primary education department refer to this problem and to the measures we take to solve it. The Ministry of Education approves of the practice we follow and as far as I know the same practice is followed by other schools in rural areas to a greater or lesser degree”. (1)

The gap which exists between primary and secondary schools is another weak point in the system. Primary teachers and students, as well as secondary teachers and students are not acquainted with the curriculum, methods of teaching, activities and practices followed in each others' schools.

(1) Mr. Ioannou's interview held at Lefkara on June 11th, 1993

The Ministry of Education, having detected the problem intends to establish an integrated nine-year educational programme and restructure the educational system accordingly. This programme will cover the six classes of the elementary school and the three classes of the gymnasium. The separation that exists concerning the housing of the schools will not change but there will be more interaction between the schools; teachers and students in either schools will have the chance of exchanging visits and have common celebrations such as sports days and open days. Primary and secondary teachers will conduct or observe demonstration lessons in each other's schools and have common meetings. In this way the transitional period for primary school leavers entering the gymnasium will become smoother.

The writer pointed out the gap which exists between primary and secondary schools in 1980 and wrote the following:

“The primary teacher normally is not aware of what is happening in secondary schools and the secondary teacher ignores what is happening in primary schools. Therefore, both teachers should bear in mind the education that is given to pupils in each other's schools so that they will be able to form the right channels of guidance and help their pupils in any and every way”. (2)

ADULT EDUCATION CENTRES

The section on Adult Education Centres as well as the section on Special Education which follows will be dealt with in this chapter since they both function under the administration of the Primary Education Department.

The Adult Education Centres aim at encouraging the young to continue their education and make good use of their time. The ultimate aim is to raise the cultural standard of the whole country. Anyone over the age of 14 can become a member. A group is formed when they have at least 13 members in towns and 10 in rural areas.

(1) Ministry of Education, Development of Education 1988-90, National Report of Cyprus, Nicosia, 1990, p.27

(2) Mavrou, P.K., An Evaluation of the Developments and Problems of the Greek-Cypriot Educational System Since 1974, M.Ed Thesis, University College of Wales, Aberystwth, 1980, p39

Each group meets once a week for 90 minutes and the course comprises 24 sessions from November to May. Lessons take place in the afternoons and evenings in primary school buildings. The Adult Education Centres offer a wide range of activities. The most popular subjects are dress making, gardening, flower arranging, keep fit programmes, cookery, dancing, drama and others. Students are taught by qualified primary teachers but various specialists are often invited from other Ministries and Services to give lectures or lessons in their special field. In 1989 members numbered 11.765. (1) They are organized in local and district committees and contribute, by working closely with the Ministry of Education, to the further extension and progress of the institution. The centre's funds are mainly derived from students' fees which are low - Cy £17 per year - and the annual subsidy made by the Ministry of Education to cover the payment of teaching staff and to provide equipment and books. The work done by these centres is of great importance because they enable their members to make creative use of their time, to their own benefit and that of society in general.

SPECIAL EDUCATION

Special emphasis was laid on special education; with the enactment of Law 47/1979 the government has undertaken the responsibility for educating children who are educationally subnormal and physically handicapped.

Children who are handicapped mentally or physically attend special schools where they receive education in an environment specially equipped for the purpose and staffed by specially trained teachers who follow a curriculum adapted to the particular needs of the pupils.

The special schools in Cyprus run by the Ministry of Education are:

1. The St. Barnabas School for the Blind, Nicosia
2. The School for the Deaf, Nicosia
3. The schools for mentally retarded children in all towns

(1) Ministry of Education, Development of Education 1988-90, National Report of Cyprus, Nicosia, 1990, p.37

The St. Barnabas School for the Blind

The St. Barnabas School for the Blind takes boys and girls of 5 - 19 years of age who are either blind or whose sight is so defective as to make it impossible for them to attend lessons at normal schools. The school was originally housed in a small building which could not satisfy the needs of the country. Thus, the government constructed a spacious one with plenty of facilities such as a conference room, an indoor swimming pool, laboratories, recreation rooms, a gym, a theatre and a library. The new building was officially opened by Archbishop Makarios in November 1965. The curriculum is similar to that at normal schools (primary and secondary). The school is divided into three sections according to the age of the child.

- a) The junior school for pupils aged 5 to 12.
- b) The senior school for pupils aged 12 to 15
- c) The technical school for students aged 16 to 19

The school provides everything required for the complete physical, mental and professional training of its students so that when they leave school they may become active and productive members of society. In 1989 there were 40 students at this school.

The School for the Deaf

The school was established in 1953 by the Nicosia Rotarians and it was originally functioning at Morphou until it moved to a new and better equipped building in the village of Yerolakkos. When Yerolakkos was occupied by the Turks in 1974, the school functioned under tents for the school year 1974 - 75. It then moved to Makedonitissa in Nicosia where it is now functioning. The school receives full state support and education, board and lodging are free. The school's curriculum covers 13 years of study which includes the first three years of junior secondary education. The school takes boys and girls of 5 - 18 years of age. Employment for the deaf is found mainly through the Co-operative Society of the Deaf which offers employment to students of the school and to other deaf persons. In 1989 students at this school numbered 63.

Schools for Mentally Retarded Children

In Cyprus at present there are nine schools with about 550 children who are educationally subnormal and need special treatment. The schools for mentally retarded children provide education for these children who find it impossible to attend normal schools because of some serious mental retardation. Children between 5 - 18 years of age may attend these schools whose aim is the social and professional rehabilitation of them. There are special classrooms in these schools which follow a special syllabus with great emphasis on vocational training. After completing their eighteenth year of age students begin to work in "protected workshops" or they find jobs elsewhere.

Parents of mentally retarded children did not use to send their children to these special schools because they feared the stigma they might have. However, in the process of time it seems that these fears have been eliminated if we take into account the fact that there is a waiting list of people wishing to enter special schools catering for the educationally subnormal students; these lists are increasing year by year.

When Dr. Weir described special education in 1952 the situation was not at all satisfactory. The selection of the feeble-minded for training in childhood with a view to enabling them to master some constructive activity and so find a place in society had not yet been attempted. Dr. Weir expressed the wish that:

"It may well follow in time the effort to provide something better for the normal child, but we must look forward to the day when special attention will be given to the handicapped child and when trained leaders in an appropriate institution will give them the attention they deserve". (1)

It seems that Dr. Weir's wish has been materialized since "the day we must look forward to" has already arrived; its arrival is confirmed by the former Minister of Education Dr. Ch. Sophianos:

1. Weir, W.W., Education in Cyprus, some theories and practices in Education in the island of Cyprus since 1978, Cosmos Press, Cyprus, 1952, p.312

"The provision of equal opportunities for education for all children constitutes a basic principle of the Ministry of Education. The principle applies no doubt to the case of the educationally subnormal and physically handicapped children because the state should show special love to those unfortunate children". (1)

The 1974 Turkish invasion created enormous difficulties and thorny problems in the field of primary education. However, the great zeal of the education authorities, teachers and parents made it possible to tackle those problems effectively. The morale of the panic-stricken students was raised, existing schools were repaired and others extended, new schools were built and adequately equipped and new books were published. The period of reconstruction lasted more than 10 years and proved successful in spite of the numerous obstacles set in the way. The qualitative improvements that took place in curricula and methods in primary education have made it possible to place the child in the centre. Thus, besides the emphasis placed on conventional lessons, the child-centred methods lay special importance on the educational value of activities of a practical nature aimed at satisfying the child's need to experiment and get to know the social and natural environment in which he lives. The demands of the new child-centred approach has brought with it new demands and requires a lot of effort on the part of the primary teacher. Indeed, it requires a very 'tough' and enthusiastic teacher to accomplish his task which now seems more achievable through the graduate entry into primary education owing to the establishment of the University of Cyprus.

(1) Sophianos, Ch., Basic Issues of Educational Policy, Nicosia, 1977, p.17

CHAPTER 6

SECONDARY EDUCATION

The chief element permeating modern society nowadays is change in every aspect of human life. The so called "knowledge explosion" and its complex technological application has created problems which can be tackled through the continuous revision and renewal of curricula and methods of teaching so that the knowledge acquired at school will not become outdated. Secondary education, therefore, has a decisive role to play towards the accomplishment of the above goal in order to meet the demands of modern society and, additionally, in the case of secondary education in Cyprus, to strengthen the identity of Cyprus as an independent state where Greek and Turkish Cypriots can live peacefully respecting and honouring each other's national heritage and ideals.

(A) Historical Background

The history of Greek secondary education in Cyprus dates from the period of the Turkish rule (1571 - 1878) It had not, however, assumed its present form until the beginning of the 19th century. This was due to the fact that the older schools worked only for a limited period and were forced to close on account of Turkish persecution. None of these schools is in existence to-day. The oldest Greek secondary school in the island, still functioning is the Pancyprrian Gymnasium of Nicosia. (1) It was founded by Archbishop Kyprianos who was executed by the Turks in 1821. It was at first called Greek Museum or High School. This, too, was closed after the massacres of 1821, and reopened in 1830.

During the last years of Turkish rule in Cyprus, there were also other Greek secondary schools besides the Nicosia High School. These were the Limassol High School, founded in 1819 and the Larnaca High School, founded in 1822. Both of them, like the Nicosia High School, developed, in the course of time, into semi Gymnasia working on the lines of the

(1) 1993 marked the centenary of the foundation of the Pancyprrian Gymnasium and its recognition as an educational institution equivalent to those existing in Greece.

Greek programmes as it was formulated on the establishment of the free Greek State (1830). As few deviations from the Greek programme were necessitated by local conditions. These were the only Greek secondary schools in Cyprus in the years of the Turkish occupation and during the first decades of British rule.

The Colonial government took little interest in elementary education, as it has already been mentioned, and none in secondary education which was entirely left to the responsibility of the Church and the communities of the island. It was due to their initiative that the above mentioned schools developed into complete secondary schools. Thus, the Nicosia High School was changed to a gymnasium that was recognized in 1893 by the Greek Ministry of Education as equivalent to the public schools in Greece; the Larnaca High School was changed to a commercial school with six classes and received recognition in 1914; and the Limassol High School evolved into a complete gymnasium in 1916 taking the name of Greek Gymnasium of Limassol. The established form of the complete and recognized school was that of a secondary school with six classes, to which pupils were eligible after a six year course at the elementary school.

With the lapse of time other Greek secondary schools were founded in the island, following the same pattern and seeking recognition from the Greek government. The establishment of these schools was a natural sequence of the founding of the Pancyprrian Gymnasium in 1893.

Secondary education has developed very rapidly since Independence. In 1959 - 1960 there were 45 secondary schools with a total number of 28.000 students rising to 80 secondary schools and 39.000 students in 1970. In 1992 there were 113 secondary schools with 48.000 students. (1) These numbers clearly show the tremendous increase in the secondary school population if we take into account the fact that secondary education was not compulsory. Compulsory education was not introduced until 1985 and this only for the first cycle (up to the 3rd grade). (2)

(1) Statistics of Education, 1991/92, Educational Statistics: Series 1, Report No. 24, Printing Office of the Republic of Cyprus, June 1993, p.125

(2) Council of Ministers, Decision No. 25942, 1985

Secondary education was not free. However, the fees were very low. The average tuition fee in 1969 was Cy £20 per student since the government covered 72% of the finance of public secondary schools. The conditions formulated by the 1974 Turkish invasion with 1/3 of the population refugees and the rest badly affected economically, forced the government to contribute more to the financing of public secondary schools. Besides, more scholarships were offered by school committees and other organizations, which enabled even the poorest to finish his secondary schooling provided he was able academically.

Free education was first introduced in September 1972 for Grade 1 of the first cycle (Gymnasium) and by 1985 was extended to all grades of the first and second cycles (Lyceum). At present only a registration fee of Cy £4 is collected and paid into the State Revenue.

(B) Administration and Organization

The administration of Secondary General Education is under the jurisdiction of the Department of Secondary General Education. The other three education departments are those of Elementary, Technical and Higher Education. The overall head and coordinator of all four departments is the Director of Education.

In the field of observing and promoting school work the Head of the Department is assisted by the Inspector General and the inspectors who deal mainly with the co-ordination, supervision and assessment of the work of teachers and their pedagogical guidance as well as the wider control of the functioning of the schools.

The co-ordination between the inspectors of the same subject is efficient in spite of the fact that there is not a senior inspector to supervise their activities. There is not, however, adequate cooperation between the inspectors of different subjects (Language, Maths, Foreign Languages, Scripture, P.E., Music, Science, Art and Home Economics) which is important in any systematic efforts for initiating changes in the programmes of secondary education.

Mr. George Matsaggides, an eminent writer, a theologian and guidance councillor in public schools, confirmed the lack of coordination between the inspectors of different subjects when he was interviewed by the writer and added that:

"Not only should the co-ordination and cooperation between the inspectors of various subjects strengthen but expand and materialize between the inspectors of primary and secondary education since it is so badly needed for linking the two levels of education which have remained separate for so long". (1)

The headmaster is directly responsible for each school. Assisted by the assistant headmasters - one for every 150 students - he allocates duties among the teachers for the unhindered promotion of school work and supervises and coordinates the work of the teachers keeping direct contact with the Ministry of Education. The lack of the post of Head of Department for the various subjects creates problems because the assistant headmasters are called upon to play the role of head of department in addition to their administrative duties which overloads their task. Besides, there are not enough assistant headmasters for every subject taught in a school and, therefore, certain teachers are left on their own to co-ordinate teaching in their subjects. The creation of the post of Head of Department in secondary schools could perhaps solve many problems since the Head of Department could systematize efforts for improvement and development within his department.

Until 1960 the prevailing type of secondary education school in Cyprus was the six year Gymnasium of general education. After independence it was found necessary for differentiations to take place owing to social and economic changes and progress.

Since 1960, the secondary schooling has been divided into two cycles and this division was reinforced by the educational reform in Greece in 1964.

(1) Mr. Matsaggides's interview held in Larnaca on December 10th, 1993

This separation of the six year secondary education into a lower school (Gymnasium) and upper school (Lyceum) was placed on a more organized basis in 1977 after a decision of the Educational Council at its meeting of the 30th June 1976.⁽¹⁾ However the official administrative separation into two cycles in completely independent schools was made in 1983 and has proved beneficial since there is better care and guidance in a three form school than in a six form school. Furthermore, it was more convenient for the government, from the financial point of view, to establish Gymnasias in rural areas which resulted in the curbing of the daily travels of the students, in the limiting of the congestion of town schools and in the creation of new spiritual centres for the people.

(C) The Gymnasium

The Gymnasium is open to all children on completion of the six year primary school. All children follow a common course and the emphasis is on general subjects and the humanities. The Gymnasium serves as an observation period, postponing by three years the age at which pupils will be asked to make a choice with a view to specializing in certain subjects, giving them time to know themselves and their interests better; teachers and parents have also the opportunity to appraise more accurately the inclinations and abilities of the children and advise them accordingly.

(1) File of the Ministry of Education, No. 112/71/2, Minutes of the 5th Meeting of the Educational Council.

Below is set the time-table for the Gymnasium.

TIMETABLE ⁽¹⁾

The Gymnasium (Grades 1 to 3)

	GRADE 1	GRADE 2	GRADE 3
1. Religious Education	2	2	2
2. Modern Greek	5.5	5	5
3. Classical Greek (Translation)	3	3	3.5
4. Mathematics	4	3.5	4
5. History	3	2	2
6. Civics	-	-	0.5
7. Vocational Guidance	-	-	0.5
8. Geography	1	1	1
9. Physics * (see remarks)	2.5	4	4
10. English	4	4	3.5
11. French	-	-	2
12. Physical Education	3	3	3
13. Art	2	2	1
14. Music	2	2	1
15. Home Economics (for girls)	3	3	2
16. Practical Technological Subjects (for boys)	3	3	2
17. First Aid	-	0.5	-

* Grade 1: Botany - Zoology

Grade 2: Physics - Chemistry

Grade 3: Physics - Chemistry - Biology

(1) Files of the Ministry of Education on Secondary Education Time-Tables.

There have not been any changes in the Gymnasium time-table since independence apart from the introduction of Practical-Technological subjects for boys.

Until 1974, students had to pass the secondary school entrance exams in order to be eligible to enroll in the first class of the Gymnasium. This highly selective system allowed only the able students to enter the Gymnasium. The entrance exams were abolished in 1974 and there was an influx of mixed ability students in secondary schools; this situation created many problems since teachers had to invent new ways of tackling problems of weak students who were to be helped so that they would continue their education at least up to their 15th year of age rather than repeat the class, a popular practice before the abolition of the entrance exams and the introduction of free education. The percentage of failures and drop-outs was high until 1974. The problem was investigated and it was decided that certain measures had to be taken to face the situation created by the high percentage of failures; thus, in-service training courses for teachers were organized, better text-books were prepared, remedial classes for weak students were set up in order to meet the needs of students of all levels of abilities.

It seems that the effort invested into the task of providing for pupils of all levels of abilities has produced results; the percentage of failures has dropped considerably since 1974 as it is clearly shown on the table over leaf:

Table Showing Failures and Drop-outs in Secondary Schools as a Percentage of Enrollments in the years 1964 - 1991 ⁽¹⁾

SCHOOL YEAR	FAILURES %	DROP-OUTS % *
1964 - 65	9.9	2.3
1965 - 66	9.3	2.8
1966 - 67	9.1	2.8
1967 - 68	10.0	1.9
1968 - 69	9.8	1.9
1969 - 70	8.8	1.6
1970 - 71	8.7	1.6
1971 - 72	2.3	1.6
1972 - 73	8.2	1.6
1973 - 74	0.3	1.0
1974 - 75	3.1	2.3
1975 - 76	6.4	1.2
1976 - 77	4.8	1.6
1977 - 78	4.6	1.6
1978 - 79	4.3	1.7
1979 - 80	4.3	1.6
1980 - 81	3.6	1.4
1981 - 82	3.8	1.4
1982 - 83	3.9	1.3
1983 - 84	4.4	1.6
1984 - 85	4.4	1.3
1985 - 86	4.4	1.4
1986 - 87	4.0	1.2
1987 - 88	3.9	1.0
1988 - 89	3.6	1.2
1989 - 90	3.6	1.2
1990 - 91	4.2	1.1

* Drop-outs refer to those students who left school during the year.

(1) Republic of Cyprus, Statistics of Education, 1976-77, p.51 and 1991-92, p.55.

In 1971 - 72, the promotion regulations were relaxed especially for that year, and the percentage of failures was low. As for the year 1973 - 74, weak students were not asked to repeat the class due to the conditions prevailing after the Turkish invasion. The table above clearly shows that since the abolition of the secondary school entrance exams the percentage of failures and drop-outs has considerably dropped compared to the pre-war situation.

It is, however, important to mention that teachers exhaust all their leniency in order to help weak students be promoted to the next class on grounds other than academic such as the effort made by a student, his/her behaviour in class, his/her character, etc. The following quotation from the minutes of a teachers' meeting at a Gymnasium is indicative of this situation.

"The principal requested the teachers to exhaust all their leniency when considering cases of weak students who needed our help to be promoted to the next class". (1)

Promotion examinations are held in June and supplementary ones in September. Until 1973 these examinations were held in all subjects taught except Music, P.E., and Home Economics. However, as from June 1973 the examinations are held in the primary subjects - Language, Mathematics, History and Physics. The students' work, of course, is continuously assessed through various tests, their participation in the class activities and the teachers' daily observations throughout the year; in this way one examination in June cannot on its own determine the students' promotion to the next class. Besides, in the dynamic process of teaching - learning feedback, is of paramount importance.

(D) The Lyceum

The Lyceum (upper cycle) comprises the top three classes of the six year secondary schooling and is a more specialized institution.

Up to 1977 - 78, when the present type of Lyceum was introduced on an experimental basis, the Lyceum was divided into three sections.

(1) Minutes of Teachers' Meeting held at Lefkara Gymnasium, June 1993.

Each section prepared its students for higher studies. These sections were (1) the classical, (2) the practical (science) and (3) the economic (commercial). These three types of Lyceum, which had served Cyprus for many years, had ceased to do so any longer to the degree that was necessary. During the first years of independence the classical and science sections were followed by the very able students aiming at securing admission to a university which would later guarantee them employment in Cyprus. The majority of fair students or below average students followed the commercial section aiming at being employed as clerks in the public or private sectors. In practice, not many students followed the section which would help them exploit their potential as far as their personal interests and abilities were concerned. As the years went by, the classical section began to suffer from falling rolls and the quality of the students of the classical section was not satisfactory; most of the students could not reach the required standard of attainment. Therefore, those who registered in the classical section had the impression they joined the Lyceum for the weak. In 1972-73, 36,4% of Lyceum students joined the classical section. In 1976-77 the percentage of those students dropped to 26,9%. (1) Most of the students above average registered in the science section for reasons of prestige rather than following clear educational and professional guidance. In 1972-73, 26,7% of Lyceum students joined the science section. In 1976-77 their percentage rose to 30,8%. (2). The commercial section had a volume of subjects in an effort to satisfy many and interconflicting aims. The above three sections of the Lyceum were established in 1960, serving Cyprus for more than 18 years before the new type of Lyceum began on an experimental basis in the year 1977-78. The combinations had been determined before the society and our economy acquired their complex characteristics of to-day. Some extraordinary deficiencies, for example, were the limited teaching of foreign languages in the classical section, of mathematics in the economic (commercial) section, and the exclusive teaching of mathematics and technical drawing in the science section; furthermore, the courses were overloaded and covered too wide an area. Therefore, a new type of Lyceum was needed to make the schools more flexible in their functioning. The time-tables for the three Lyceum sections are given over leaf. (3)

(1) Republic of Cyprus; Statistics of Education in Cyprus, 1976-77, p.70

(2) *Ibid.*, p.70

(3) Files of the Ministry of Education on Secondary Education Time-tables

TIME -TABLE FOR THE LYCEUM CLASSICAL SECTION

FORTY FIVE MINUTE WEEKLY PERIOD			
SUBJECT	CLASS IV	CLASS V	CLASS IV
Religious Knowledge	2	2	2
Modern Greek	4	4	3
Classical Greek	7	7	7
History	2	2	2
Philosophy	-	2	2
Civics	-	-	1
Mathematics	4	4	4
Cosmography	-	-	1
Human Geography	-	1	-
Physics - Chemistry	3	3	3
Biology - Geology	1	1	1
English	4	4	4
French	2	2	2
Latin	2	2	2
Physical Training	3	2	2
Art - Technical Drawing	1	-	-
Music	1	-	-
TOTAL	36	36	36

TIME TABLE FOR THE LYCEUM SCIENCE SECTION

FORTY FIVE MINUTE WEEKLY PERIOD			
SUBJECT	CLASS IV	CLASS V	CLASS IV
Religious Knowledge	2	2	2
Modern Greek	3	3	3
Classical Greek	5	4	4
History	2	2	2
Philosophy	-	1	1
Civics	-	-	1
Mathematics	6	7	6
Cosmography	-	-	1
Physics - Chemistry	6	8	8
Biology - Geology	1	1	1
English	4	4	4
French	2	2	2
Physical Training	3	2	2
Art - Technical Drawing	2	2	1
Music	1	-	-
TOTAL	37	38	38

**TIME TABLE FOR THE LYCEUM ECONOMIC
(COMMERCIAL) SECTION**

FORTY FIVE MINUTE WEEKLY PERIOD			
SUBJECT	CLASS IV	CLASS V	CLASS IV
Religious Knowledge	2	2	2
Modern Greek	4	3	3
Classical Greek	5	3	3
History	2	2	2
Civics	-	-	1
Philosophy	-	-	1
Mathematics	4	3	3
Commercial Mathematics	-	2	1
Physics - Chemistry	3	3	3
English	5	5	5
French	2	2	2
Physical Training	4	4	4
Book-keeping - Accounting	-	-	2
Office Practice	-	1	2
Economics	-	1	2
Commerce - Commercial Correspondence	2	3	-
Typing	2	2	2
Shorthand for girls *	2	2	2
Design - Decoration	1	-	-
TOTAL (girls)	40	39	40
TOTAL (boys)	38	37	38

* The only difference in the curriculum between boys and girls is the inclusion of shorthand for girls.

The experimental application of a new type of Lyceum - Lyceum of Optional Subjects (L.E.M.) - was the most important innovation in Secondary Education. It began in 1977 in three schools, in Nicosia, in Limassol and in Paphos; this new type of Lyceum, which has been in practice since then, provides for a common structure of compulsory subjects and a free choice of other subjects. The experiment was applied in 1977-78 in the fourth class and it was completed in 1980 in the sixth class. Having functioned as a pilot scheme for 3 years, it was introduced into all Lyceums in September 1981. According to the new arrangements students make a selection out of a list of subjects, the ones they consider suitable for their inclinations and plans for the future for professional or vocational training. The subjects are arranged in such a way so as to make it possible for schools to divide pupils, after their choice, into five streams, three similar to the old sections (classical, science and economic) and two new ones, one commercial with increased emphasis on practical subjects like office running practice, typing, shorthand and the other with more emphasis on foreign languages and social studies. Through this innovation, the subjects are divided into three groups: (1) the common core subjects, which are compulsory, (2) the specialization subjects and (3) the supplementary subjects. The last two are open for choice. The common core includes a high number of periods, between 25 and 26 in the first class of the Lyceum and between 22 and 23 in the second and third, out of a total of 35 periods per week.

Many options, like Mathematics, Physics, Chemistry, English, Ancient Greek and History are subjects of the common core with a high number of periods to fulfil the educational philosophy of the country on the one hand, which holds that "we are aiming at common orientations and cultural base in order to preserve the cultural cohesion of our people", (1) and avoid the pitfalls of early specialization on the other hand. Music is compulsory in the first year of the Lyceum and optional in the other two. Some subjects, like German, social studies, practical technological subjects (woodwork, metal work, basic electrician skills and plumbing) dressmaking and child care are completely new subjects.

(1) Files of the Ministry of Education, 242/1868/14

Students are asked by the Guidance Councillor to select the subjects they wish to follow on condition they can justify their selection by showing either that they are very good at these subjects or these subjects are particularly relevant with the course of vocation or training for which they are preparing. Despite the fact that students are free in principle to select any of the optional subjects, in practice there are five main combinations of subjects which include groups of optional subjects. The five combinations are the following.

1. Combination I (Classical Section): The emphasis is on classical studies.
2. Combination II (Science Section): The emphasis is on Physics and Mathematics.
3. Combination III (Economic Section): The emphasis is on economics
4. Combination IV (Commercial Section): The emphasis is on subjects with office skills for office professions.
5. Combination V (Foreign Languages Section): The emphasis is on foreign languages and modern Greek.

The time-table of the main core subjects for the three classes of the Lyceum of Optional Subjects followed by the specialization and supplementary subjects are given over leaf:



TIME-TABLE FOR THE LYCEUM OF OPTIONAL SUBJECTS BY COMBINATION

FOR CLASSES 4 TO 6 ⁽¹⁾

COMBINATION		S1			S2			S3			S4			S5		
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Subjects	Class															
Religious Knowledge		1,5	2	2	1,5	2	2	1,5	2	2	1,5	2	2	1,5	2	2
Modern Greek		4	4	4	3,5	4	4	4	4	4	4	4	4	4	4	4
Civics			1			1			1			1			1	
History		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
History of Cyprus				1			1			1			1			1
Classical Greek		1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5
Classical Greek (Translation)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mathematics		3	2,5	3	3	3	3	3	3	3	3	2,5	3	3	2,5	3
Physics		1,5	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chemistry			1	1	0,5	1	1	1,5	1	1	1,5	1	1	1,5	1	1
Biology / Anthropology		1			1			1			1			1		
English		3	3	3	4	2,5	2,5	4	3	3	3	2,5	3	3	3	3
French		2	1,5	2	2	1,5	2	1,5	1,5	2	1,5	2	2	2	2	2
Economics		1			1			1			1			1		
Computer Studies		1			1			1			1			1		
Music		1			0,5			1			1			0,5		
Physical Education		2	2	1	2	2	1	2	1,5	1,5	2	1,5	1,5	2	1,5	1,5
Art		1			0,5			1			1			0,5		
TOTAL		26,5	22,5	22,5	26	22,5	22	25,5	22,5	22,5	25,5	22	23	26	22,5	22,5

1. Files of the Ministry of Education on Secondary Education Time-Tables.

SPECIALIZATION SUBJECTS (OPTIONAL SUBJECTS)

Classical Greek
 Latin / History / Philosophy
 Mathematics
 Physics
 Chemistry
 Foreign Language (English or French or German)
 Economics - Book-keeping
 Political Economy
 Typing
 Social Studies

Students must select such a combination from the above optional subjects as to put enough emphasis on a specific area of specialization. The time allotted to the chosen optional subjects must amount up to 9,5 periods per week for class IV and 12,5 for classes V and VI of combinations I - III. For those who choose combination IV the optional subjects amount up to 13 periods per week.

Supplementary Subjects

Practical - Technological subjects (woodwork, metal work, electrical installation, workshops, plumbing)
 or
 Technical Drawing
 or
 Typing
 or
 Geography / Biology
 or
 Music Art
 or
 Computer Studies

or Child Care
or
Dress-Making

One of these supplementary subjects has to be chosen by all students, except those who have chosen combination IV.

The common core of broad education courses aims at cultivating the intellectual, spiritual and physical abilities of the student as well as the acquisition of a broad educational base that will allow smooth adjustment of man-power to the demands of the economy. The aim of the specialization subjects is the adequate preparation of the student for further studies in^afield relevant to the subjects he has selected and the employment of students in professions relevant to the subjects they have chosen. The supplementary subjects offer students the chance to acquire practical knowledge in subjects such as child care, dress-making and practical technological subjects that will be useful to them in their daily life. They are also helped to complete their education with some emphasis on subjects like art and music.

... ..

As far as combination I (S1) is concerned the specialization subjects that can be selected by the students are Classical Greek, Latin, History, Philosophy and a foreign language. This combination helps students who wish to study classical studies such as Literature, History, Sociology, Law, Journalism, Philosophy, Psychology, Religious Studies and others. If the students who have followed this combination wish to follow any other fields of study which they cannot be prepared for in this combination, they have to train on their own in the relevant subjects in order to succeed in the university entrance exams or any other external exams such as the G.C.E., T.O.E.F.L., S.A.T. and others. If, on the other hand, they wish to be employed in clerical work either in the private or public sectors, they have to acquire more qualifications which presuppose knowledge in accounting, typing and shorthand.

The time-table for the specialization subjects of Combination I is given over leaf.

**TIME-TABLE FOR SPECIALIZATION SUBJECTS OF
COMBINATION I (1)**

SUBJECTS	Periods	Per	Week
	Class	Class	Class
	A	B	C
Classical Greek	3,5	3,5	3.5
Latin	2	2	2
History	1	1	1
Philosophy	-	2	2
Foreign Language	2	2	2
TOTAL	8,5	10,5	10,5

The specialization subjects in combination II (S2) that can be selected by the students are Mathematics, Physics, Chemistry and one of the following subjects: Biology, Geography and a foreign language: this subject can be chosen provided it has not been selected as a supplementary subject. Combination II (S2) prepares students wishing to study science studies such as Mathematics, Physics, Biology, Chemistry, Civil Engineering, Medicine and others. In case students who have selected this combination wish to follow students of different nature or guarantee employment in the public or private sectors, they have to follow the practice mentioned above in combination I.

The time-table for the specialization subjects of combination II is given below:

**TIME-TABLE FOR SPECIALIZATION SUBJECTS OF
COMBINATION II (2)**

SUBJECTS	Periods	Per	Week
	Class	Class	Class
	A	B	C
Mathematics	2,5	4	4
Physics	4	3,5	4
Chemistry	2,5	3	3
TOTAL	9	10,5	11

(1) Ibid.

(2) Ibid.

Combination III (S3) students can select Mathematics, Accounting, Commercial Subjects, Political Economy and English. Students choosing this combination can study Accounting, Business Administration, Economics and others. They are trained for the L.C.C.I. Accounting examinations and they have an advantage over their colleagues in combinations I and II as far as employment in banks and business companies or in the public sector is concerned since they can be straightforwardly employed in the above organizations.

The time-table for the specialization subjects of Combination III is given below:

**TIME-TABLE FOR SPECIALIZATION SUBJECTS OF
COMBINATION III (1)**

SUBJECTS	Periods	Per	Week
	Class	Class	Class
	A	B	C
Mathematics	2,5	4	4
Accounting	4	2,5	2,5
Commercial Subjects	2	3	-
Political Economy	-	-	3
English	1	1	1
TOTAL	9,5	10,5	10,5

The difference between Combination IV (S4) and Combination III (S3) is that students are taught Office Practice, Business Calculations and Typing, instead of Mathematics. This combination helps students to find clerical work or any other relevant work once they graduate from the Lyceum. Combination IV students are trained for the L.C.C.I. exams in Accounting, Office Practice and Typing. If they wish to follow any studies that this combination does not train them for, they have to work on their own to succeed in the university entrance exams, G.C.E. or any other exams required for securing a place at a university abroad.

The time-table of the specialization subjects of Combination IV (S4) is given over leaf:

(1) Ibid.

**TIME-TABLE FOR SPECIALIZATION SUBJECTS OF
COMBINATION IV (1)**

SUBJECTS	Periods	Per	Week
	Class	Class	Class
	A	B	C
Accounting	4.5	5	2,5
Office Practice	-	-	-
Commercial Subjects	2	3	-
Political Economy	-	-	3
Business Culculations	-	2	2
Typing	2	2	1,5
English	1	1	1
TOTAL	9,5	13	12

Combination V (S5) students select English, French, German and Modern Greek - Social Studies. They also choose Typing and Latin in the first class which they can keep in the 2nd and 3rd classes if the do not wish to choose any of the supplementary subjects. This combination trains students who intend to be employed in the tourism industry once they graduate from the Lyceum.

The time-table for the specialization subjects of Combination V is given below:

**TIME-TABLE FOR SPECIALIZATION SUBJECTS OF
COMBINATION V (2)**

SUBJECTS	Periods	Per	Week
	Class	Class	Class
	A	B	C
English	2	3	3
French	2	1,5	2
German	3	4	3,5
Modern Greek - Social Studies	-	2	2
Typing or Latin	2	-	-
TOTAL	9	10,5	10,5

(1) Ibid.

(2) Ibid.

Examinations in the Lyceum are held during the two examination periods (June and September) and are divided into promotion and school leaving examinations.

Promotion examinations are held in June and supplementary ones in September for promotion from one class to the next. These examinations are held in Modern Greek and Maths out of the common core subjects and in all specialization subjects. As far as the supplementary subjects are concerned only Biology, Geography and Technical Drawing are examined.

School leaving examinations are held in June and supplementary ones in September in the subjects mentioned above; however, school leaving examinations are common and are marked by external examiners.

The Institution of Common School Leaving Exams was introduced in 1990 - 1991. The educational authorities did not consult with the teachers' unions and parents' associations before introducing this change in June 1991; teachers and students at schools were informed of this introduction of the Common School Leaving Exams in December 1991 - six months before students sat for it - through a circular of the Ministry of Education. This caused frustration among students and teachers who were ignored by the Ministry of Education on a matter that needed adequate preparation on behalf of both parts. However, it is admitted that the Common School Leaving Exams was a positive change and has many advantages over the old system of school leaving exams which are listed below:

- I. It has contributed positively and decisively to the validity of the Lyceum Apolyterion (Leaving Certificate).
- II. It has motivated students by indirectly forcing them to exploit their potential to the full.
- III. It has stimulated teachers to invest more effort into their task since they consider the results of the exams as a form of evaluation of their work.
- IV. It serves as a mock exam for students sitting for the university entrance exams since they are provided with a golden opportunity to

take the exam more seriously and revise the material taught before they take the university entrance exams a month later.

- V. Teachers are fairer in their assessment of the students throughout the year knowing that their students' performance will be evaluated by external examiners.

Pupils failing in the Common School Leaving Exams are not obliged to attend the top class again. They may take the exams in September, February or June within two years.

There are also placement examinations which are open to pupils coming from non-recognized schools and are taken in September in subjects provided by relevant regulations for placement in a corresponding or other class.

(E) Recent Criticisms and Discussions Concerning Developments in Secondary Education

When the Lyceum of Optional Subjects (L.E.M.) was originally introduced it was favourably received by students, teachers and parents. As Mr. A. Papastavrou, member of the Council of Secondary Teachers' Union (O.E.L.M.E.K.), pointed out at the 5th Educational Seminar of EMOK held on April 12th, 1981:

"The LEM is considered to be a great achievement since the system is characterized by a lot of flexibility in the various combinations of subjects our students can follow". (1)

The Minister of Education, Dr. Chr. Sophianos was fully convinced that:

(1) Speech by Mr. A. Papastavrou at the EMOK 5th Educational Seminar on April 12th, 1981.

The LEM has many advantages and it is very probable that its application will be extended to more schools in the future. It helps in the democratization of education because the students can choose the subjects that interest them". (1)

It is, however, important to refer to the criticism directed against the government for the introduction of the Lyceum of Optional Subjects by the right wing party "Democratikos Synagermos". The Education Committee of Democratikos Synagermos advocated that:

"The LEM which expresses the educational policy of the Ministry of Education and of the government generally, reveals their ultimate targets being the independentization of Cyprus Education and its separation from Greek Education". (2)

It is clear that "Democratikos Synagermos" sailed along the lines of the policy followed by the former Minister of Education who had repeatedly stressed that for national and political reasons Cyprus should follow the pattern of Education of the Greek mainland at any expense. After the 1974 tragic events the conditions prevailing on the island did not favour the above policy since the majority of people in Cyprus lost faith in Greece because of the coup d'etat that had been organized by the Colonels in Athens and demanded that Cyprus should follow its own educational policy:

"Cyprus belongs to its people; education must be Cypriotized".(3)

The Minister of Education, Dr. Sophianos, in his speech before the House of Representatives stressed the need to strengthen Cyprus's identity as a State.

"Our education has set as its aim the strengthening of our identity as an Independent State".(4)

(1) Sophianos, Chr., Basic Issues of Educational Policy, Nicosia, 1977, p.29

(2) Phileleftheros newspaper, 22/6/1980, Nicosia

(3) New Cyprus Association, Views and Suggestions on Cyprus Educational Matters, Nicosia, 1975

(4) Speech by Dr. Chr. Sophianos before the House of Representatives on December 8th, 1977

The most important point that has to be stressed is that the educational system must be one that is suitable for the particular problems of Cyprus - which can be different from mainland Greece. This innovation - the LEM - in secondary education in Cyprus was necessary and has proved to have many advantages over the old type of Lyceum. Below are set out some advantages of the Lyceum of Optional Subjects:

- I. It enables the students to select the subjects they consider more appropriate and beneficial according to the future career they intend to follow.
- II. The schools become more flexible in their functioning and they can offer various combinations of subjects.
- III. The formation of more types of Lyceums is materialized and the very complex necessities of the present day society is satisfied to a great extent.
- IV. Students wishing to secure a place at a university are able to study the subjects of their choice in increased periods within the regular curriculum.

Despite the above advantages of the LEM over the old type of Lyceum, the LEM has lost its potentiality since, in reality, it has functioned as a Lyceum of Optional Combinations (L.E.S.) rather than as a Lyceum of Optional Subjects. The option of the subjects by students has been more desirable and functional than the selection of combinations; however, the former option has never been materialized as it was originally planned.

It was hoped that the L.E.M. would restrain the overflow of students into afternoon preparatory classes at private tutorial centres but the results have been disappointing since more than 90% of the secondary schooling population attend private tutorial centres to train in subjects they need in order to be adequately prepared for the university entrance examinations of the University of Cyprus as well as the Greek universities. The writer carried out a survey on 200 Lyceum students in Larnaca to find out how many of them attend private lessons in the afternoons. A questionnaire, which was divided into two parts was given to the above students. The

first part contained only one question whereas the second part, three questions.

The questionnaire given is shown below. (1)

QUESTIONNAIRE

You are kindly requested to answer the questions in Parts A. and B. ticking the box with the answer which applies in your case.

PART A: Do you attend private lessons in the afternoon?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

PART B: If you do, why?

- | | |
|---|--------------------------|
| a. The training at school is not adequate | <input type="checkbox"/> |
| b. Everybody else does, why not me? | <input type="checkbox"/> |
| c. I follow subjects not offered at school. | <input type="checkbox"/> |

The results of the survey were the following:

PART A: 182 (91%) students attended private lessons in the afternoons.
18 (9%) students do not attend private lessons in the afternoons.

PART B: Out of the 182 students who attend private lessons:
120 students do so because the training at school is not adequate.
16 students do so because everybody else does.
46 students do so to follow subjects not offered at school

(1) Survey carried out by the writer in January 1994 . . .

A problem which emerged during the functioning of the L.E.M. was the selection of the combination by students in the first term of the 3rd class of the Gymnasium. Students at this stage are not considered mature enough and lack sufficient knowledge of themselves to use the right criteria in order to select the combination which suits their needs. In addition to this the parents' excessive ambitions as well as the friends' preferences determine to a great extent the students' selection of the combination he/she will follow: The student's inclinations, abilities and interests are the last elements in the list of priorities which will decide the choice of the combination. It is true that many a top class Lyceum student confess that they wish they had selected a different combination.

The wrong choice of a combination for prestige reasons constitutes another problem of the L.E.M. Combination II (Science Section) enjoys considerable prestige and is held in high repute. It is believed that this combination is followed by brilliant students. Therefore, many students, without having a special personal interest or ability for the specialization, select this combination in an effort to show that they are as intelligent as the ones who have chosen it; finally the knowledge they acquire as well as the abilities they develop are irrelevant to their future plans for further studies. It is a usual phenomenon for students of the science section to enter for the university entrance exams having the Department of Education for primary teachers as their first choice.

Similarly, Combination III (Economic Section) has tremendously expanded at the expense of Combination IV (Commercial Section), which is considered to be the section of weak students who have no other choice since the standard required for Combination III is high. For this reason, fair but hardworking students who could do well if they followed Combination IV resort to Combination III and are not able to pursue the curriculum prescribed for the course to the desired level of attainment. The average grade obtained by students of the Economic Section in the final exams in the major subjects, particularly Mathematics, is below the passing grade, which is 10 out of 20. The excessive expansion of Combination III at the expense of Combination IV has created problems of disciplinary nature since Combination IV students are either incapable of learning or do not wish to learn; therefore, their presence at school is problematic thus obstructing the smooth operation of the school.

When Mr. Ch. Christodoulou, the Principal of Lefkara Gymnasium, was interviewed by the writer he admitted that:

"We have to be much stricter before we allow students to select a combination. We usually give in when parents insist on their children selecting a combination of their choice and we end up with S2 students being unable to cope with the demands of the course, S3 students failing to get a passing grade in major subjects and accumulation of discipline problems in S4". (1)

The common core subjects, which are non-examinable subjects, that is, they are not examined in the final written examination, are not held in high repute; students develop an indifferent attitude towards them being only interested in securing a high mark. Subjects such as History, Religious Studies, Civics and others, which are not examinable, have been included in the common core to be attended by all students being considered important to the education of the future Greek Cypriot citizen. Consequently, the demotion of the above subjects undermines in a way the educational philosophy of the State.

The supplementary subjects such as Art, Biology, Music and others which, in reality, are the only subjects that can be selected by students, have been used by most students as a means of securing high marks rather than satisfying their talent, interests and inclinations.

It seems that the advantages of the L.E.M., or rather L.E.S., over the old system have been eliminated by the weaknesses that have arisen in the course of time during the application of the new system, which needs modification for the above problems to be tackled effectively.

These flaws in the L.E.M. were detected by the Ministry of Education and in 1983 three years after the introduction of the L.E.M., a committee was set up by the Ministry of Education to examine and review the institution of the L.E.M. This committee was dissolved before any final decisions on the matter were taken. In 1985 a new committee was assigned the task of reviewing the L.E.M.

(1) Interview held at Lefkara Gymnasium on March 24th, 1994

The committee held many a long meeting until they were able to reach final conclusions and propose the following changes in December 1986. (1)

- I. The option of subjects by students is more desirable and functional than the selection of combination of subjects.
- II. Early specialization should be avoided by integrating the syllabus of the 1st class which should be common for the whole school population of this class.
- III. An advanced specialization should be pursued at the stage of the 2nd and 3rd classes of the Lyceum which the options of the students concerned are carefully made.
- IV. Introduction of technical and vocational subjects in the Lyceum classes for encouraging participation in technical and vocational education on the one hand, and discouraging the increasing tendency of students towards commercial subjects on the other hand.
- V. A review of the assessment system at the level of the 1st class is both necessary and desirable for achieving more objective results concerning the students' interests and academic attainment, as well as a safer study orientation regards time allocation and subjects taught in both cycles of public secondary education.

This report of the committee was not promoted in any way until a special committee was set up in 1991 to study the matter again and submit a final report with the proposed changes to the educational authorities. The suggestions forwarded by this committee were confined to Secondary General Education and were similar to the aforementioned proposals except for point IV which was modified and suggested the unification of Technical and Secondary General Education. The report of the committee was submitted in December 1991 and discussed during a meeting of the Educational Council after certain points of the report had been modified.

(1) Minutes of the Committee for the Evaluation of the L.E.M. held at the Ministry of Education in November 1986.

It was again brought up during a meeting at the Presidential Palace in October 1992 in the presence of President Vassiliou who demanded that the point concerning the unification of Technical and Secondary General Education should be reviewed. It was not until Mr. Clerides won the presidential election in February 1993 that a new committee was set up in May 1993 to review the matter concerning the gradual unification of Technical and Secondary General Education which was projected and supported during Mr. Clerides's pre-election campaign.

The marathon discussions and meetings of the various committees that had been set up - the first in 1983 - to examine and review the L.E.M. ended in August 1993 when the last committee submitted its report to the Minister of Education, Mrs. Claire Aggelidou, with the following proposed basic changes:

- I. The unification of Technical and Secondary General Education with the establishment of a new type of Lyceum - the Integrated Lyceum. The transformation of all Lyceums and Technical Schools into Integrated Lyceums will materialize gradually after the new type of Lyceum has been applied in a group of 3 schools in Nicosia for 3 years, starting in September 1994.
- II. The syllabus of the 1st class of the Lyceum will be common for all 1st formers and will cover 35 periods. The 1st class is the first stage of the Lyceum education. The student will have the chance to become acquainted with the material taught as well as the requirements and objectives of the various subjects that will be taught at specialization level in the 2nd and 3rd class of the Lyceum.
- III. Specialization is transferred to the 2nd class of the Lyceum but it is reinforced and even much more reinforced in the 3rd class. The number of periods of the common core is 18 in the second class and only 10 in the 3rd class. The specialization subjects in the 2nd class consist of 17 periods and students can select 3 five period specialization subjects and 1 two period subject of special interest such as Drama, Art, Journalism, Athletics, Computers, Child Care and others. In the 3rd class the specialization subjects cover 25 periods and the student can select either 5 five period subjects or two

10 period subjects and one 5 period subject. Those students who will choose specialization subjects of the Technical and vocational education can select subjects of five periods or 15 periods or even 25 periods.

- IV. The student does not select combinations according to the present practice but subjects. For example, he/she can choose Ancient Greek, Maths and Physics or Maths and Chemistry and Accounting or Maths, Accounting and English, etc. The specialization subjects chosen by the student in the 2nd class should be followed in the 3rd class.

The time-table of the common core subjects of the Integrated Lyceum, which will be experimentally applied in three schools in Nicosia in September 1994, after a decision of the Council of Ministers at its Meeting on December 1st, 1994, is given over leaf.

TIME-TABLE FOR THE COMMON CORE SUBJECTS OF THE INTEGRATED

LYCEUM⁽¹⁾

CLASS A		CLASS B		CLASS C	
SUBJECTS	TEACHING PERIODS	COMMON CORE SUBJECTS	TEACHING PERIODS	COMMON CORE SUBJECTS	TEACHING PERIODS
1. Religious Studies	2	1. Religious Studies	1,5	1. Religious Studies	2
2. Modern Greek	4	2. Modern Greek	4	2. Modern Greek	5
3. Classical Greek (translation)	4	3. Classical Greek (translation)	2	3. History - History of Cyprus	2
4. History - History of Cyprus	2	4. Mathematics	2	4. Physical Education	1
5. Mathematics	4	5. Physics - Chemistry	2		
6. Physics - Chemistry - Natural Science	4	6. English	2		
7. Economics	2	7. History - History of Cyprus	2		
8. English	3	8. Civics	1		
9. French	2	9. Physical Education	1,5		
10. Technology	4				
11. Physical Education	2				
12. Music	1				
13. Art	1				
TOTAL	35	TOTAL	18	TOTAL	10

The specialization subjects of the Integrated Lyceum include the specialization subjects of the present type of Lyceum (L.E.M.) as well as the Technical and Vocational Education specialization subjects that will be referred to later in this chapter.

The proposal for the introduction of the Integrated Lyceum sharply divided the educationalists and those people concerned with education in Cyprus between those who believe that this innovation is a risky experiment and those who are convinced that the new system will prove beneficial. The various articles written by educationalists in the press strikingly reveal the differences in views concerning the new system.

Mary Kouselinis, a psychologist and newly promoted assistant principal in secondary schools maintains that:

"The advantages of the new system claimed by the educational authorities which are selectivism and specialization will work at the expense of general education and the philosophical approach to humanities through the reduction of periods of the common core subjects". (1)

Mr. N. Neocleous, an educationalist, expresses his reservations concerning the new system of the Integrated Lyceum claiming that it is a risky experiment despite its advantages over the present system. He continues by pointing out that:

"There are serious "question marks" concerning the nature and functionality of the proposed system as well as the possibility to be applied so soon without problems which will cause so many troubles to the students concerned. Lots of eminent educationalists are reserved and doubt it whether the new system will be ready to function as from the coming September". (2)

(1) Simerini newspaper 14/11/1993

(2) Simerini newspaper 20/03/1994

The O.L.T.E.K. (The Union of Technical and Vocational Education Teachers) considers the proposed system of the Integrated Lyceum as a "bomb" in the foundation of secondary education in Cyprus and urges the Government to reconsider its decision concerning the experimental application of the new system as of next September. An announcement of the O.L.T.E.K. in the press warns parents of the disastrous results of the proposed system:

"We urge parents of Technical and Vocational Education students to avoid sending their children to the three schools in Nicosia where the new system will be applied since their children will be experimented upon in a system doomed to fail". (1)

A similar announcement was issued by the Parents' Association of Technical Education. The writer had the chance to obtain information at first hand when he interviewed the president of the O.L.T.E.K., Mr. Nicolopoulos who happens to be a fellow-townsmen of his from the occupied town of Morphou. Mr. Nicolopoulos condemned the new system without any qualifications stressing its most striking drawbacks. He believes that in the new system Technical Education is abolished in practice since the selection of technological subjects of specialization will be limited in the big schools; in the small schools these subjects will not be offered at all. Mr. Nicolopoulos said that his above views can be justified if one takes into consideration the tremendous cost required for buildings and equipment which is without the limits of the financial power of the State. The president of the O.L.T.E.K. also pointed that the time allotted to the technological subjects will be lessened; in the Vocational department by 56% and the Technical Department by 76%. It is, therefore, clear that the new system deprives the students of Technical Education of the right to acquire essential professional knowledge and skills. When Mr. Nicolopoulos was asked what measures the O.L.T.E.K. intended to take to prevent the materialization of the Integrated Lyceum, he said they had demanded from the Government to reconsider its decision concerning the experimental application of the new system so that the matter would be re-examined after the views of all those concerned with education in Cyprus were studied thoroughly. Mr. Nicolopoulos said that if they were

(1) Phileleftheros newspaper, 13/02/1994

ignored by the authorities, they would meet again as O.L.T.E.K. to take decisions as to how they should proceed further. (1)

At the other end of the spectrum the O.E.L.M.E.K. (the Secondary Teachers' Union) welcomed the new change and fully supported its experimental application in September 1994. The President of the O.E.L.M.E.K., Mr. Korellis pointed out that as O.E.L.M.E.K. they believed that the proposed system of the Integrated Lyceum would be beneficial for our students since they would not choose combinations of lessons but lessons. The increased teaching periods would offer students the chance of penetrating more into a subject and make the most out of it. However, Mr. Korellis added, teachers should have been informed of the new change before it was decided to introduce it. (2)

Mr. Gavriel Minas, an eminent educationalist and principal of one of the most prestigious Lyceums on the island, Acropolis Lyceum in Nicosia, wholeheartedly supports the innovation brought about by the Ministry of Education believing it to have many advantages over the present system of the Lyceum of optional combinations. Mr. G. Minas is convinced that the selection of subjects will attach more flexibility and dynamism to the system. He also believes that the unification of Secondary General Education and the Technical Education into the Integrated Lyceum will eliminate the prejudice against Technical Education since Technical Education students and Secondary General Education students will be housed in the same school unit irrespective of the subjects they will select. In this way the problem of shortage of graduates of technical schools will be gradually eliminated to a great extent. It is a sad phenomenon in our society today to hear common people say that it is easier to find doctors, teachers, lawyers and architects rather than plumbers, builders, carpenters and mechanics who can hardly be detected to offer their valuable services. Mr. Minas also maintains that the choice of the selection of subjects of behalf of students will be made in a more responsible way since students will have to choose their optional subjects a year later than they do in the present system and this is important since they will be more mature to make the right choices.

(1) Interview held in Nicosia on March 2nd, 1994

(2) "Logos" TV programme, Discussion on the Integrated Lyceum, 12/04/1994

Mr. Minas believes that the contribution of the Guidance and Careers Service will be invaluable since the new system provides for the formation of a committee at each school, consisting of the principal, the guidance councillor, the sponsor of the student and the parents of the student, that will responsibly advise and guide the student taking into consideration his/her potential, special interests and inclinations. (1)

Mr. Charalambos Christodoulou, the new principal of Lefkara Gymnasium was interviewed by the writer and was very positive about the introduction of the new system. Mr. Christodoulou points out that the Integrated Lyceum provides our students with a golden opportunity to exploit their talent and special inclinations to the full since they can choose the subjects they like; the increased teaching periods of the specialization subjects will enable them to acquire substantial knowledge in their subject". (2)

Mr. Christodoulou, who worked as an assistant principal for years at technical schools also believes that the Unification of Technical Education and Secondary General Education will eliminate the prejudice against Technical Education students who are now considered to be the black sheep of the secondary schooling population.

(F) A Case Study in Larnaca and its Significance

The writer carried out a survey in Larnaca on the following:

- | | | |
|----|----------------|-----------------------------|
| a) | 150 students } | |
| b) | 100 teachers } | Secondary General Education |
| c) | 30 teachers } | |
| d) | 70 students } | Technical Education |

The purpose of the survey was to find out the students' and teachers' views on the new proposed system of the Integrated Lyceum. A questionnaire, which was divided into two parts and included the following questions was given to the above teachers and students. (3)

(1) "Simerini" newspaper, 20/12/1993

(2) Interview held at Lefkara on March 24th, 1994

(3) Survey carried out by the writer in February 1994

QUESTIONNAIRE

You are kindly requested to answer the question below ticking the box with the answer which applies in your case.

PART A: Are you aware of the new change concerning the Integrated Lyceum that will be applied experimentally as from September 1994?

YES

NO

PART B: If you are, tick the answer you agree with.

a) I am in favour of the new proposed system.

b) I think we should preserve the present system with some changes that will better it.

The results of the survey were the following:

PART A:

- I 42 (28%) students out of the 150 students of Secondary General Education were not aware of the new change.
- II 32 (45.7%) students out of 70 students of Technical Education were not aware of the new change.
- III All Secondary General and Technical Education teachers were aware of the new change.

PART B:

Out of 108 Secondary General Education Students who were aware of the new change:

- I. 78 (72%) of them were in favour of the new change and 30 (28%) thought we should preserve the present system with some changes.
 - Out of 38 Technical Education students who were aware of the new change.
- II. 10 (26%) of them were in favour of the new change and 28 (74%) thought we should preserve the present system, with some changes.
 - Out of 100 Secondary General Education teachers, who were aware of the new change:
- III. 48 (48%) were in favour of the new change and 52 (52%) thought we should preserve the present system, with some changes.
 - Out of 30 Technical Education teachers who were aware of the new change:
- IV. 3 (10%) were in favour of the new system and 27 (90%) thought we should preserve the present system with some changes.

It is clear that there is a sharp division of views on the experimental application of the Integrated Lyceum as from September 1994. The conflicting opinions on this important matter reflect the hasty introduction of the new system even on an experimental basis before students, teachers and parents were adequately informed and given the chance to express views thus providing sufficient and efficient feedback for the Ministry of Education to act upon accordingly. It is surprising, the least that can be said in this case, that the teachers' views on the matter were asked after the announcement of the experimental application of the new system:

"The educational authorities have decided to introduce the new system of the Integrated Lyceum as from September 1994. The Head of Secondary Education requests the teachers to study the new system and hold a meeting to express their views which will be forwarded to the Ministry of Education". (1)

The response of the teachers at that meeting where the writer was present, was negative since they believed that it served no purpose to express any views after the final decisions on the matter had already been taken by the Ministry of Education.

When in 1979 the present system of the L.E.M. was introduced on an experimental basis there were views arguing for the reduction of periods of the common core subjects, the educational authorities regarded the above views as contrary to the educational philosophy of the country:

- "We are aiming at common orientations and cultural base in order to preserve the social and cultural cohesion of our people". (2)

The new system has adopted the views expressed in 1979 and one wonders whether the philosophy of the general humanistic approach to education has been abandoned leaving room for priorities concerning the preparation of students for the universities and other higher educational institutions thus turning secondary schools into exam factories. The educational authorities have not announced any changes in their priorities; however, the new system of the Integrated Lyceum, taking into consideration the low number of periods of the common core subjects (17 in the 2nd class and 10 in the 3rd class), reveals new orientations which are not common to the secondary schooling population.

(1) Minutes of Teachers' meeting held at Lefkara Gymnasium on February 9th, 1994 - Circular of the Ministry of Education, Department of Secondary Education, read during the meeting.

(2) Files of the Ministry of Education 242/1868/14

Another indication which reveals the hasty introduction of the new system of an experimental basis can be detected in the comments of the Minister of Education, Mrs. Claire Aggelidou, during a press conference held on March 12th, 1994. The Minister of Education said that the financial cost of applying the new system of the Integrated Lyceum on a permanent basis was very high. As a matter of fact, each student would cost the Government Cy £3,200 a year in comparison to Cy £800 each student costs the State now. Therefore, Mrs. Aggelidou did not foresee the implementation of the Integrated Lyceum on a permanent basis in the near future. (1)

It is, indeed, a tragic irony to hear the above comments on behalf of the Minister of Education in March 1994 and still make preparations for the experimental application of the system in September 1994 thus creating confusion and frustration among students, teachers, parents and generally all those concerned with education. The situation reminds one of the horse being put before the cart.

It is clear that the sharp division of views do not favour its application in September 1994 since the conditions of uncertainty created in relation to the success of this innovation have prejudiced parents against it. It is most probable that parents will not be willing to venture on it allowing their children to be experimented on even if society as a whole takes the risk of investing a tremendous amount of money and time to start the new Integrated Lyceum; this is a very serious educational matter which needs policy analysis so that every step made will guarantee safe ground. The new system constitutes a radical reform and is undoubtedly a costly business - new more expensive equipment, more rooms, training of teachers, new text books and syllabuses - and means an overhaul of the secondary education system with doubtful results.

What perhaps the secondary education system needs could be less radical changes in the present system aiming at improving it considerably. The heavy load of students could be reduced by abolishing or reducing the periods of certain subjects. A 35 period load is too heavy on a students' shoulder. The system of Guidance and Careers Service could be bettered so

(1) "Phileleftheros" newspaper March 2nd, 1994

that students would be helped more efficiently to choose the right combination or follow a technical or vocational course at technical schools; the committee proposed in the new system, as described before, could act as a barrier to the indiscriminate selection of combinations on behalf of students who do not satisfy the requirements of a course. In this way a better standard for the able student could be attained through the uniformity achieved in the various sections. The subject matter and the teachers' approach to it as well as the updating of textbooks could be reviewed and in-service training seminars for teachers could be more regularly held. These changes can be brought about without bearing the label of any revision of the system but in the perpetual ameliorating process of education.

A scientific seminar with the participation of educationalists, psychologists, sociologists, parents and all those concerned with education could be organized in order to examine the problems of the educational system and forward alternative solutions freely without any preconceived results. The hasty introduction of such a radical reform in the educational system with conflicting opinions on its implementation on behalf of individuals and organizations could have been avoided. The educational authorities could have at least consulted with the Teachers' Unions and Parents' Associations to obtain the necessary feedback before proceeding with the application of the Integrated Lyceum.

(G) Teachers, Buildings and Resources in Secondary Schools

Although the teaching profession deserves its own chapter which will be later dealt with, it is appropriate to briefly refer to the secondary education teaching staff in this chapter.

Candidates for appointment in secondary education are normally required to hold a university degree in the subject area they intend to teach. Prior to 1972 in most cases secondary teachers were appointed without having any professional educational training. In addition to this, they had not any opportunity to have teaching practice and gain the practical teaching experiences. The lack of this teaching experience constituted a major problem in secondary education. The educational authorities being well aware of the great importance of teaching practice invested hard efforts

into the task of organizing in-service training courses and intensive courses for candidates for appointment in secondary education. Although some progress was made, the problem still existed due to the lack of an institution to effectively provide this professional training in Cyprus.

In 1970 the government resorted to U.N.E.S.C.O. and asked for help in this matter. Thus, in 1971 Professor E. G. Wedell from Manchester University undertook the responsibility to provide advice on the means and resources required for the establishment of an institution that would offer effective in-service training. Professor Wedell diagnosed the problem pointing out that it was not primarily the shortage of materials and equipment that was the problem in secondary education in Cyprus but the lack of skill and time in making effective use of materials and equipment which were available or which could be available.

"... clearly professional training should help to meet this need as it should also help the headmasters to exercise better leadership". (1)

Professor Wedell's report in 1971 recommended the establishment of an institution responsible for the professional training of secondary teachers aiming at raising the standards on this respect. Thus, in 1972 the Pedagogical Institute was established and undertook the task of the in-service training of teachers, the educational research, educational technology and educational documentation. Since then the development of teaching has improved and contributed greatly to the qualitative development of secondary education.

To a large extent success at school depends on the teaching methods that are being used. On this aspect great improvement has been made. The old "*didactic*" teaching of the lecture type which limited the students to passive listeners has completely been abandoned. Emphasis has now been laid on creative work on behalf of the students in whom love for research and learning is fostered. Methods are being adopted which stimulate initiative and creativity, which provide spontaneous action of the students and contribute towards the development of the sense of responsibility.

(1) Wedell, E. G. Teacher and Educational Development, UNESCO Document Serial No. 2392/RMO/RD.ED.S. Paris 1971, p.30

If the teaching and learning methods are to be efficient, equipment and teaching aids of the right quality must be available. Although a lot of equipment was lost due to the 1974 Turkish invasion, the Ministry of Education in co-operation with the school committees do their best to offer the adequate and suitable equipment that tally with the evolution and modern trends in the teaching of various subjects.

Most of the secondary schools have special classrooms and well equipped workshops with suitable materials and tools which allow the advance of workshop teaching methods. Audio-visual aids, tape-recorders, projectors, pictures, television and computers have also been introduced.

Within the framework of the endeavour of the Department of Secondary Education to view education as a preparation for life, computer science was introduced in some schools in 1986 on an experimental basis at first stage and was then expanded as a supplementary subject in all secondary general education. As from the school year 1986-87 computer science was introduced as a compulsory subject in the 1st class of all Lyceums.

The lowering of the student - teacher ratio has also contributed a lot to the qualitative development in secondary education since it has eased the situation considerably for teachers to adopt and practice more efficient teaching methods. The table over leaf is indicative of the progress made:
(1)

(1) Statistics of Education in Cyprus, 1976-77, p.51 - Statistics of Education, 1991-922, Educational Statistics: Series 1, Report No. 24, Printing Office of the Republic of Cyprus, June 1993, p.44

**COMPARATIVE TABLE OF STUDENTS AND TEACHERS
FOR ALL SECONDARY EDUCATION**

SCHOOL YEAR	STUDENTS	TEACHERS	STUDENT - TEACHER RATIO
1959 - 60	24.080	872	27,6
1963 - 64	29.438	1.208	24,4
1968 - 69	37.334	1.622	23,0
1973 - 74	49.668	2.509	19,8
1976 - 77	50.633	2.578	19,6
1979 - 80	48.797	2.885	16,9
1980 - 81	47.599	2.910	16,4
1984 - 85	48.752	3.126	15,6
1986 - 87	44.308	3.058	14,5
1988 - 89	42.613	3.439	12,4
1989 - 90	43.219	3.526	12,2
1991 - 92	47.908	3.848	12,5

(H) Problems and Difficulties

A major problem still faced by secondary education is the shortage of school buildings since a good number of schools are occupied by the Turkish troops. This problem has been compounded by the increase in the school population (1960 - 24.080 students / 1992 - 47.908 students). This results in serious overcrowding of schools and consequently the quality of education offered is affected. However, the problem has been faced to a great extent by the construction of new school buildings. The comments of the former Minister of Education, Mr. Chr. Christophides, are indicative of the elimination of the above problem to a large extent:

"No one can ignore the colossal project concerning the school accommodation shortage we have materialized. Only in 1991-1992 65 new school building units were completed and functioned".(1)

(1) Speech by the former Minister of Education, Mr. Christophides, at a function organized in his honour by the former school committees at the Ledra Hotel in Nicosia on March 28th, 1994

Another problem in secondary education is the intensified movement of people from rural areas to towns which cause additional problems due to the uneven distribution of pupil population between urban and rural areas. The educational authorities are working hard towards the solution of this problem by the restructuring of the existing educational areas and establishing new school units. It is believed that in this way the fixed educational areas of the rural schools, where the population is declining, will be expanded while new school units will be set up in the suburbs of the main towns to take the vertical increase of urban school population.

The introduction of new expensive technology in schools on a small scale has been made possible owing to the help of parents' associations, school committees and private business; however, it is estimated that there will soon be a problem with the increasing demand from schools for more and more modern technology since this will mean a heavy financial burden the Government will be expected to bear.

Schools in Cyprus are more concerned with the child's learning, i.e. the academic outcomes than with the role of the "good shepherd" which is confined to the typical function of the class tutor and, of course, the work carried out by one person, the guidance counsellor. It is, however, important for the school to be concerned with the problems that prevent the child from learning and try to combine the academic and pastoral care organizations of the school together for they are naturally interrelated. Mr. Matsaggides's comments on the matter are more than apocalyptic:

"I have been a guidance counsellor for many years now and very few class tutors have resorted to me to ask for information about the students they sponsor. In Cypriot schools the role of the "good shepherd" has been wholly placed on the shoulders of one person, the guidance counsellor; if he/she is conscientious enough to do the job on his own, well done! But even so I believe that we need an organized system of pastoral care with more people involved". (1)

(1) Mr. Matsaggides's interview held in Larnaca on December 10, 1993

The problem of pastoral care is considered to be of paramount importance in the smooth functioning of schools. Therefore, a chapter will be devoted later to dealing with the basic principles of pastoral care and guidance and a proposed system of pastoral care organization system in Cypriot schools.

(I) The Private Education Sector

In Cyprus Article 20 of the Constitution safeguards the right of "Education and being educated". Therefore, everybody can choose the kind of education he wants to follow.

The legislation which was enacted in 1971 and which regulates the functioning of private schools agrees with the above mentioned constitutional framework and leaves plenty of room for action on the part of private schools.

The role of the State is limited only to the imposition of necessary restrictions in the interest of the Republic, constitutional order, public security, public health, public morals and the degree and quality of education as well as the protection of the rights and liberties of others.

According to the Department of Statistics and Research in 1991-1992, 5.831 attended 25 private schools of secondary education which employed 477 teachers; the student-teacher ratio was 12.2 (1). Students in these schools have to pay fees ranging from Cy £500 to Cy £1.350 a year.

Up to 1974 the Government contribution to private education was limited only to partial contribution for the foreign language private schools.

After 1974 the financial situation of many refugee students did not allow them to continue their education in the private schools and the Ministry of Education applied the same scheme of contribution to the fees of these students with that of the public schools.

(1) Statistics of Education 1991-92, Educational Statistics: Series 1, Report No. 24, Printing Office of the Republic of Cyprus, June 1993, p.16.

Most of the private schools prepare students for entry to British universities, while others lay emphasis on commercial, vocational or technical education and yet others on the learning of foreign languages. Schooling consists of two stages and extends over a period of 6 or 7 years.

All private schools follow curricula different from the ones followed by public schools. For this reason they cannot be considered as equivalent to public schools and the graduates cannot attend higher courses in Greece or in other countries abroad which demand equality with public schools. To overcome this weakness the Ministry of Education organizes special examinations twice a year for those who wish to obtain a certificate equivalent to the leaving certificate of a public school.

All private schools are confronted with a crisis as a consequence of the following factors:

- I The introduction of free education at all levels of education.
- II The non-recognition of the private schools by Greece and other countries for entry to Higher Education.
- III Most of them are generally considered of inferior standard compared to public schools.

It is worth mentioning that the State has provided both the refugee and needy students of the private schools as well as the schools themselves with much help after the Turkish invasion. It introduced a scheme for subsidizing fees which covered 75% of the fees and helped the schools which had lost buildings and equipment and had begun to function again in the free areas by means of special subsidies.

As far as foreign language schools are concerned, nearly all of them are non-profit making institutions and are assisted by overseas authorities and organizations. The most important of the foreign language schools are the Nicosia English School which was established by Rev. Canon Newman in 1900 and the Larnaca American Academy established by Rev. W. McCarrol, an American Missionary in 1908. Both schools are highly selective and model themselves on typical English Grammar Schools. The

majority of their graduates pursue further studies in Britain or the U.S.A. Graduates of the above schools who decide to find a job in Cyprus are easily employed, especially in banks, overseas companies and in the civil service for the vast majority of them, being fluent in English, graduate with 7 O'level G.C.E. subjects, at least 3 A'level G.C.E. subjects and the Higher L.C.C.I. in Accounting.

(J) Technical Education

Technical Education in Cyprus dates back to the year 1902, but only at a stage of suggestion, according to the report of the Inspector of Schools in 1902.

"Technical education has not at present advanced beyond the state of suggestion". (1)

In the Talbot and Cape Report in 1913 it was stressed that there was a great demand for the various trades and handicrafts but the lack of training in this field was apparent since the only provision made in the island at that time for any form of technical education was to be found in the government prison in Nicosia where juvenile offenders were instructed in shoe making and tailoring. (2)

It was not until 1945 when an apprenticeship scheme was introduced for youths over 15 years old.

"There is no technical education in Cyprus nor until 1945 was there any system of indentured apprenticeship. Even now the apprenticeship applies to only 17 youths, 15 of whom are employed in the Public Works Department". (3)

(1) Newman, F.E., The System of Education in Cyprus, London, 1902, p.424

(2) Talbot, J.E., and Cape, F.W., Report on Education in Cyprus, 1913, Waterlow and Sons Ltd., London 1914, p.38

(3) Report of the Department of Education for the period of 1942 - 1945, p.18

However, World War II accelerated the establishment of Technical Education in Cyprus since the demand for trained technicians at that time was great; thus, an Apprentice Training College was established in Nicosia with English as the medium of instruction and 20 pupils whose number increased to 100 when the scheme was fully operative in 1950 - 51.

The submission of Hallow Report in 1954 helped in the promotion of the development of technical education for it suggested the introduction of an integrated scheme of technical education at three levels; the Preparatory Technical School, the Technical Trades School and the Technical Institute. In 1956 the Nicosia Technical Institute and the Limassol Technical School were established. The Limassol Technical School included a preparatory two year section and a secondary technical section offering courses which prepared the students¹⁰² the exams of G.C.E. and City and Guilds of London Institute. The Nicosia Technical Institute had a secondary and post-secondary sections, the former offered a technical course for the graduates of the Apprentice Training Centre, which was turned into a Preparatory Technical School, the latter maintained four departments - Engineering, Building, Commerce and Art and Industrial Craft.

In their effort to promote the plan for the development of Technical Education the Colonial Government sent many a Cypriot instructor to Britain for training and kept the Technical Education fees very low hoping to attract students; however, this effort was not successful if we consider the percentage of students enrolled in technical education a year before Cyprus gained its independence, which was 2% of the total enrollment of boys in secondary education. The reasons that obstructed the expansion of technical education were firstly, the political conditions prevailing in those days since the E.O.K.A. liberation struggle started on April 1st, 1955 and this frustrated parents of sending their children to technical schools which were under the control of the Colonial Government. Secondly, the medium of instruction in those schools was English which was an additional reason to repel Greek-Cypriots to enroll in technical schools. Thirdly, the development of technical education in Greece was negligible, there was only one public technical school in 1958-59 since the emphasis was wholly laid on classical education which was believed to reinforce the national spirit and maintain the Greek tradition.

Finally, the prejudice against technical education for manual work was and is still considered a sign of social inferiority.

The systematic organization of technical education in Cyprus started when Cyprus gained its independence in 1959-60. The Nicosia and Limassol technical schools handed over to the Greek community by the British functioned under the responsibility of the Greek Communal Chamber. However, the technical schools were not enough to cater for the needs required for the economic development of the country; according to the figures provided by the Ministry of Finance during the decade 1960-70 the manufacturing industry contributed 12,5% of the Gross Domestic product and 13% of the labour force was absorbed by it, 15% of the total exports were exports of manufactured goods.

Thus, the Greek Communal Chamber chaired by Dr. Spyridakis, established six more technical and vocational schools making use of all the annual financial aid given to Cyprus for the development of technical education by the Greek Government. Xeros Technical School was established in 1961 followed by the establishment of Larnaca Vocational School in 1962, Famagusta Technical School and Polis Technical School in 1963. The efforts invested by the Greek Communal Chamber to develop Technical Education were very hard due to the shortage of funds by the Government; an additional sum allocated to the Greek Communal Chamber in 1961 was not given because of constitutional problems, the Turkish vice-president in this case resorted to the Constitutional Court. (1)

During the first years of independence a lot was done to attract more students to register in Technical Education. In spite of the financial difficulties mentioned before, the Greek Communal Chamber kept the fees for Technical Education very low; the fees ranged from Cy £11 to Cy £14 whereas Secondary General Education Fees were Cy £380. Low Technical Education fees aimed at attracting poor pupils whose income would not allow them to pursue their studies at secondary level.(2) Another significant change was the introduction of Greek as the medium of instruction in the school year 1959 - 1960.

(1) Minutes of the Greek Communal Chamber, October 10th, 1961

(2) Minutes of the Greek Communal Chamber, August 20th, 1963

Dr. Spyrdakis's philosophy concerning the structure of the system of Technical Education could clearly be located in the changes that were brought about.

Dr. Spyridakis's believed that young people would be able to choose freely the type of education they wanted if they were offered the opportunity to have a general education until their 15th year of age. After that age the child would choose freely the type of further education he wished with the help of the services of educational and vocational guidance. (1)

Thus, technical schools fell into three categories:

- I. the six-grade technical school aiming at training the able students.
- II. the four-grade vocational technical school providing for the less able children.
- III. the Evening Adult Programme catering for people already working in industry.

The six-grade technical school was divided into two three year cycles, the lower and the upper cycles. The lower cycle provided general education whereas the upper one was divided into two sections - the theoretical one which prepared students for higher studies and the practical one which trained technicians in the following branches: Automechanics, Mechanical Engineering, Electrical Engineering and Civil Engineering. The four-grade vocational technical school aimed at training semi-skilled craftsmen. The first year provided general education, during the second year the students were helped to detect their special abilities which would help them specialize in a field during the next two years.

In 1967 a major change was introduced by providing a common 3 year first cycle to all technical schools. The curriculum was the same as that of Secondary General Education with the addition of some technological subjects.

(1) Spyridakis, G., The Cyprus Educational System, Nicosia, 1968, p.15

This change aimed at providing the first cycle students with the opportunity to continue their studies at either a technical school or a Gymnasium since before the introduction of this change they had been restricted in their choice - pupils completing the first 3 year cycle course of a technical school had not been allowed to follow the second cycle course of a Gymnasium and vice versa. In the same year the second cycle course of the vocational technical schools was extended to a 2 year course.

In 1972-73 a new formulation of technical education structure was decided and materialized by the educational authorities; it was in practice until 1977. This decision was based on the principle of the provision of equal opportunities to those who wished to continue their studies at a higher level. Therefore, the vocational technical school was abolished and the 3 year 2nd cycle course was the same for every technical school student since everybody hoped for a six year secondary schooling. The new structure aimed at providing a wide basic training in groups of related specializations in the first year and a 2 year course of narrow specializations based on the students' abilities and inclinations. The first year of the second cycle included 5 sections: Mechanical Engineering, Electrical Engineering, Building and Construction, Hotel Catering and Ceramics and Interior Decoration. During the second year, students chose the subjects of their 1st year section but with a narrow specialization; thus, Mechanical Engineering students could follow Automechanics, Machinists - Fitters, Sheet Metal Welding, Casting. Electrical Engineering students could select Electrical Installations, Maintenance - Service - Repair of Electronic Appliances. Those who attended the Building and Construction option in the first year could specialize in Building or Plumbing - Welding or Carpentry. Hotel and Catering students could follow cooking and waitering and Ceramics and Interior Decoration students might select Ceramics and Interior Decoration.

The above students were awarded a certificate after the completion of their 2nd year studies and could either continue their studies in the third year in the same field - to obtain a Technical School Leaving Certificate - but at a higher level where more emphasis was laid on theoretical subjects or be employed in industry as technicians and continue their studies, if they so wished, through evening classes.

The curriculum included the following subjects:

- I. General Education 32%.
- II. Related Subjects (Maths, Physics) 18%.
- III. Technological Subjects and Workshops 50%.

The time-table included 38 teaching periods of 45 minutes each.

The new structure of technical education did not produce the desired results; the principle of equality of opportunities worked "beyond the limits" since every technical education student aspired for a technical school leaving certificate thus completing a six year technical schooling irrespective of standard and abilities. Mr. Karageorgis's comments on the matter are very enlightening:

"The 1972 restructuring of Technical Education in a short time proved to be unsatisfactory. Nearly all students tried to continue their studies to the last form in spite of the fact that some of them were incapable of coping with the level of theoretical subjects. Most of them wanted to have a six year course leaving certificate". (1)

Mr. Karagiorgis believed that the unification of the vocational and technical courses resulted in the lowering of the standards of the technical course in the theoretical field and those of the vocational one in the practical field. (2)

The new structure in Technical Education had been in practice until 1977 when a new change in the formulation of the structure of technical education was implemented and is still in practice. This latest stage of development in Technical Education will be discussed and analyzed later in this chapter.

(1) Karagiorgis, A., Education Development in Cyprus 1960-1977, Nicosia, 1986, p.110

(2) Ibid., p.110

It is true that the first years of independence until the 1974 Turkish invasion Technical Education greatly expanded. The number of students at technical schools increased immensely if we consider the enrollment of students in 1959-60 - 710 students to that of 1973-74 - 4.672 students. The following table shows the expansion of Technical Education during the years 1959-60 to 1973-74.

**COMPARATIVE TABLE OF STUDENTS AND TEACHERS IN
TECHNICAL EDUCATION 1959 - 1974 (1)**

SCHOOL YEAR	STUDENTS	TEACHERS	STUDENT-TEACHER RATIO
1959 - 60	710	54	13,1
1960 - 61	787	79	10,1
1961 - 62	1.292	93	13,9
1964 - 65	2.876	175	16,4
1966 - 67	3.809	202	18,9
1969 - 70	4.154	261	15,9
1971 - 72	4.640	324	14,3
1973 - 74	4.672	338	13,8

The rapid development of Technical Education was owing to the fact that Greece lacked a system of Public Technical Education since emphasis was laid on classical education which was fanatically supported by the nationalists at the expense of technical education. The nationalists believed that, if it were possible for all Greece to become nothing but technologists and scientists, this would mark the end of the longest living nation of Europe. (2)

(1) Files of the Ministry of Education on the enrollment of students in Technical education.

(2) "The Problem of Imminent Educational Reform", Athens University, Faculty of Philosophy, Athens, 1959

The few technical students that existed in Greece were private. In 1958-59 there were 64 private technical schools and only 1 public technical school. This situation encouraged the educational authorities in Cyprus to develop technical education for they were at liberty to plan their work on their own without having to depend on the Greek model which was non-existent; this, of course, did not raise any objections on behalf of the nationalists.

Another important reason which contributed positively towards the great expansion of Technical Education was the flow of students of the working class into technical schools. People belonging to this class did not care for higher studies but a training course at a technical school that would secure their children immediate employment. In point of fact, a research conducted by the Department of Educational Psychology in 1970 was revealing: 42,65% of the parents of technical education students were labourers, 31,8% farmers and 12.45% transport workers.

Despite the fact that technical education expanded impressively - always compared to the 1959 total enrollment in technical schools which was 2% and in 1970 was increased to 16,4% - technical students had a small share of the enrollment of students in secondary education if we consider the share of primary leavers "absorbed" by Secondary General Education, which was as high as 83.6% in 1970.

The most important reasons which hindered any further the expansion of Technical Education during the first years of independence can be the following:

- I. The prejudice against manual work which was considered inferior. The very able students attended the classical and science sections aiming at pursuing higher studies in Greece or other countries or securing a decent job in the public section.
- II. The technical school leaving certificate was not recognized by the Ministry of Education in Greece. The lack of this recognition discouraged students, who wished to enter Greek higher institutions, from enrolling in Technical Education. An appeal on behalf of some members of the House of Representatives for recognition of technical schools in Cyprus received the following answer:

"This recognition will be purposeless since there are no schools of this nature in Greece". (1)

III. The Staffing of technical schools with instructors lacking in high academic qualifications. In point of fact, only a small number of teachers of technical subjects were university degree holders. The majority of them had non-university qualifications. To make matters worse, there were cases of the former category of teachers that "deserted" the teaching profession to be employed in industry or in the civil service with well paid posts.

If the previously mentioned factors that hindered any further expansion of Technical Education during the first phase of independence are to be examined today in the light of new developments it can be observed that:

I. The prejudice against Technical Education still persists and obstructs the growth of Technical Education since manual work is still considered to be inferior and is associated with Technical Education, thus preventing parents from sending their children to technical schools. According to the Minister of Education, Mrs. Claire Aggeligou:

"The prejudice against Technical Education can be eliminated by the establishment of the new type of Lyceum - The Integrated Lyceum". (2)

II. The Technical School Leaving Certificate is not yet officially recognized by the Ministry of Education in Greece but a limited number of places for Greek universities and Higher Institutions are offered to graduates of technical schools on condition, of course, they pass the Greek university entrance exams.

(1) Minutes of the House of Representatives, April 20th, 1967

(2) Cy.B.C. programme, Discussion of the Integrated Lyceum, 30/05/1994

III. The problem of the shortage of qualified instructors in Technical Education was originally tackled by the establishment of the Higher Technical Institute in 1968 where technical school instructors as well as higher technicians for industry are trained. The establishment of a State Scholarship Foundation in addition to scholarships offered by foreign Governments and the Council of Europe enabled persons wishing to attend courses abroad to do so and become qualified technical school instructors. In this way the standard of technical school instructors has risen.

It is true that the allocation of a number of places for the Greek universities to technical school graduates and the increase in the number of qualified instructors in Technical Education have contributed positively to the image of Technical Education and eliminated to some extent the prejudice against it.

The administration of Technical Education is under the jurisdiction of the Department of Technical Education which was established in 1966. In the field of observing and promoting school work, the Head of the Department of Technical Education is assisted by the inspectorate for technical subjects only. The theoretical subjects are supervised by the Inspectors of Secondary Education Department who report throughout their Inspector General and the Head of Secondary Education to the Head of Technical Education who cannot exercise any authority on them. It may be argued that the small size of the Technical Education Department has affected its status in the structure of administration of the Ministry of Education and this fact may be another factor which has hindered to some extent the development of Technical Education. The Technical Education Inspectors deal mainly with the co-ordination and assessment of the work of teachers, their pedagogical guidance and the wider control of the functioning of the schools. As in the case of secondary schools, the Headmaster is directly responsible for each school and is assisted by the assistant headmasters. He distributes duties among teachers for the smooth operation of the school and inspects and co-ordinates the work of teachers being answerable to the Head of Technical Education. The Headmaster of the technical schools is also responsible for the management and control of the annual budget which is the case of secondary schools is controlled and managed by the school committees. The school committees are not responsible for the

provision for the construction of buildings, maintenance, extension and equipment of technical schools; full responsibility for these matters lies with the Ministry of Education.

The 1974 Turkish invasion seriously affected Technical Education of which 3 schools (38%) out of 8 were occupied by the Turks and 3.000 students (29%) out of 10.379 were disclosed. (1) The new conditions formulated on the island after the invasion created an imperative necessity for adaptation so that it may respond to the needs of the country in a better way. As it has already been said the structure that existed until 1978 was based on a unified system of technical and vocational education.

The Educational Council, at its meeting on June 24th, 1977 suggested the separation of the technical branch from the vocational one. (2) Thus, in 1978 a new structure, which is still in practice, was implemented.

The technical branch aims at training the students for employment in industry as technicians who, if they so wish, may follow further studies in colleges or universities. All technical courses, in addition to technical theory and practice, lay particular emphasis on science and mathematics. These courses are of a three year duration. The technical branch maintains 5 departments, each comprising several specializations as follows:

- I. **Mechanical Engineering Department**
Mechanical Engineering Technicians
Automobile Technicians
- II. **Electrical Engineering Department**
Electrical Installations Technicians
Electronic Technicians
Computer Technicians
- III. **Building Department**
Building Technicians

(1) Ministry of Education, File on the consequence of the Turkish Invasion, No. 127/774/D (Secondary Education).

(2) File of the Ministry of Education, 112/71/3, Minutes of the Educational Council meeting held on June 24th, 1977.

- IV. **Graphic and Arts and Interior Decoration Department**
Graphic and Arts and Interior Decoration Technicians
- V. **Garment Design and Construction Department**
Garment Design and Construction

The vocational branch aims at preparing trained and educated technicians who should be in a position to respond to the needs of industry. Because of the great demand of technicians in industry, it is endeavoured to attract the greatest possible number of students on to vocational courses. All vocational courses are of a three year duration.

In the final year of the vocational courses, students attend school for 3 days a week and for the other two days they follow a practical training programme in industry. In the vocational branch more emphasis is given on practical skills, by allocating more workshop periods than in the technical branch. The vocational branch has eight departments which offer the following specializations:

I. Mechanical Engineering Department

Machining - Fitting
Automobile Technicians
Sheet Metalwork and Welding
Plumbing and Welding

II. Electrical Engineering Department

Electrical Installations
Electronics
Home Appliances and Refrigeration

III. Building Construction Department

Building
Building Science and Technology
Cabinet - Mowing
Joinery and Carpentry

IV. Hotel and Catering Department

Waiting
Cooking

V. Dress-making Department

Dress-making

VI. Draughtsmanship Department

Draughting

VII. Shoe Manufacturing Department

Shoe Manufacturing

VIII. Silversmithing and Goldsmithing Department

Silversmithing and Goldsmithing

The distribution of the students in the vocational and technical branches are carried out after the successful completion of a third Gymnasium class with the main criteria the students' inclinations and interests and the existence of space in the workshops.

In designing technical and vocational courses every effort is made to strike a good balance between general education subjects and technical or vocational subjects. The percentage of periods allocated to the various subjects in the technical branch is as follows:

General Subjects	30%
Related Subjects	28%
Technology and Drawing	22%
Workshop Practice	20%

The percentage of periods allocated to the various subjects in the vocational branch is as follows:

General Subjects	25,0%
Related Subjects	17,5%
Technology and Drawing	20,0%
Workshop Practice	37,5%

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

The following table shows the enrollment of students in Technical Education by grade, stream/specialization and sex in 1991 - 1992. (1)

TABLE INDICATING THE ENROLLMENT OF STUDENTS IN TECHNICAL EDUCATION BY GRADE, STREAM/SPECIALIZATION AND SEX 1991 - 1992

Grade	IV		Grade V		Grade VI		TOTAL		Stream/Specialization
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1.170	239	839	225	613	86	2,622	550	3.172	
274	93	246	62	232	51	752	206	958	Technical Courses
896	146	593	163	381	35	1.870	344	2.214	Vocational Courses

Parallel to the day classes there are night classes in the technical schools. The institution of night classes in the technical school has worked since its establishment in 1959-60. Their primary purpose is to provide theoretical skills for technicians and craftsmen who are engaged in industry.

The night classes include the following subjects:

- I. Telecommunications
- II. Mechanics
- III. Assistant Craftsmen in Building Works
- IV. Masons

(1) Statistics of Education 1991-92, Educational Statistics: Series 1, Report No. 24, Printing Office of the Republic of Cyprus, June 1993, p.127

The night classes play a very important role in the development and progress of the technical personnel who did not have the chance of regular and complete technical education. The night classes function three times a week and the weekly attendance lasts for nine hours. The duration of studies is usually three years.

Within the field of Technical Education there is the institution of the Apprenticeship System which was introduced in 1963-64 and is under the administrative control of the Ministry of Labour. The Apprenticeship System is an educational plan for young learners between the ages of 14 and 16 who are engaged in industry. The learners attend the technical school one or two days a week and they are trained in industry during the remaining days of the week. The attendance for the apprenticeship system lasts for 3 years. For the supervision of the learners' progress in both industry and at school as well as for the co-ordination of education at school and in industry there are special inspectors selected from the teachers of the technical schools.

The Apprenticeship System includes the following specialities: Masons, Furniture Makers, Electricians, Car Mechanics, Plumbers, Silver and Gold Smiths, Radio and T.V. Repairers and Dress Makers.

The institution of the Apprenticeship System has turned out to be beneficial both for the learners and the development of industry since it offers the opportunities to those who want to continue their studies while being productively engaged in industry.

Despite the fact the Technical Education has contributed a lot towards the economic restoration of the country, especially after the 1974 invasion when it was called upon to play a serious and responsible role which was performed successfully, it is still considered to be low-status knowledge for second class citizens; Paradoxical though it may seem, this was confirmed by the Minister of Education, Mrs. Claire Aggelidou:

"The bitter truth is that the majority of students who enroll in technical schools are of a very low standard thus reinforcing the prejudice against Technical Education". (1)

During Technical Education's short life in Cyprus a lot of effort has been invested into the task of establishing Technical Education on a firmer footing so that there will be a greater educational response to the individual and economic needs of the island. Curricula have been developed as well as new structures formulated; however, these changes have, in reality, been decorative and have not been as efficient as they have been expected to be since Technical Education in Cyprus is still swamped by the classical - academic tradition which ascribes high status to subjects promoting theoretical and abstract thought and lower status to more practically oriented. By giving inferior status to useful knowledge and too little attention to manual skills, this tradition reinforces the belief that curricula of the classical humanist tradition are designed for the very able student while the practical and technical for the less able one. This, of course, has undesirable consequences for the economic and vocational needs of the island for the student intake is of intellectually inferior quality; the promotion prospects for Technical Education teachers are fewer compared to their colleagues in Secondary General Education thus resulting in the well qualified and experienced teachers being repelled by Technical Education. Mr. Demetriou, a mechanical engineer who works as an assistant principal in technical schools remarked that Technical Education could not respond properly to the needs of the industry and generally the economy of the country. The enrollment of students in Technical Education is limited - about 19% - and many of them are weak and problematic cases.(2) Mr. Demetriou pointed out that:

"The prevailing mentality underestimates Technical Education as being educationally and spiritually inferior thus preserving the prejudice against manual work".

(1) Cy.B.C. T.V. Programme, Discussion on the Integrated Lyceum, 30/05/1994

(2) Demetriou, P., Article in Phileleftheros newspaper, "The Role of Technical Education is Demoted".
July 10th, 1993

It is of paramount importance for Technical Education to find a respectable place in the public consciousness and this might be achieved if it is tailored to fit more closely the socio-economic and vocational needs of the island, create professional openings of staff - engineers, technologists and technicians - and consciously foster the idea that Technical Education is a valid part of school education for students of all ability levels not excluding the most intelligent.

The role of the Guidance and Careers Service is decisive in the elimination of the intense prejudice against Technical Education. It is important that this service is staffed with well qualified teachers who will work systematically to give vocational guidance to students directing them towards an appropriate course after enabling them to get acquainted with the various jobs and their prospects thus linking education with the world of work in daily life. In this way, the social, technical and technological developments will cease to be a threat to young people; on the contrary, they will be a challenge that could secure these people better living conditions.

Technical Education plays a decisive role in the establishment, formation and development of the economy of the island since it is the chief source of specialized personnel. Therefore, more intensified efforts are needed for its further promotion so that Technical Education will find the respectable place it deserves in the public consciousness.

The rapid development of Secondary Education in Cyprus started when Cyprus gained its independence, since the British Administration had shown very little interest in the promotion of Secondary Education. The system of the three well structured Lyceum options (science - classical and economic) which served Cyprus well was replaced by the Lyceum of Optional Subjects (L.E.M.) which enabled students to choose their subjects according to their interests and inclinations. However, the L.E.M. developed into a Lyceum of Optional Combinations with limited choice of subjects. The new proposed system of the Integrated Lyceum, which has divided public opinion will be experimentally applied despite the strong objections raised by a very large part of those concerned with education.

The 1974 Turkish invasion affected Secondary Education seriously but not fatally. The great zeal and enthusiasm of the education authorities, teachers and parents made it possible to tackle the thorny problems created by the catastrophe. The Pedagogical Institute was established and through in-service training courses has contributed tremendously to the qualitative improvement of teaching which, together with the continual evaluation of the curriculum and the introduction of new books and equipment has helped greatly in the rapid development of Secondary Education. The memory of our enslaved land has been preserved in schools and the close links with the Greek educational system have been maintained but the educational system of Greece has not been followed blindly since Cyprus has had to bring about changes corresponding to the socio-economic needs of the island.

CHAPTER 7

HIGHER EDUCATION

(A) The Current Situation

The Cyprus educational system had not been completed until the year 1992 when the University of Cyprus started its life and a new era commenced in the educational life of Cyprus. The establishment of the University of Cyprus has been the culmination of hard efforts which date back to the year 1949 and has constituted a big question which can be comparable to the Cyprus issue itself which, however, still remains insolvable. The tragic irony lies in the fact that the establishment of a bi-communal university in Cyprus in earlier times might have saved the island from so many hardships; it is undoubtedly worth dealing with the history of the establishment of the University of Cyprus and this will be certainly done later in this chapter.

Despite the fact that Higher Education has made great strides since independence and particularly after 1974, there has always been a gap which has been filled with the establishment of the University. Now Higher Education in Cyprus can pride itself on the establishment of the highest institution of learning in Cyprus which has opened new horizons in the educational life in Cyprus. The establishment of the University of Cyprus reflects the fulfilment of the dreams of the people in Cyprus who have an intense, almost obsessive interest in education and the university. The interest can be shown in the simple question given by the owner of a guest house in a small village when he was asked by a British visitor why he thought the island needed a university. "For our children, our island and our culture".

It is true that with the establishment of the university the island has reached the apogee of its educational development; however, the island's highest institution of learning is still at the beginning of its long road to the success of its mission and people will be looking forward to seeing the calibre of its first graduates which will naturally mirror the institution's standards.

(B) The Growth of Higher Education in Cyprus

Despite the fact that the island had not had a university of its own until 1992 and Higher Education had been confined to a number of public and private institutions of post-secondary education, Cyprus ranks very high among the developed countries in respect to student population in Tertiary Education of which progress has been great since independence.

During the academic year 1991-92 (1) there were 9.388 students studying abroad - not including those students that do not register with the Ministry of Education for obtaining foreign currency for their studies. The number of male students was 5.559 or 59,2% whereas that of female students was 3.829 or 40,8%; this tremendous increase can be attributed to the gradual emancipation of women which has considerably bettered the woman's position in the Cyprus society.

It has been recently observed that there has been a significant change in the number of students in various countries. The biggest shift was observed in the United Kingdom where the students' share rose from 16,2% in 1985-86 to 26,2% in 1991-92. In Greece the share increased from 39,1% in 1985-86 to 39,5% in 1991-92. As far as the rest of the Western European countries are concerned the share decreased from 17,7% to 10,7%, in the U.S.A. from 21,6% to 19,3% and in Eastern European countries from 4,3% to 3,2%.

The following table indicates the aforementioned significant shift in the distribution of students by country of study.

(1) Source: Statistics of Education, 1991-92, Educational Statistics: Series 1, Report No. 24, Printing Office of the Republic of Cyprus, June 1993.

**TABLE INDICATING CYPRIOT STUDENTS
BY COUNTRY OF STUDY
1985 / 1992⁽¹⁾**

Country	1985-86		1991-92	
	No of Students	%	No of Students	%
Greece	4.027	39,1	3.714	39,5
United Kingdom	1.668	16,2	2.457	26,2
Rest of Western European Countries	1.825	17,7	1.004	10,7
U.S.A.	2.231	21,6	1.809	19,3
Eastern European Countries	443	4,3	297	3,2
Other Countries	118	1,1	107	1.1
TOTAL	10.312	100	10,388	100

The above change in the distribution of students among the various countries can be attributed to such factors as cost of living expenses, tuition fees, admission restrictions and future prospects for employment.

According to the Department of Statistics and Research of the Ministry of Finance, 58% of the total Secondary school leavers continue their studies beyond the Secondary level. 24% pursue further studies at higher educational institutions abroad and the other 34% in Cyprus. It is worth noting at this point that in 1975-76 out of 45.1 of the total secondary school leavers who continued their studies beyond the Secondary level only 2,2% were registered in Cyprus post-secondary educational institutions which strikingly shows the tremendous growth of third level education in post-secondary institutions in Cyprus.

The total expenditure on Cypriot students abroad in 1992 was Cy £36.3 million compared to Cy £30.4 million in 1990 which represents about 1,3% of the Gross National Product.

(1) Ibid., p.20

The most popular fields of study are Commercial and Business Administration Studies, Engineering and Technology, Medical and Paramedical Studies, Social Sciences, Mathematics and Computer Science and Humanities. According to the Educational Survey on graduating students abroad in 1988, it has been established that the proportion of graduates who stay abroad after completing their studies is about 24%. The table over leaf shows the distribution of Cypriot students abroad by field of study and level of education in 1991.

TABLE SHOWING CYPRIOT STUDENTS ABROAD BY FIELD OF STUDY AND

LEVEL OF EDUCATION 1991-1992⁽¹⁾

FIELD OF STUDY / PROGRAMME	POST GRADUATE			Other / Total	UNDER-GRADUATE	HIGHER NON-UNIVERSITY	VOCATIONAL	PREPARATORY	TOTAL
	MAM.SC.	Ph.D.							
Education	1	13	6	378	2	5	0	405	
Fine Arts	3	14	3	233	111	112	4	480	
Humanities Programmes	13	14	4	477	9	3	8	528	
Religion and Theology	2	1	4	40	0	0	0	47	
Social Services	21	62	10	827	29	6	6	961	
Commercial and Business Administration	26	1,778	40	894	197	159	9	1,503	
Law	2	11	20	399	1	0	0	433	
Natural Science in Mathematics & Computer Science	20	11	3	248	3	1	1	287	
Medical and Paramedical	13	13	28	854	103	19	1	1,031	
Engineering - Technology	43	67	6	1,003	148	37	3	1,307	
Architecture and Town Planning	5	7	5	185	1	4	0	207	
Agriculture, Forestry and Fishery	3	2	1	66	8	7	0	87	
Home Economics	2	0	3	18	50	10	0	83	
Transport and Communication	3	9	2	35	20	54	1	124	
Trade Craft and Industrial Service Trades	5	6	5	86	187	112	1	402	
Other Programmes	1	8	1	330	38	21	0	399	
Preparatory Studies	0	5	0	24	5	3	365	402	
TOTAL	179	467	148 / 794	6,568	992	633	401	9,388	

The high level of demand for post-secondary education can be explained by such factors as the following:

- I. Cypriots have always valued education greatly. This high esteem for education was reinforced after the Turkish invasion in 1974 when material properties were lost overnight whereas "spiritual" properties, that is, education, could not be relieved of from their possessors. Therefore, education is considered to be a safe investment.
- II. Through higher education one's socio-economic standard is undoubtedly raised since the high managerial and administrative posts in the civil service and private sectors are occupied by university graduates.
- III. The rise in the income of the lower classes as well as the great number of scholarships offered by various organizations and foreign governments made it possible for more Cypriots to pursue higher studies abroad.
- IV. The increase in secondary school leavers is another factor which has been contributive to the demand for post-secondary education. In 1960 the number of secondary leavers was 1.650, in 1971 4.683 and in 1992 5.952.

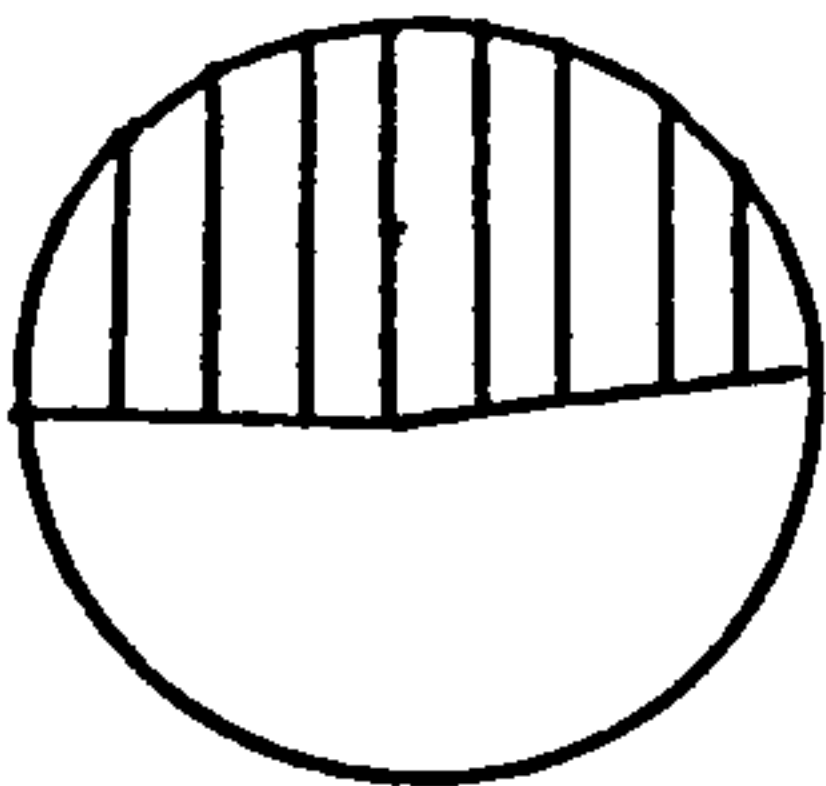
As far as third level education in Cyprus is concerned, the University of Cyprus, which will be dealt with more analytically later in this chapter, started its operation in September 1992 and accepted 548 students in the following schools: School of Humanities and Social Sciences, School of Economics and Management and School of Pure and Applied Sciences. The University will reach its full operational level with 4.000 students in 1998. It will accept foreign students up to 20% of its student population. Students are admitted to the University on condition they pass the entrance exams organized by the University in collaboration with the Ministry of Education. The University of Cyprus is academically autonomous. The fees are Cy £2.000 per year for the Cypriot students and Cy £4.000 for the Greek and foreign students. In the case of Cypriot and Greek students the fees are paid by the government provided they successfully complete their year's studies. The official languages of the University are Greek and

Turkish. In 1990 - 91 the University had a budget of Cy £0,5 million which was increased to Cy £4,4 million in 1991 - 92.

In 1991 - 92 there was 6 public and 23 private post-secondary institutions with a total enrollment of 5.952 students. 4.419 or 74,2% of the above students were enrolled in private institutions and the remaining 1.523 or 25,5% in public institutions. The following figure shows the enrollment of students in third level education in Cyprus in the years 1981 - 82 and 1991 - 92.

**FIGURE SHOWING STUDENTS IN THIRD LEVEL
EDUCATION, 1981 / 82 AND 1991 / 92 (1)**

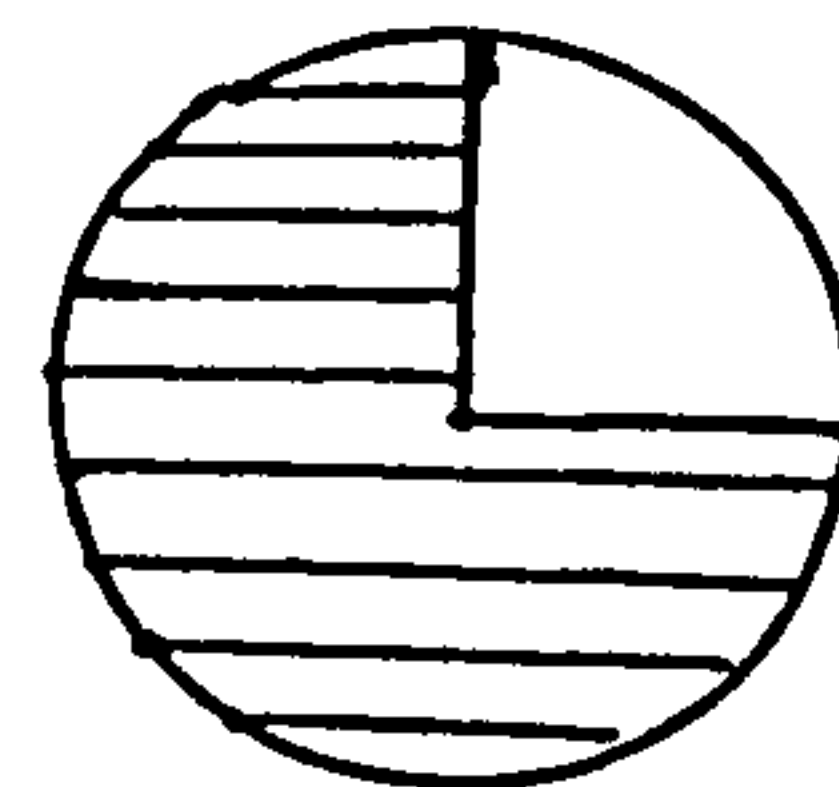
1981-82



Private
1.047 (53,0%)

Public
930 (47,0%)

1991-92



Private
4.419 (74,2%)

Public
1.533 25,8%)

The above figure is indicative of the tremendous increase in the number of students in third level education (1.977 students enrolled in third level institutions in 1981-82, 5.952 students in 1991-92) and the great progress private institutions have made in the field of third level education IN Cyprus (53,0% of the third level education students enrolled in private institutions in 1981-82, 74,2% in 1991-92).

(1) Ibid., p.18

(C) Types of Institutions

In the absence of a University in Cyprus, a number of colleges have been established which are affiliated with British and American Polytechnics and Universities and offer training leading to a degree. They offer 1 to 4 year courses in fields such as Secretarial Studies, Business Studies, Electrical, Mechanical and Civil Engineering, Hotel and Catering, Banking, Accountancy and Computer Studies. In most cases their examinations are associated with overseas examining bodies and institutions. The degrees offered by these private institutions are not recognized by the government of Cyprus as university degrees in spite of the fact the several British, American and other universities accept the B.A. degree holders of the private third level institutions in Cyprus to their M.A. courses. This confusing situation caused the reaction of the interested private educational institutions who fought hard for a number of years to gain recognition. They exerted a lot of pressure on the government finally convincing them to solve the problem of the non-existence of legislation and regulations governing the third level education in Cyprus. Thus, in September 1987, the House of Representatives enacted a Law to regulate the establishment, control and operation of third level education institutions which have to register with the Ministry of Education. A number of private institutions registered with the Ministry of Education will be entitled to apply for accreditation for their programmes in order to be granted recognition.

As this point, a reference should be made to the Cyprus International Institute of Management (CIIM), a private and non-profit making organization established by local public and private institutions, which has as its primary aim to train and provide the island with skilled managers. The CIIM commenced operation in January 1991 and its main programmes last two years leading to the M.B.A. and M.P.S.M. (Master in Public Sector Management). In January 1992, 60 trainees were enrolled at the CIIM and are sponsored by their employers or are employers themselves.

In the field of sub-degree education, there are 6 public third level institutions, as it has already been mentioned, which cover some of the main professional areas such as Teachers' training at the Pedagogical Academy of the Ministry of Education, Engineering at the Higher Institute of Technology of the Ministry of Labour and Social Insurance, Forestry at

the Forestry College of the Ministry of Agriculture and Natural Resources, Hotel Management at the Hotel and Catering Institute of the Ministry of Labour and Social Insurance, Paramedical professions at the School of Nursing and Midwifery of the Ministry of Health and Management at the Mediterranean Institute of Management of the Ministry of Labour and Social Insurance for university graduates.

The Pedagogical Academy of which a detailed reference has already been made in Chapter 5, discontinued its operation and the last students, who were admitted in 1990-91, graduated in June 1993. As from September 1992 teacher training was effected at the newly established University of Cyprus. The Pedagogical Academy, which served Cyprus for 33 years came under the Ministry of Education and offered 3 year courses in Nursery School Teaching and Primary School Teaching. Course programmes were both highly professional and academic aiming at providing prospective teachers with the necessary professional competence as well as broadening their academic background. The medium of instruction was Greek. At the completion of their studies, students were awarded professional diplomas which were accepted in Cyprus and in Greece for appointment as Primary and Nursery Teachers.

The Higher Technical Institute (H.T.I.) which was founded in 1968, comes under the jurisdiction of the Ministry of Labour and Social Insurance and prepares technician engineers. The main object of the Institute is to provide middle technical managers for industry and instructors for secondary technical and vocational schools. Students take a three year course and competition for admission is keen. Candidates for the Institute must be graduates of a six-year secondary school and take an entrance exam in English, Mathematics and Science. The exam is held in July.

The medium of instruction is English. Instruction is carried out through lectures, tutorials and practical work in laboratories and workshops. The time-tables vary from 25 to 27 periods per week.

All lecturers are university graduates and in most cases M.Sc. and Ph.D. degree holders. Vacant posts for lecturers are advertised in daily newspapers and applicants are interviewed by a committee responsible for

the appointments. Students do not pay tuition fees. Medical treatment is provided by the school doctor and other staff of the Nicosia General Hospital.

The graduates of the Higher Technical Institute are awarded the Diploma of the Institute which is considered to be equivalent to the British Higher National Diploma (H.N.D.). For this reason students can continue their studies at British Universities where they can obtain the Bachelor's degree in two years.

The main courses offered at the Higher Technical Institute are the following:

- a) Electrical Engineering
- b) Civil Engineering
- c) Mechanical Engineering
- d) Marine Engineering
- e) Civil Engineering - Assistants (Foremen)
- f) Computer Science

The H.T.I. was an intercommunal institution but the 1974 Turkish invasion terminated the participation of Turkish Cypriots in the Institute's affairs.

The Hotel and Catering Institute (H.C.I.) which was founded in 1969, operates under the jurisdiction of the Ministry of Labour and Social Insurance and aims at training people for the Hotel and Catering Industry. The H.C.I. runs regular courses in the fields of the following:

- a) Front Office Operations, Reception Functioning
- b) House Keeping and Accommodation Services
- c) Food and Beverage Services, Waiting and Bar Techniques
- d) Cookery

In addition, the H.C.I. offers the opportunity to people already employed in the tourist industry to attend short-term refresher and upgrading courses in the Hotel and Catering professions.

The Forestry College was set up in 1951 at Prodromos village on the Troodos Mountain range. The college comes under the Ministry of Agriculture and Natural Resources. Its chief purpose is to train supervisory staff in the general principles of Forestry and more particularly forest practice in Cyprus and the Mediterranean countries. The Forestry College offers a three year diploma course aiming at offering specialization on different subjects to foresters. Candidates must be secondary leavers who have to take an entrance exam. The medium of instruction is English. Every year there are available places for overseas students who are scholars of the Government of Cyprus under the Commonwealth Scholarship Scheme.

The School of Nursing and Midwifery comes under the jurisdiction of the Ministry of Health and functions in the Nicosia General Hospital premises. The school offers course programmes of two or three years duration in General and Psychiatric Nursing and Midwifery and also one-year post basic courses in Nursing Administration, Midwifery, Intensive Care Nursing and Community Nursing. The School of Nursing and Midwifery aims at the preparation of Nurses who can develop their potentialities to serve the community by offering professional services. The school diploma is recognized by the General Nursing and Midwifery Council of England and Wales as equivalent to those awarded by similar institutions in the U.K.

The Mediterranean Institute of Management comes under the Ministry of Labour and Social Insurance and offers a post-graduate diploma programme of one year duration for university graduates from Cyprus and other developing countries. The programme offers the possibility of specialization in one of the following management functions:

General Management
Marketing Management
Production Management

The following table shows third level education students and teachers by Institution in 1991-92.

TABLE SHOWING THIRD LEVEL EDUCATION STUDENTS AND TEACHERS BY

INSTITUTION - 1991-92⁽¹⁾

NAME OF INSTITUTION	STUDENTS		TOTAL	MALES	FEMALES	TEACHERS		TOTAL	STUDENT TEACHER RATIO
	MALES	FEMALES				MALES	FEMALES		
Public	851	682	1,533	134	49	183	8,4		
Higher Technical Institute	527	107	634	73	14	87	7,3		
Pedagogical Academy	107	351	458	33	16	49	9,3		
School of Nursing & Midwifery	74	176	250	3	8	11	22,7		
Hotel and Catering Institute	91	40	131	13	10	23	5,7		
Forestry College	32	0	32	8	0	8	4,0		
Mediterranean Institute of Management	20	8	28	4	1	5	5,6		
Private	2,163	2,256	4,419	169	133	302	14,6		
TOTAL	3,014	2,938	5,952	303	182	4855	12,3		

The 1974 Turkish Invasion did not have any serious effects of Third Level Education in Cyprus since the third level education institutions continued their operation as before. However, due to financial difficulties because of the problems that the economy of the island faced in those days, the institutions had to reduce the number of students enrolled; the Pedagogical Academy and the Hotel and Catering Institute were more severely affected in this aspect due to the following reasons:

- I. The emigration of families to Greece and the U.K. for reasons of safety as well as the low birthrate after the invasion greatly affected the demand for primary teachers.
- II. The occupation of 40% of the island's territory by the Turks caused unemployment in the tourist industry since the hotels in the occupied area were lost thus forcing the majority of all those unemployed people to search for employment in other countries.

(D) The Entrance Exams to Greek Universities

The registration of Greek Cypriots in the higher and highest educational establishments of Greece was done without entrance exams. Since 1968 the Greek Ministry of Education has begun to set entrance restrictions first in the polytechnic and medicine cycles and since 1976 in any school without exception. The percentage of Cypriots allowed to enter the schools ranges between 5% - 15%. There were 3.718 candidates in the 1994 exams for the university schools and 1.450 for the centres of Higher Education. 1.471 places were allotted for the universities and 1.225 for the centres of Higher Technical Education.⁽¹⁾ The entrance restrictions in the universities of Greece was a right decision because it discouraged those people from the wealthy stratum who did not have the appropriate qualifications to attend university courses but did so at the expense of:

- I. 8-10 years attendance (a B.A. degree normally requires a 5 year attendance).

(1) Phileleftheros newspaper, June 19th, 1994

- II. Financial maintenance on behalf of their parents and the loss of valuable national currency.
- III. The reputation of the Cypriot educational system.

However, the immense competition for securing university places has placed a premium on suitable preparatory education which, naturally, favours pupils with wealthy parents whose chances to succeed are much better than those of poor but capable pupils.

(E) The University of Cyprus and the Long Road to Its Establishment

The idea of establishing a university in Cyprus dates back to the year 1949 when Baron Kinross wrote a letter in the Times suggesting the establishment of a Cyprus university which would serve as an intellectual centre for the Middle East. In his letter, Baron Kinross point our that:

"In so far as we have failed politically in this area it is largely because we have failed educationally. Until recent years we have barely attempted to lay foundations of British culture, which alone, in the long run, could make British policy understandable and acceptable to the growing middle class".(1)

Baron Kinross's suggestion was relentlessly attacked by church leaders and severely criticized by the newspapers. Cypriots viewed the above suggestion as an attempt to undermine the people's loyalty to the Greek Orthodox Church and Greece itself. In the same year, Major Sinnet made a step forward by proposing the establishment of a university for political reasons. Major Sinnet believed that the university would create a new intelligensia who could become the new political leaders thus replacing the church leaders in order to follow a different policy from that of Enosis (Union with Greece).

(1) The Times, December 31st, 1949

Major Sinnnet's proposal was attacked more severely and Polycarpos Ioannides, the then Private Secretary to Archbishop Makarios II, in a furious article in his newspaper "Ephimeris" accused the Colonial Government of attempting to stifle the national aspirations of the Greek Cypriots by using "in vain every trickery and deceit to enslave the soul of Cyprus". (1) Mr. Polycarpos Ioannides's article was regarded as seditious and he was taken to court where he was sentenced to 18 months imprisonment.

The next proposal concerning the establishment of a University in Cyprus came for John F. Kennedy, the President of the United States of America, when the President of the Republic of Cyprus, Archbishop Makarios III officially visited the States in 1961. President Kennedy volunteered to help President Makarios to establish a university in Cyprus in order to bring the Greek and Turkish communities together and better their relations. Following President Kennedy's suggestion a group of five American university teachers visited Cyprus the following year and participated in a debate held on November 14th, 1962 at the American Centre in Nicosia. The Greek Community was represented by Mr. Christodoulos Charalambous, a secondary school headmaster and Mr. Stelios Theocharides, the Employers' Association Secretary and the Turkish community by Mr. Nedjdet Nezel, Assistant Principal of the Nicosia Turkish Lyceum.

The American and Turkish Cypriot speakers supported the idea of establishing a university on economic, cultural and scientific grounds and the Turkish Cypriot representative suggested that the medium of instruction at the university should be the English language which would serve as a unifying element that could bring the two communities together. The Greek Cypriot speakers turned down the idea chiefly on political grounds. It is interesting to note that President Kennedy's suggestion was not made known to the public until 1968 when the Turkish Cypriot leader, Mr. Denktash, disclosed it accusing the Greek Cypriot nationalists of setting obstacles in the way of establishing a university:

(1) Ephimeris newspaper, January 7th, 1950

"As far as I am concerned I wholeheartedly supported the idea of establishing a university in Cyprus but unfortunately Dr. Spyridakis objected to it describing it as an attempt to dehellenize Cyprus Education". (1)

President Kennedy's suggestion was indeed a golden opportunity to bring the two communities together and improve their relations. Unfortunately, it was rejected on political grounds which is a tragic irony if one considers the prevailing political conditions in the divided island of Cyprus.

The American interest showed up once more in an effort to bridge the gap between the two communities in 1970 through the American Ambassador in Cyprus, Mr. David Popper, who suggested the establishment of a regional university in a public speech in Paphos in December 1970. In his speech Mr. Popper stressed that he could think of a number of ways in which Cyprus could make its services available for regional purposes. He went on saying that a regional university could be created and developed in Cyprus for the Middle East since in the United Nations and UNESCO there was much discussion with respect to a United Nations University which was likely to be organized on the basis of regional centres, one of which would usefully be located on the island of Cyprus. Mr. Popper believed that:

"Cyprus itself might benefit through the assemblage of intellectual and research facilities not otherwise likely to be found in the educational structure of a small country".(2)

Mr. Popper's proposal was received unfavourably, rejected and attacked by the right wing Trade Union S.E.K. that regarded the American Ambassador's suggestion as an attempt to undermine the Greek Cypriots' national aspirations by "building up a colourless Cypriot nation".(3)

Once more any proposals of a university in Cyprus forwarded by foreigners were resented and viewed with suspicion as tools used to stifle the national feelings of Greek Cypriots.

(1) Eleftheria newspaper, April 5th, 1968

(2) Cyprus Mail, December 15th, 1970

(3) Eleftheria newspaper, December 23rd, 1970

Dr. C. Spyridakis favoured the idea of establishing a university in Cyprus and believed that the island would culturally, socially, scientifically and economically benefit from a university. However, Dr. Spyriadakis meant a university that would have Greek as the medium of instruction, would be established in co-operation with Greece and would be staffed by enthusiastic people who would be proud of their Greek origin always trying to "promote the Greek culture and project the Greek character of the island".(1) Dr. Spyridakis being a nationalist himself wanted a purely Greek university in Cyprus and hoped that the period of its operation would be short since:

"The need for a university will be greater after Enosis".(2)

Paradoxically enough Dr. Spyridakis's proposal was attacked by an extreme nationalist, Mr. Polycarpos Ioannides, who had been sentenced to 18 months imprisonment in 1950 for his seditious article against the establishment of a university by the Colonial Government. Mr. Ioannides maintained that:

"A university must not be established before the island is united with Greece".(3)

It is obvious that the extreme nationalists feared that the establishment of a university would present Cyprus as a separate cultural entity.

The above fears of the extreme nationalists were considered groundless by the progressives. Mr. Leonidas Malenis, a journalist, in an article of his in Agon newspaper attacked the extreme nationalists stressing that he did not believe the establishment of a university would do any harm to the national bonds between Cyprus and Greece as some people claimed. However, Mr. Malenis continued, if the preservation of these bonds meant the deprivation of a considerable part of the Cypriot youth's benefit of higher education then "let this bond vanish".(4)

(1) Eleftheria newspaper, March 5th, 1971

(2) Dr. Spyridakis's speech at the American Centre in Nicosia on March 20th, 1967

(3) Eleftheria newspaper, March 22nd, 1971

(4) Agon newspaper, August 4th, 1968

Mr. Malenis believed that Cyprus would preserve its character if it acquired an up-to-date and sound educational system and not "by adhering to illusions about the past".(1)

On November 21st, 1968, Mr. Petros Stylianou, a member of the House of Representatives, raised the issue of the establishment of a University. Mr. Stylianou believed that a Greek university in a "purely Greek island in the modern and intelligible Greek language" (2) would turn Cyprus into a cultural centre that would attract Asians and Africans through State scholarships thus promoting and projecting the Greek civilization in the most efficient fashion.

During the discussion of the issue at the House of Representatives, Mr. C. Michaelides, another Member of the House of Representatives, opposed the idea of establishing a university mainly on economic grounds.(3)

The Secretary of AKEL (the Communist Party) pointed out that:

"In his opinion it would be unwise and unprofitable to hasten the establishment of a university in Cyprus before we solve the problem of employing the people currently studying".(4)

Mr. Papaioannou's points were not convincing since the Communists always opposed the idea of establishing a university which would maintain close bonds with Greek universities and this would contradict the political goals of the Party; however, the most important reason was the fact that the Communist Party profited politically from the scholarships offered by the governments of the Eastern European Socialist countries to the children of the members of the party, which, of course, projected an influential, prestigious and powerful image of the Communist Party in Cyprus and greatly served its ideology.

(1) Ibid.

(2) Minutes of the House of Representatives, November 28th, 1968, p.239

(3) Minutes of the House of Representatives, December 12th, 1968, p.277

(4) Minutes of the House of Representatives, December 12th, 1968, p.279

The discussion at the House of Representatives on the matter of the establishment of a university did not lead to any positive results since there was no pressure on behalf of the political parties on the Government to establish a university. In addition, it was believed that the establishment of a university was not feasible at that time although it was acknowledged that it was one of the chief needs of the country. The problem was sent to the Educational Committee of the House of Representatives for further discussion but it finally remained stagnant.

There was another proposal concerning the establishment of a university in Cyprus forwarded by the Canadian Government, this time, on August 8th, 1969. The university would have English as the medium of instruction and concentrate on the scientific and technical areas directed towards the developmental needs of the country. The proposal was found interesting by the Educational Authorities but nothing was done to promote it. It was obvious that the Government once more could not afford to promote the establishment of an English language university on political grounds since strong objections would be raised on behalf of the nationalists whose views on the issue have already been described.

The only suggestion for the establishment of an institution of a university level which did not raise any objections on behalf of any political party or group was Archbishop Makarios's proposal for the establishment of a School of Theology aimed at educating the Cypriot Clergy at a university level thus equipping them with the suitable qualifications to accomplish the missions of the Church of Cyprus both at home and in Kenya and other African countries. However, the project never materialized due to the 1974 invasion.

The failure to establish a university before the 1974 Turkish invasion can be attributed to the following reasons:

- I. The two communities never managed to come closer, trust each other and communicate due to their adherence to their motherlands and national aspirations. This deprived both of them of the chance to have an intercommunal university that would serve as a unifying element which could bring them together and better their relations thus eliminating the dividing elements of the Cyprus Constitution.

- II. There was not enough pressure on the government to establish a university. The political parties did not press for the establishment of a university since the matter was not considered to be of primary importance compared to the development of the other educational levels. Besides, those able students who could not afford to study abroad were offered scholarships from various countries and international organizations and this solution was considered to be satisfactory and even most satisfactory in the case of AKEL as it has already been explained.
- III. The number of university graduates could meet all the needs of the island and the problem of unemployment began to appear threateningly and could become more acute with the establishment of the university.
- IV. The project of the establishment of a university was not regarded viable due to economic reasons. It was believed that the financial cost of the establishment of a university was without the limits of the country's economy

The new conditions formulated in Cyprus after the 1974 Turkish invasion created an imperative necessity for the establishment of a Cyprus university.

Prior to the Turkish invasion the profit that Cyprus could derive from the establishment of a university as far as its economic, cultural and social development were concerned, was almost ignored. However, after the catastrophe the most pressing problem was the strengthening of Cyprus's identity as an Independent State which would partly be achieved through the establishment of a local university. In addition to this, an acute problem was created with a great number of university students abroad whose parents could not maintain them financially any more; to make matters worse, many European universities impose restrictions on the number of foreign students and the availability of places for Cypriot students was decreasing. Although the government invested hard efforts into the task of helping refugee students abroad through scholarships, the need for a local university was considered a top priority.

Thus, in December 1976, the Interministerial Committee on the establishment of the university, which had been appointed by the government on February 28th, 1976 to study the matter and estimate the priorities taking into consideration the economic, social, educational and other criteria, submitted a detailed report (1) with the following remarks:

- I. A university in Cyprus is needed and justified.
- II. Cyprus is ready to have a university serving the educational, scientific, social, economic and other needs of Cyprus.
- III. The university must serve the island as a whole and must promote the interests of all communities in Cyprus.
- IV. The university should be multilingual in order that it may respond to and fulfil better the aims for which it will be founded.

A report by UNESCO on the matter submitted in October 1976 ended up with the same conclusions emphasizing the fact that the creation of a university in Cyprus was both necessary and feasible.

In December 1978 the Council of Ministers decided, in principle, that a university should be established and a year later in December 1979 a UNESCO consultant mission submitted a feasibility study on establishing a university in Cyprus emphasizing the necessity of such an institution, suggested its main aims and forwarded proposals concerning the setting up of its phases, its operations, its initial organization and its relations with other foreign universities. In January 1981 the House of Representatives passed a resolution supporting the establishment of a university. In October 1982 the Interministerial Committee submitted another report to the Council of Ministers which was revised and updated. It was not until June 1985 that the Council of Ministers decided to implement the decision for the establishment of a university; thus, a Ministerial committee and a Technical one were appointed to promote the materialization of the above decision

(1) Republic of Cyprus, Report on the Interministerial Committee on the Establishment of a University in Cyprus, Nicosia, December 1976.

Meanwhile, contacts were made with various international organizations in order to recruit experts who would offer advice and assistance to the Government of Cyprus in the various aspects concerning the materialization of the project. In May 1988 a preparatory committee for the establishment of the University of Cyprus was appointed. The committee, consisting of distinguished Cypriot professors at foreign universities, all former Ministers of Education and other Cypriot experts and chaired by the Minister of Education, completed all necessary preparations for the University to open its gates in September 1992.

The University of Cyprus was formally established in 1989 when the House of Representatives passed the relevant Law No. 144/89. However, the University had to complete its legal framework with manpower, facilities and students in order to become a working reality. Thus, an Interim Governing Board composed of Cypriot professors working in foreign universities and chaired by an eminent professor, Mrs. Nelly Tsouyiopoullos, was instituted to govern the University with the combined powers of Council and Senate according to the Law. The formal bodies of the University (Senate, Departmental Committees, Council and Officers, such as the Rector, Vice Rector, Deans of Schools and Department Chairmen) will take over power from the Interim Governing Board when they are elected and / or appointed according to the provisions of the Law.

The top administrative officers of the University were the first staff appointed in March 1991. The first academic staff was appointed in May 1991. After the appointment of a core of academic and administrative staff the work of setting up the University started; the campus was refurbished since the site had been previously used by the Pedagogical Academy, the first academic library in the island and a computer centre were set up, the first student intake was organized, the University's administrative structure was established and non-academic staff was recruited.

The deadline for its first student intake was set for September 14th, 1992, the goal being to begin with 450 students; however, the number was later increased to 500 to allow entry by students from Greece - a limited number of Greek citizens (10% of the total number of admissions) are admitted each year to the University on the basis of the entrance examinations organized by the Ministry of Education of Greece. The duration of

diploma studies is four years and by that time the student population will be almost 2.000.

The University commenced its work on time with three schools:

- a) School of Humanities
- b) School of Pure and Applied Sciences
- c) School of Economics and Management

and ten departments:

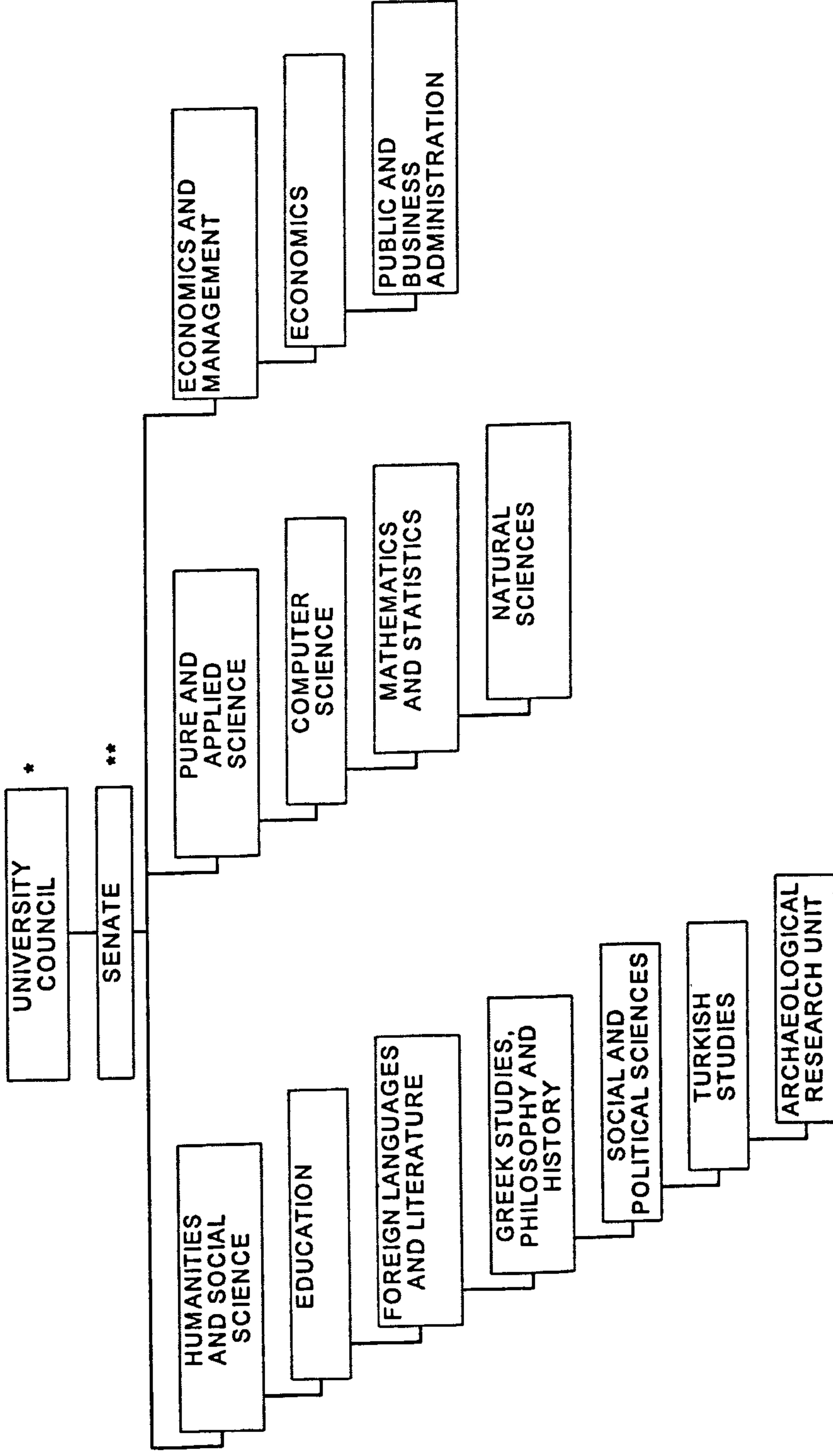
- a) Department of Greek Studies, Philosophy and History
- b) Department of Turkish Studies
- c) Department of Foreign Languages and Literature
- d) Department of Education
- e) Department of Social and Political Sciences
- f) Department of Mathematics and Statistics
- g) Department of Computer Science
- h) Department of Natural Sciences
- i) Department of Economics
- j) Department of Public Administration and Business Administration

An Archaeological Research Unit is working under the School of Humanities and Social Sciences.

The following diagram shows the hierarchical pyramid according to the University of Cyprus Law. (1)

(1) The University of Cyprus, Published by the University of Cyprus, Nicosia, February 1994, p.10

DIAGRAM SHOWING THE HIERCHIAL PYRAMID ACCORDING TO THE UNIVERSITY OF CYPRUS LAW



* It is responsible for the Management and control of the administrative and financial affairs of the University and its property.

**It is the supreme academic body of the University.

The official opening ceremony took place on October 17th, 1992 and the week 12-18 October 1992 was devoted to various activities, such as open day, arts exhibition, concert, theatre, symposium, in order to mark the occasion of the commencement of the first University in Cyprus.

The University of Cyprus, which has now entered its third academic year, has gained the love and trust of the Cypriot society if one judges from the number and quality of the candidates wishing to be admitted; in 1993-94 the University attracted 3.000 applications for 480 places. The faculty consisted of 78 professors and lecturers and an additional number of visiting academics and other supporting staff. The objectives of the University of Cyprus are: (1)

- I) to contribute to the promotion of scholarly research and simultaneously train students in various specializations that meet the needs for the social, economic and cultural development of Cyprus;
- II) to inspire and cultivate, through teaching and research, freedom of intellectual inquiry, freedom of movement and expression of ideas, tolerances of new and dissenting views, and to inculcate these values in the minds of the students;
- III) to contribute to the solution of local problems, enhance the quality of life and culture of all the Cypriot people, promote mutual understanding among communities through cultivation of their traditions and cultures, thus strengthening the national identity of Cyprus.

The academic year comprises two semesters. Students are expected to complete their studies in eight semesters. In special cases, however, the period of study may be extended to a maximum of 12 semesters. Attendance in all Departments is compulsory and continuous.

(1) Source: University of Cyprus, Prospectus, Published by the University of Cyprus, Nicosia, November 1993, p.5

The programme of studies of the University are based on credit hours. One credit hour is usually equivalent to one weekly 50 minutes "class" per semester. A "class" may take the form of a tutorial, laboratory, lecture, seminar or exercise according to the requirements of a particular Departmental programme.

To graduate from the University a student must successfully complete 120 credit hours always including 12-15 credit hours of free electives outside the major areas of studies and from at least two Schools of the University.

In addition to the 120 credit hours, the student must complete the University's Foreign Language Requirements of 6-9 credits. In the 1993-94 academic year the foreign languages offered were English, French and German.

The method of the evaluation of a student's performance in a course is decided by the Faculty members in charge of the course and approved by the Department. Testing and evaluation may include written and/or oral examinations at the end of the semester, mid-term examinations, written assignments, practical assignments, laboratory exercises, active participation. The grading system is numerical, from 1 to 10. The lower pass mark is 5. In case of failure of an obligatory course, the student must repeat the course.

All the undergraduate programmes of the University of Cyprus prepare students for graduate studies and research work. Graduate programmes have not started yet but they will begin gradually and will lead to the degrees of M.A., M.Sc., and Ph.D., by course work and dissertation.

(F) The University's Official Languages

It has been mentioned before that the official languages of the University of Cyprus are Greek and Turkish; however, it is believed by many people that the government has mistakenly chosen to establish Greek and Turkish as the official languages of instruction of the University because, as it is maintained, rightly in the writer's view, the University will be powerful if it addresses its role as an international institution whose standards and awards are accepted throughout the developed world.

The English language is beyond any doubt an international language which, if it were the University's medium of instruction, would attract a great number of foreign students from other countries which would help the University gain international recognition and respect thus establishing it as the jewel of the Mediterranean. In addition, the foreign currency that would flow in the country would help the island financially and the University to meet the great expenditure needed for the operation of a University of high standards.

It is difficult to imagine foreign students wishing to enroll at the University of Cyprus and pay the amount of Cy £4.000 for the fees knowing that they will have to struggle for one year to learn the Greek language - its use is very limited internationally - in order to attend the lectures at the University. It is obvious that the establishment of the Greek language as the medium of instruction at the University of Cyprus has excluded foreign students from joining the University.

One of the most important factors that contribute positively towards the operation of a good university is the vast literature in the fields that the students will resort to in order to adequately equip themselves and reach high standards. This vast literature in the various fields is discussed, printed and made available in English. It is possible to expect that there are suitable books in Greek and Turkish but it is not long before they become dated owing to the advances in the various scientific fields. Therefore, in order to keep abreast with the new developments in any subject one should possess an excellent command of English, which cannot be acquired through the completion of University's Foreign Language Requirements of 6-9 credits per year; it is through the teaching of the relevant subject in English that the student will be able to listen, write, express himself orally, get used to the relevant terminology and most importantly use the language communicatively.

Looking at the matter of the official languages in the University from the financial point of view, it is believed that Cyprus being a small country cannot afford to have a University with two official languages; if there is demand on behalf of the Turkish Cypriots to enroll at the University of Cyprus, the University will have to avail a double number of rooms and employ a double number of professors - Greek speaking professors to

provide for the Greek Cypriots and Turkish speaking ones to provide for the Turkish Cypriots; it seems that this financial burden is not easy to be borne by Cyprus's economy. At present, of course, there is not any problem because the two communities live separately and Turkish Cypriots are not allowed by Mr. Denktash's regime to join the University of Cyprus.

One of the main objectives of the University of Cyprus mentioned earlier in this chapter is "to promote the mutual understanding among communities through cultivation of their traditions and cultures, thus strengthening the national identity of Cyprus". The University, in other words, aims at the interlinking of the two communities which are now forcibly separated; the new generation has grown in isolation from each other and the University of Cyprus will serve as a forum of objective views and discussion and everlasting and mutual understanding which can lead to an everlasting peace and better days for the people of Cyprus in a unified island. However, the establishment of Greek and Turkish as the official languages of instruction at the University of Cyprus constitutes a dividing element which will never allow Greek and Turkish Cypriots to co-operate, communicate and attend the same lectures together. On the other hand, the English language as the medium of instruction of the University of Cyprus would be a unifying element thus fulfilling the aforementioned objective which is of paramount importance for the future of the divided island of Cyprus. Therefore, it is hoped that when and if the Cyprus problem is solved, the matter of the language of instruction of the University will be reconsidered for the general good.

Higher Education in Cyprus has made great strides since independence and particularly after 1974 both in the public and private sectors. The existence of legislation to co-ordinate, control and guide the development of private third level institutions which was one of the thorniest problems in the field of Higher Education, allows one to view the future of this domain with a lot of optimism. Furthermore, the establishment of the University of Cyprus - despite the problem of its official languages analyzed above - has marked a new era in the field of Higher Education and generally constitutes a milestone in the history of Cyprus education. To recall once more the words of an eminent psychiatrist and educationalist, Dr. Takis Evdokas:

.....

"The University of Cyprus is the biggest investment our country has made since its independence. If the University had been established once Cyprus gained its independence, we would have saved the country from many hardships that followed".(1)

Certain questions that exist concerning the form and the quality of the University's contribution to the evolution of Cyprus society will be answered in the future. The front page article of the Bulletin of the Cyprus commission for UNESCO says that there is no doubt at all that the University will contribute to the evolution of the Cyprus society. However, there are some questions as to the form and quality of this contribution: Will the University be allowed to become the objective and impartial means of expression of the scientific research or will it become the secret or loud herald of personal or group interests and ideas? The article concludes that:

"Time will show it; this will depend both on the morality and integrity and the scientific conscientiousness of the University teachers and the respect which the different political and other groups of the country will show towards its autonomy and independence".(2)

(1) Phileleftheros newspaper, May 7th, 1993

(2) Bulletin of the Cyprus Commission for UNESCO, No. 108, September 1992, p.1

CHAPTER 8

TEACHERS

(A) Current Trends

Dr. Gilbert Highet, in his book "The Art of Teaching" (1) points out that "we all teach". Dr. Highet's point is indeed true considering those people who are not teachers by occupation but they influence the lives of others by setting a good example. This chapter, however, deals with the professionals who constitute the cornerstone of any educational system which cannot rise higher than the quality of teacher makes possible.

It is generally accepted that the recognition of teaching as a profession has not been firmly established yet, although there are indications that people have begun to think seriously of it as a profession. For centuries the teaching profession has lacked that kind of recognition unlike medicine, law and divinity that were the only "learned callings". One explanation for it may be located in the bad old days of caning and severe punishment as well as other forms of ordeals many had to experience in their school days thus acquiring a permanent dislike of their teachers in general.

Nevertheless, things have changed over the years and people have begun to consider teaching as a profession due to the growing interest of parents in the processes of education and the revolution that has taken place in the teacher-pupil relationship. The aforementioned facts have resulted in the development of a positive attitude on behalf of the public to teachers whose work within their schools is increasingly being appreciated. This increasing regard for education has improved the status of teachers whose prospects for the future are brighter.

Teaching is a respected profession in Cyprus and amongst the most rewarding financially. In 1991-92 there were nearly 9.000 teachers in the schools and colleges of the Greek educational system.

(1) Highet, G., The Art of Teaching, London, Methuen, 1951

The following table shows the number of teachers in full-time education by level. (1)

**TABLE SHOWING TEACHERS IN FULL-TIME
EDUCATION BY LEVEL 1991-1992**

	Pre-Primary	Primary	Secondary	Third Level
1991-1992	1.111	3.257	3.848	485
Public	355	3.056	3.371	183
Private	756	201	477	302

There is no shortage of teachers at any level or type of education; in fact there is a surplus in many of the secondary education subjects. This has forced many teachers to emigrate to other countries, especially Greece, where they practice their profession.

Teachers in Cyprus are organized by Unions which are regarded as an influential pressure group that protect their members' interests efficiently. Primary teachers belong to the Pancyprian Organization of Greek Primary Teachers (P.O.E.D.). Secondary teachers are members of the Organization of Greek Officers of Secondary Education of Cyprus (O.E.L.M.E.K.) Technical Education teachers have their own organization called the Organization of Officers of Technical Education of Cyprus (O.L.T.E.K.) and third level education teachers belong to the Pancyprian Organization of Tertiary Education Officers (P.O.L.T.E.). The great influence that the Teachers' Unions developed is best described by Mr. Karageorgis who points out that:

"By their co-ordinated efforts teachers developed their unions into successful political pressure groups manoeuvring between Government and the political opposition with considerable acumen and success and thereby becoming a significant influence, not only in respect of educational matters but also in political affairs generally".(2)

(1) Statistics of Education, 1991-92, Educational Statistics: Series I, Report No. 24, Printing Office of the Republic of Cyprus, June 1993, p.47

(2) Karageorgis, A., Education Development in Cyprus, 1960-1977, Nicosia, 1986, p.71.

(B) Primary Teachers

The value of any educational system depends greatly on the supply of good teachers of the right calibre and with varied qualifications required. Primary Education in Cyprus is sufficiently well provided in this respect in that there is an adequate supply of teachers and the education authorities control their training. All teachers must be graduates of the Department of Education of the University of Cyprus. The number of places at the Department of Education is limited; they are determined by the requirements of the schools for teachers as estimated every year by the Ministry of Education.

Primary school teachers are appointed by the Ministry of Education (Educational Service Commission) and then sent to work in a particular school. They serve on probation for at least two years before obtaining permanent status. Permanent teachers serve until they reach retirement age at 60 years.

Social security, towards which both teachers and Government contribute, and free medical treatment are provided for primary teachers. A pension scheme exists for them. In addition, housing is provided free in rural areas, while a rent allowance is paid to those teaching in urban areas.

In-service training for Primary teachers is offered at the Pedagogical Institute where they attend a series of courses on a variety of subjects. They are required to attend a series of courses during the first ten years of their service, which will, together with other things, qualify them for promotion to headship.

A candidate for a primary school headship, second grade, must have at least ten years of satisfactory service, attested by a report from his district inspector. To qualify for a first grade headship, the candidate must have served at least four years as head-teacher at the second grade level.

The academic year extends from 1st September to 28th June for staff. This period includes the Christmas and Easter vacations and about 12 holidays a year.

Primary Education involves a maximum of 28 hours teaching a week for teachers. A Headmaster's load is between 12 and 14 hours for first grade and between 14 and 18 hours for second grade.

(C) Secondary School Teachers

For Secondary school teachers regulations state that it is desirable to possess a university degree and qualifications in education. Universities do not have courses primarily for those wishing to enter the teaching profession and do not always provide the necessary educational qualifications. If they do so, not all prospective teachers bother to stay on at university to obtain such qualifications because a university degree is normally enough for them to enter the teaching profession at the secondary stage. In actual practice, therefore, teachers are recruited from universities and set out to work without much preparation. Progress in teaching methods has to rely on in-service training and the educational advice and guidance of inspectors and headmasters. The Pedagogical Institute offers in-service training to secondary teachers who are required to attend a series of courses on a variety of subjects thus being able, to a certain extent, to "compensate" for the educational qualifications they, in most cases, have not obtained at the university. In this way they can keep abreast with new methods and techniques in their subjects.

Quite useful too, in the effort to help teachers, is the role of the monthly educational magazine "Kypriaki Ekpaedevsis" published by the Ministry of Education with contributions from teachers, inspectors and foreign educationalists, to which all schools and a great number of teachers subscribe. The quarterly Informative Bulletin of the Ministry of Education contributes a lot to the effort to help teachers too. There is also an organized system of scholarships provided by the Ministry of Education to teachers for higher educational studies abroad. Many countries, also, offer a number of scholarships annually to serving teachers for further training in their countries.

Secondary teachers are appointed by the Ministry of Education (Educational Service Commission) and then sent to work at a particular school. Before obtaining permanent status they serve for at least two years. Permanent teachers serve until they reach retirement age at 60

years. Secondary teachers enjoy social security and free medical treatment and a pension scheme exists for them.

A candidate for an assistant headship in secondary education must have at least 12 years of satisfactory service, attested by an inspector's report. To obtain a second grade headship, the candidate must have served for at least three years as assistant headmaster, while for a first grade headship at least two years of service as a second grade headmaster are required. Of course, evidence must be given of administrative ability. Other things being equal, candidates with post-graduate degrees are preferred.

The posts of Heads of Departments do not exist in Greek-Cypriot schools and, in the writer's view, the appointment of Heads of Departments within the schools could greatly help in their smooth running.

Such a position exists in British secondary schools and this matter in connection with the evaluation of teachers will be dealt with later in this chapter.

The academic year extends from September 1st to June 30th for staff. This period includes the Christmas and Easter vacations and about 12 holidays a year.

In Secondary Education the teaching load varies according to years of service; from 24 periods of 45 minutes a week for junior teachers to 18 for senior teachers; the load for the assistant head is 14 periods and for Headmasters 6 periods a week.

The Ministry of Education lays down definite regulations for the curriculum, the balance of courses, the options available to pupils, prescribes textbooks and draws up regulations governing the processes of examination and the like.

There is more flexibility in primary education, where the curriculum is given as a general framework or set of guidelines and inspectors and head teachers encourage teachers to experiment with different methods of teaching.

(D) The Evaluation of Teachers

The evaluation of teachers is carried out by teams of inspectors on the basis of the data included in the teacher's file and in accordance with criteria which have been fixed by the State. The inspectors visit the schools periodically and sit in on lessons and evaluate the teacher's performance. A teacher is officially evaluated every two years and this evaluation is taken into account for the teacher's future promotion. However, the House of Representatives has recently passed a bill which holds that teachers must be officially evaluated every year; this is a very positive decision but taking into consideration that the number of teachers had increased tremendously while the number of inspectors has not, it is apparent that the evaluation of teachers every year may not be feasible. For example, in Secondary Education, there has not been any increase in the number of inspectors since 1984; in that year there were 25 Secondary Education inspectors and they reached the number of 30 after the appointment of 5 new inspectors. In addition, inspectors are loaded with other responsibilities as well some of which are the following:

- I. they are in charge of disciplinary investigations.
- II. they participate in committees which attend to various matters such as organization of common and university entrance exams, curriculum changes, remarking of university entrance exams and others.
- III. evaluation of text books.
- IV. inspection of schools.

The aforementioned responsibilities, of course, occupy much of their time. A former Inspector of Mathematics, Mr. Glafkos Antoniadis, in an article of his in Phileleftheros newspaper he "frankly stated without any hesitation" that duties other than the evaluation of teachers had occupied most of his time. (1)

(1) Phileleftheros newspaper, 22/09/1992

On the other hand, as it has been said before, the number of teachers has almost doubled since the time the inspectors numbered 25; the number of inspectors has increased only by 8 making a total of 33 whereas the number of secondary teachers is 3.982 for the school year 1994-95. A similar phenomenon is observed in Primary education. It is clear the inspector's task is extremely difficult having to deal with the aforementioned duties in addition to the evaluation and guidance of teachers. Therefore, the inspector's task could become easier if the State decided to double the number of inspectors.

The inspectors evaluate teachers using numerical marking (1 - 40) and comment on the teacher's work. This report on the individual teacher plays a decisive role in his/her future career.

The assessment of people always presents many difficulties and the fact that teachers are assessed through numerical marking poses a big problem, as this evaluation is based on the subjective judgment of one person - the inspector - who may disagree with the method a teacher adopts to conduct his lessons; in this case the teacher may be given low marks which will definitely affect his future development. Besides, the teacher's work cannot be assessed on one or two occasions every two years but by continual appraisal which could be carried out effectively by headmasters in co-operation with the inspectors whose efforts could be concentrated on the guidance of teachers.

The writer had the opportunity of discussing the role of the inspectorate with many teachers who, unfortunately, were completely dissatisfied with the present system of evaluation. It would not be an exaggeration to say that the overwhelming majority of teachers believe that the inspectors, consciously or unconsciously, cause panic among teachers whose performance during the inspection is hindered resulting in their future development being affected negatively.

Mr. Antonis Komodormos, an Economics teacher and ex-president of the Community Council of Lefkara, was interviewed by the writer and was asked to express his opinion about the role of the inspectorate. He pointed out that the inspectors are supposed to help, encourage, motivate and stimulate; however, what happens in reality is completely different. The

inspectors appear out of the blue, enter the classroom, sit at the back and take down notes while you are conducting your lesson and depart with the "precious" grade on which a teacher's promotion greatly depends on. (1)

When Mr. Komodromos was asked to suggest any possible ways of improving the situation, he said that he strongly believed that more emphasis should be laid on guidance, inspectors should spend more time, before and after the lesson, discussing things with the teacher in a friendly and relaxed atmosphere. They should advise, motivate and stimulate teachers. (2)

The Ministry of Education is re-examining the teachers' evaluation system in co-operation with the teachers' organizations for the purpose of improving the present system. This is being done as a result of the continual protest against the present teachers' evaluation system by the teachers' organizations.

The matter concerning the teacher's evaluation was discussed before the Parliamentary Committee of Institutions and Values on December 6th, 1993. During the meeting of the above committee there was an exchange of views concerning the present situation of the matter. The comments, views and opinions that were expressed were negative and unfavourable as regards the present system of the teachers' evaluation. The representatives of the Teachers' organizations maintained that the principles of evaluation were violated and there were both injustice and favouritism due to the unlimited power entrusted to the inspectors. (3)

High ranking officials of the Ministry of Education admitted that it was true that there was a problem with the present system of evaluation of teachers and they believed that it should change. During the evaluation and marking of teachers there was interference, a lot of pressure was exerted and the human factor was involved. (4)

(1) Mr. A. Komodromos's interview held in Lefkara on June 3rd, 1994

(2) Ibid.

(3) Minutes of the Parliamentary Committee of Institutions and Values, held on December 6th, 1993

(4) Ibid.

Mr. Olympios, the Chairman of the Education Service Commission and a former Lyceum Headmaster, was very categorical about the present system of teachers' evaluation. Mr. Olympios said that under the present system of teachers' evaluation, an inspector could "bury" or promote him. (1)

The ombudsman, Mr. Nicos Charalambous, pointed out that the system must change without delay.

The unanimous "condemnation" of the present system of evaluation by all sides - Ministry of Education, Teachers' organizations, the Education Service Commission - leaves no margin of second thoughts concerning the decisions that must be taken. There are teachers who believe that teachers are assessed by certain inspectors according to their political convictions. Whatever the truth or otherwise of that belief, it is indicative of the favouritism which governs the present system of teachers' evaluation.

The inspection of teachers is necessary, but it could be carried out in conjunction with the headmaster, who is in constant touch with the teacher and, therefore, can have an overall assessment of him in all aspects of his work.

The inspectors will report on the work of individual teachers without using numerical marking, a means of making teachers feel like primary school pupils; the assessment of people presents many difficulties which can be ameliorated to a certain extent by the creation of an atmosphere of understanding and respect. The inspectors should not be viewed as "watchdogs" or "eyes and ears" of the Ministry of Education but as friends of teachers, "missionaries" who visit schools, obtain new knowledge which they communicate to teachers and their colleagues - to use Matthew Arnold's famous phrase that describes inspectors as "men and women, whose privilege it is, to spread abroad "sweetness and light".

In the light of the above situation concerning the system of teachers' evaluation, a worthwhile initiative for the educational authorities in Cyprus would be, in the writer's view, the appointment of Heads of Departments

(1) Ibid.

within the school, who among other important matters, would be partly responsible for the evaluation of teachers in co-operation with the Headmaster and the inspectors. In this way, the teachers would be more justly evaluated since their work will not be assessed only by the headmaster - not being specialist in most subjects - and the inspectors whose report is based on one or two occasional visits at schools.

The writer carried out a survey (1) in Larnaca on 38 secondary school teachers. The purpose of the survey was to find out the above teachers' views on the writer's proposal concerning the appointment of Heads of Departments.

The above teachers attended a lecture (2) on "The Role of the Head of Department" given by the writer at "Kalandari" in Larnaca on May 14th, 1994. After the lecture a discussion on the above matter followed and the teachers were given a questionnaire which was divided into two parts and included the following questions:

- (1) Survey carried out by the writer at "Kalandari" in Larnaca on May 14th, 1994.
- (2) The writer felt that the organization of a lecture on "the Role of the Head of Department" was the only way through which he could carry out the survey since most teachers probably ignored the existence of this post.

QUESTIONNAIRE

I wish to express my sincere thanks to you for honouring me by attending my lecture.

You are kindly requested to answer the questions below ticking the box with the answer which applies in your case:

PART A:

Were you aware of the existence of the Post of the Head of Department and his / her role before you attended this lecture?

YES

NO

PART B:

Do you think the appointment of Head of Departments in Cypriot schools could prove beneficial and greatly help in the smoother and more efficient running of the school?

YES

The results of the survey were the following:

PART A: Only 10 (26,3%) teachers out of 38 were aware of the existence of the Post of the Head of Department and his / her role before they attended the lecture.

PART B: 33 (86,8%) teachers out of 38 thought that the appointment of Heads of Departments could prove beneficial and greatly help in the smoother and more efficient running of the school.

(E) The Need for Heads of Departments

In spite of the limited number of teachers who participated in the survey, the results of it are indicative of the necessity of the creation of this post in Cypriot schools which could greatly profit from it. A very brief examination of the role of the Head of Department is attempted below in order for the reader to form a picture of the situation related to a possible future appointment of Heads of Departments in Cypriot schools.

It is generally accepted that as schools get bigger they lose flexibility because there are more tasks to be performed and the headmaster with his assistants cannot cope with everything; consequently, the total managerial task becomes very difficult and there is delegation of some functions to middle managerial levels within the schools. People in these positions are given responsibilities in some activities, e.g. Head of English, Head of Science, Head of Humanities, etc. The task of Management has to be split in a number of positions for heads to occupy and cope more satisfactorily.

The head of department has responsibilities for the subject teachers and syllabuses in his/her department. The departmental policy, as well as the standard of work expected from pupils, is clarified for teachers. He/she gives much advice and guidance to subject teachers on teaching methods and can even sit in on lessons particularly in the case of probationary teachers in his/her department. He/she is expected to take an active interest in all aspects of work of his department and hold regular discussions with subject teachers. In some instances, much of his/her work is carried out through formal departmental meetings with printed agendas and minutes, in other cases discussions are more informal and occur during "break" or in free periods.

The head of department has overall responsibility for the grading of each pupil in his/her department and for deciding whether or not pupils are to pursue a course leading to an external exam. He/she is also responsible for the group composition, that is, how children will be grouped for teaching and he/she consults with subject teachers for the placing of pupils into the appropriate set. The requisition of text books, audio-visual aids and other items of work come within his/her province. The head of department is also responsible for interaction with other departments. It is clear that

his/her role in the smooth and efficient running of the school is of great importance. The writer used to work for 10 years at the American Academy Larnaca - a private English school modelling itself on British Grammar schools - where the post of Head of Department existed and can state without any hesitation that the existence of such a post is not only necessary but indispensable.

In Britain, traditionally, there were only two managerial positions; those of Head and Deputy and there was no function of the head of department. However, now the head of department stands higher than other teachers and he/she is regarded as a part of the managerial team.

In Cyprus, as it has been said before, the post of head of department within the school does not exist; the creation of this position in Cypriot schools would result in many advantages of which the main ones might be summarized as follows:

- I. the evaluation of teachers will be carried out more fairly since it will depend on three reports - those of the headmaster, the inspector and the head of department.
- II. the headmaster will acquire more flexibility to work on other important matters and this can result in the improvement of the school in many aspects.
- III. the teachers will be under the continual influence of highly qualified persons to whom they can resort for any advice and guidance. In other words, they will deal continually with familiar and friendly "inspectors" whose appearance will not cause panic as in the case of actual inspectors, which results from the unfamiliarity between teachers and inspectors on the one hand, and from the fact that the inspectors' report will decisively determine their future development on the other hand.
- IV. the prospects for promotion will be brighter for teachers thus raising their enthusiasm and interest in their job.

(F) The Crucial Role of Teachers

Teachers in Cyprus have devoted their lives to the service of education. They always responded positively when their country badly needed their valuable services throughout its history.

During the Turkish rule, when state-aided education concerned only Turkish schools which received an annual grant by the state, the few Greek schools often worked for limited periods since they were forced to close due to Turkish persecution; however, teachers in those hard days remained unyielding fighters and managed to offer to the youth of Cyprus what they could with their limited education; Loizos Philippou, assessing their contribution to education during the Turkish occupation described them like new vestal virgins who:

"Kept alight the light of learning - dim though it might be - while the wild Turkish wind was trying to put that light out altogether".(1)

During the British Colonial rule, teachers proved once more to be guardians of their national and religious heritage and culture. The more the British Colonial Government took oppressive measures - they banned the Greek flag, the Greek National Anthem, the pictures of 1821 Greek rebellion heroes - the more resistance was put up. Teachers turned Greek schools into cultural and national nurseries of the island's Greek population thus preserving the national feeling which according to Dr. Weir was: Aim number one in Greek education in Cyprus. (2)

The role of teachers in the chaotic situation that prevailed in the field of education after the 1974 Turkish invasion was decisive and their contribution invaluable. The consequences of the invasion were devastating in all aspects of life but education was most gravely affected.

(1) Cyprus Today, A Quarterly Cultural Review of the Ministry of Education, Published by the Press and Information Office, Ministry of Interior, Nicosia, Cyprus, Volume XXXI, April - September 1993, No. 2-3, p.4

(2) Weir, W.W., Education in Cyprus Since 1878. Some Theories and Practices in Education in the island of Cyprus since 1878, Cosmos Press, Cyprus, 1952, p.94

Not only were many school buildings out of use either because they were actually in Turkish occupied areas or situated along the demarcation line, but the student population and teaching staff were in a vast number of cases dispersed and lived as refugees in camps or in small villages being accommodated in the overcrowded homes of friends or relatives in an atmosphere of insecurity. The purely practical problem of housing a vast school population in a limited number of buildings - most school buildings were occupied by refugees - and the psychological atmosphere of the refugee camps as well as the Turkish threats of new hostilities, favoured the postponement of the school opening. Then there were the more purely practical problem such as the number of teachers who were either in the army or served as social workers in refugee camps; in addition, the teaching materials were not available.

Despite all these huge problems the teaching staff, responding willingly and enthusiastically to the call of the Ministry of Education, fought hard and managed to bring some order to the chaos caused by the Turks. The schools and curricula were re-organized in such a way as to be able to cope with an educational nightmare that had never been encountered before. Thus, in September 1974 the schools re-opened. There were schools which were situated along the demarcation line, but were opened by the dedicated and brave teachers who encouraged people to return to unoccupied areas which had been previously deserted.

The operation of the Ministry of Education met with success and the children of school age, comprising one fifth of the population, were kept busy and felt at least the semblance of normality which was a great boost to their morale. The teachers inspired confidence in the children's hearts and once more were able to win the battle of education during those strait times. Mr. Karageorgis, a former Inspector of the Ministry of Education, who was involved in the above operation, praised the hard efforts invested by the teachers in the task of the functioning of the school system in September 1974, pointing out:

"The greatest merit for this successful operation must be allocated to the teaching staff of the schools at both Primary and Secondary levels. There was flexible dynamic, decisive planning and administration from the centre but the people responsible for implementing it were the teachers". (1)

Yet, the battle of education continues since, as it has already been stressed, education has the growing qualities of a living organism which is constantly changing, adapting itself to new demands and new circumstances. This means that the teachers should always be on the alert to adapt themselves to new circumstances, always striving hard to improve themselves in order to be able to execute their duties efficiently so that the Great Alexander's famous words will apply in their case: "I owe my being to my parents and my well being to my teachers".

In Cyprus, the great zeal and interest in self-improvement exhibited by the teachers is not to be overlooked. Any opportunity to study abroad through a scholarship or to attend refresher courses at the Pedagogical Institute is readily grasped. Dr. Persianis, the former Director of the Pedagogical Institute comments on the teachers' positive attitude towards self-improvement:

"Two thirds of both Primary and Secondary teachers attend at least one five day optional seminar at the Pedagogical Institute in the afternoons during their free time. A great number of teachers attend more seminars". (2)

Dr. Persianis added that the Pedagogical Institute seminars aimed at cultivating the sensitivity to social and educational changes and the desire for continual self-improvement. He also stressed that a recent study at the Pedagogical Institute showed that the more seminars teachers attended, the more positive attitude they developed towards the changes brought about in the field of education. (3)

(1) Karageorgis, A., *Education Development in Cyprus, 1960-1977*, Nicosia, 1986, p.135

(2) Speech at the Amphitheatre of the Faculty of Philosophy - University of Athens on April 26th, 1990.

(3) Ibid.

Therefore, it is imperative that all plans for better education in Cyprus in the days ahead continue to concentrate on the development of qualified and dedicated teachers who can guarantee improvement in the field of education in Cyprus.

CHAPTER 9

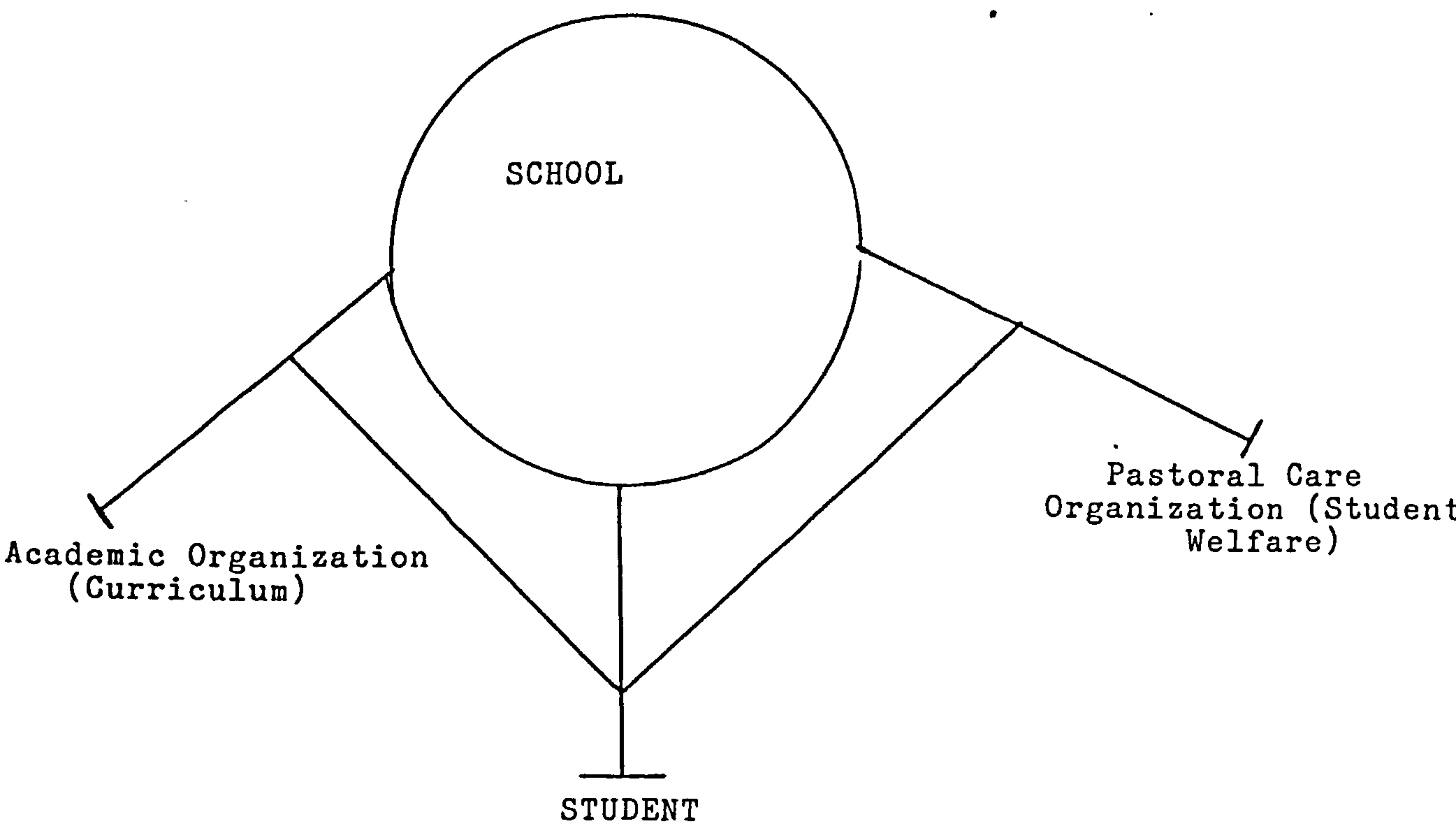
PASTORAL CARE

(A) Introduction

The role of the "good shepherd" is directly tied up with the task a teacher has to perform and this role should be a high priority. A class consists of a group of students, each with a unique personality and a different pattern of growth which governs, to a great extent, the direction and rate of growth for each; therefore, it is the teacher's duty to create a suitable environment for the unfolding of this pattern. Learning is not likely to occur no matter how good a teacher is if his/her task is confined to academic duties and responsibilities. A better understanding of the youth and their problems and needs is needed, particularly in the special setting of Cyprus today, where rapid changes replace older forms.

The school organization can be thought of in terms of the academic and pastoral organizations with the individual being involved with both these sides. Diagram 9.1 shows the school organization.

Diagram 9.1: School Organization



The most successful schools are those which can combine both the academic and pastoral care organizations together. The academic organization refers to what children are taught and the necessary arrangements for them to learn. The Pastoral Care organization is concerned with the problems that prevent the child from learning and generally with the welfare of the student as an individual. In other words, the child is taken to live in a family (school) which has the responsibility for his education and where the teacher is supposed to be a caring parent.

(B) Current Trends

Schools in Cyprus offer guidance but what is needed is a more organized system that should involve all teachers in the pastoral care organization of the school.

The Guidance Services of the Ministry of Education were originally introduced in 1964-65 (1) on a pilot scheme in 27 out of 40 major secondary schools. The establishment of Guidance Services aimed at satisfying the need for counseling with respect to education and vocational matters and facilitating personal adjustment of secondary students.

The first National Guidance Conference (2) laid the foundation stone of further development of the Guidance Services in Cyprus since the participants - higher officials from the Ministries of Labour, Finance and Health, Welfare Department and Planning Commission, principals and school counsellors - unanimously approved of the work of the Guidance Services in secondary schools, fully supported the Guidance Programme and offered to co-operate for the further development of the Guidance Services. The Conference forwarded recommendations with respect to the health and welfare of the students, the co-operation with the Ministry of Labour (Employment Service), the school counsellor's duties and teaching load and in-service training.

(1) Twenty-five years of Cyprus Independence, Informative Review of the Ministry of Education, No. 21, September-December 1985, p.16

(2) Proceedings of the First National Guidance Conference held on January 4th, 1965 at the Pedagogical Academy of Cyprus

Twenty-seven teachers - one in each school - were originally assigned the duties involved in the Guidance Services. The teachers were appointed as teachers - counsellors without any reduction of their teaching load and were selected according to the following criteria: (1)

- I. Post-graduate studies relevant to guidance counseling *or*
- II. Special training *or*
- III. Successful teachers with experience in guidance work *or*
- IV. Successful teachers with more than 5 years of service.

In-service seminars in guidance counseling were organized for teachers - counsellors and other teachers who showed interest in attending them. The Inspectoꝛ of Guidance Services visited schools, helped and instructed teachers - counsellors. With the help of the principal and teaching staff whenever possible the teachers - counsellors dealt with educational and vocational problems as well as with personal problems of students. The Psychological and Medical services of the Ministry of Education were involved whenever the need arose.

After the Turkish invasion in 1974 the need for the expansion of the Guidance Services of the Ministry of Education was greater since personal, educational, social and vocational problems became especially acute. The teachers - counselors and the psychologists co-operated closely with the administration and staff in schools and with the help of other related Government services and organizations organized a great number of personal and group interviews with students and parents in order that they could prevent, investigate or solve problems and offer educational and vocational guidance. Thus, more teachers - counselors were appointed the aim being for each secondary school to have its own counsellor. This aim has been fulfilled and each secondary school in Cyprus has its own teacher - counsellor who is relieved of his / her teaching duties depending on the number of students to whom they provide guidance.

(1) Georgiades, Z., Establishment of Guidance Services in Developing Countries with Special Emphasis on a Guidance Programme for Secondary Schools in Cyprus, Violaris Press Ltd., Nicosia, 1979, p.53

Teacher - counsellors are relieved of their teaching duties by one teaching period for every 55 students. There are schools with full-time qualified counsellors who are at the disposal of students for longer hours. In 1989 the Ministry of Education started appointing qualified counsellors who teach only the subject of Vocational Guidance in the 3rd class of the Gymnasium. The Ministry of Education hope that in four years' time all teachers - counsellors will be replaced by qualified counselors. The teacher - counsellor's responsibilities in secondary schools in Cyprus can be summarized as follows: (1)

- I. He/she should provide educational and vocational information for students, parents and graduates.
- II. He/she should offer counselling services to students who resort to or are referred to him/her.
- III. He/she should involve other staff members in Guidance Services and help them detect individual differences among students and meet these individual needs.
- IV. He/she should invite experts to give lectures on educational and vocational matters particularly for third formers of both Gymnasium and Lyceum.
- V. He/she teaches the subject of Vocational Guidance to third formers of the Gymnasium..
- VI. He/she should visit classes to brief students on significant educational and vocational matters.
- VII. He/she should help students to fill in application forms in order to secure a place at various educational institutions in Cyprus, Greece and other countries.

(1) Circular of the Guidance Services of the Ministry of Education, M.E., 390/68/B13,26/8/1994



The importance of the teachers - counsellor's role in Cypriot schools is not to be underestimated and his/her great contribution to the welfare of students is indeed acknowledged; however, the task of one teacher - counselor in charge of 800 - 900 students is extremely difficult no matter how hard he/she tries to achieve his/her goals. The teacher - counsellor needs the teachers' assistance since he is the one who should interpret significant data about the students and co-operate with the teachers in order to help them observe and report significant student behaviour and attitudes. Due to the fact that there is not an organized system of Pastoral Care, the active involvement of teachers in the Guidance Service solely depends on the teacher - counsellor's personality. As M. Olymbios, the Chairman of the Educational Service Commission put it strikingly while addressing teachers - counselor's during a seminar in Limassol:

"A teacher - counsellor at school can be either a catalyst or a puppet".(1)

Yet, even if a teacher - counsellor's personality suits his role as a catalyst, the teachers' willingness to offer their services and involve themselves actively in the Guidance Service is equally important and the latter case is doubtful. Mr. Tsiailis, an Economics teacher commented on the matter:

"Unfortunately our schools have become exam factories and the teacher is overloaded having to cover a lot of material; the student has to assimilate this material by the end of the year in order to sit for the University entrance exams. Therefore, the teacher focuses his attention on academic matters neglecting his duties in guidance which is interwoven with all the other activities which comprise the teacher's role".(2)

Mr. Tsiailis's comments voice the opinion of the majority of teachers interviewed by the writer. Mr. Matsaggides, serving as a teacher - counselor for eight years, agreed with the above comments and added:

(1) Seminar for Teachers- Counsellors held at the Ajax Hotel in Limassol on December 9th, 1994
 (2) Mr. Tsiailis's interview held in Larnaca on November 29th, 1993.

"I have been a guidance counsellor for many years now and very few class tutors have resorted to me to ask for information about the students they sponsor. In Cypriot schools the role of the good shepherd is wholly placed on the shoulders of one person, the guidance counsellor; if he is conscientious enough to do the job on his own, well done! But even so I believe that we need an organized system of Pastoral Care with more people involved".(1)

It is indeed true that in Cypriot schools the academic organization dominates school life. Everything centres around "what children are to be taught and the necessary arrangements for them to learn". The Psychological Services and the teacher - counsellors, of course, can investigate or solve problems and offer educational or vocational guidance but the school as an organization does not have any organized system of "pastoral care". The teacher is mostly concerned with the teaching of his subject rather than being a caring parent. There is, of course, always the class tutor but without any special training which allows him to detect and deal with the first signs of stress and difficulty. His role is typically confined to his informing the staff meeting about the standard of work reached by his class and some other matters mostly of a disciplinary nature. Therefore, the introduction of an organized system of Pastoral Care in large schools in Cyprus could greatly improve the quality of school life in every aspect.

(C) Basic Principles of Pastoral Care and Guidance

Pastoral care and guidance are considered to be an inseparable part of school life. A proposed pastoral care system for large schools in Cyprus is outlined.

"Pastoral Care" means looking after the total welfare of the pupil. To help the individual to be true to the best of himself; to develop his talents to the full, to learn the basis of understanding himself, his family, his community and the world. It is important that a pastoral organization must detect and meet the growing needs of the student and can involve a range of specialized services within and without the school.

(1) Mr. Matsaggides's interview held in Larnaca on December 10th, 1993

Although the term "Pastoral Care" is relatively new in the teacher's vocabulary, the responsibility involved in the term has always been assumed by teachers since they have always played the role of the "good shepherd". It is true that the work done by the good form master in the past is not different from the work done by today's "tutor" whose function in the school pastoral care system is of great importance - his role will be referred to later in this chapter. The difference lies in the fact that in large British schools, for example, students today are not only grouped into forms or tutor groups but also into larger units each with its own head whose authority is delegated by the headmaster of the school. In other words the school is consciously establishing a system so that the caring part of the head's role in the small school will not be left to chance in the large school.

The broad area of Pastoral Care can be broken down into complementary separate aims:(1)

- I. To assist the individual to enrich his personal life.
- II. To help prepare the young person for educational choice.
- III. To offer guidance or counselling, helping young people to make their own decisions.
- IV. To support the subject teaching.
- V. To assist the individual to develop his own life style and to respect that of others.
- VI. To maintain an orderly atmosphere in which all this is possible.

In some ways and some times the individual student might have to be protected against the pressure of the over-all school organization. The student will certainly have to be assisted through the educational system with its inevitable complexities and discontinuities.

(1) Marland, M., Pastoral Care, Heinemann, London, 1974

Elizabeth Richardson (1) puts it unfashionably but clearly that discontinuities in experience is part of the reality of living. The real educational problem is not to eliminate the discontinuities but to decide where the major ones occur and manage them in such a way that pupils can be helped to cope with them.

Taking into consideration the fact that the teacher - counsellor in Cypriot schools is not adequately assisted in this task by the school staff, who do not consider their involvement in the Guidance Service to be one of their responsibilities, it may be reasonably expected that the introduction of an organized Pastoral Care system will have a salutary influence on Cyprus education. The Pastoral Care system, of course, should be systematically organized, administered and developed through careful and critical consideration of all factors involved and extensive participation of all persons concerned.

Following precisely the same practice as in the case of the proposal concerning the appointment of Heads of Departments in Cypriot schools, the writer carried out a survey (2) in Larnaca on 35 secondary teachers. The purpose of the survey was to find out the above teachers' views on the writer's proposal concerning the introduction of a Pastoral Care system in Cypriot schools.

The above teachers attended a lecture (3) on "Pastoral Care and Large Schools in Cyprus" given by the writer in Larnaca at the A.T.L. Hall on October 4th, 1994. After the lecture there was a discussion on the above matter and the teachers were given a questionnaire which was divided into two parts and included the following questions:

- (1) Richardson, E., The Teacher, The School and the Task of Management, Heinemann, London, 1977, Chapter V.
- (2) Survey carried out by the writer at the A.T.L. Hall (Association of Travellers of Love) in Larnaca on October 4th, 1994
- (3) As in the case of the proposal concerning the appointment of Heads of Department, the writer felt that the organization of a lecture on "Pastoral Care and Large Schools in Cyprus" was the only way through which he could carry out the survey since most teachers probably were not acquainted with the above subject.

QUESTIONNAIRE

I wish to express my sincere thanks to you for honouring me by attending my lecture.

You are kindly requested to answer the questions below ticking the box with the answer which applies in your case.

PART A:

Do you think the teacher - counselor is adequately assisted by the teachers to perform his difficult task efficiently?

YES NO

PART B:

Do you think that the introduction of an organized system of Pastoral Care in large schools in Cyprus could considerably better the quality of school life in every aspect:

YES NO

The results of the survey were the following:

PART A:

Only 6 (17.1%) teachers out of 35 thought that the teacher - counsellor was adequately assisted by the teachers to perform his difficult task efficiently.

PART B:

30 (85,7%) teachers out of 35 thought that the introduction of an organized system of Pastoral Care in large schools in Cyprus could considerably better the quality of school life in every aspect.

(D) Pastoral Care and Large Schools in Cyprus

Despite the fact that only a small number of teachers took part in the survey, the results of it show the need to introduce an organized system of Pastoral Care in Cypriot schools which could have a beneficial influence on Cyprus education.

In the small village school the head is able to know all the pupils, their families, their social background, their hopes and aspirations and will soon be aware of any stress there may be. Thus, Pastoral Care is not a problem in such schools - except in the provision of specialized services.

The creation of the large, all ability school in Cyprus brought with it the need to examine not only the curriculum, the buildings and resources and the kind of staffing that would be required but also the ways in which Pastoral Care could be best effected. The head of a large school is not able to know all the pupils and their background personally; Pastoral Care must, therefore, be organized to ensure that every pupil would be well known to some members of staff who would have a designated responsibility for him/her.

Pastoral Care development has come up with two standard systems: the vertical, which is commonly known as the house system and the horizontal; that is; the year system. (1)

The system, in the writer's view, that could best suit the needs of large schools in Cyprus is the horizontal system in which the school is divided into a lower school (1st and 2nd years); a middle school (3rd and 4th year) and an upper school (5th and 6th years). However, an adaptation of the above system is necessary due to the fact that secondary schools in Cyprus are divided into two cycles - the Gymnasium and the Lyceum - each one with three forms. Therefore, each form in both the Gymnasium and the Lyceum can constitute a school thus resulting in the functioning of the system as follows:

(1) For a description of the Pastoral Care System in British Schools see Richardson, E., The Teacher, the School and the Task of Management, Heinemann, London, 1977, Chapter V.

- I. A lower school (1st year)
- II. A middle school (2nd year)
- III. An upper school (3rd year)

The idea is that pupils should be grouped according to their particular difficulties intrinsic to their age group and the level of education. Each unit has its own head whose authority is delegated by the headmaster. He deals with the specific problems arising in his section and co-operates with his subordinate year tutors for the welfare of pupils. In Great Britain such persons are called Head of Section.

The lower school at the Gymnasium is a transition period when students begin to accustom themselves to the change from Primary school - in which one teacher covers a broad area of the child's work - to the many teachers contact in the secondary school. In the middle school, the student is helped to learn how to work on his own to develop the sense of responsibility towards himself and others. In the upper school, the student is helped to select the right combinations of lessons in the Lyceum, a decision which is crucial for their future plans.

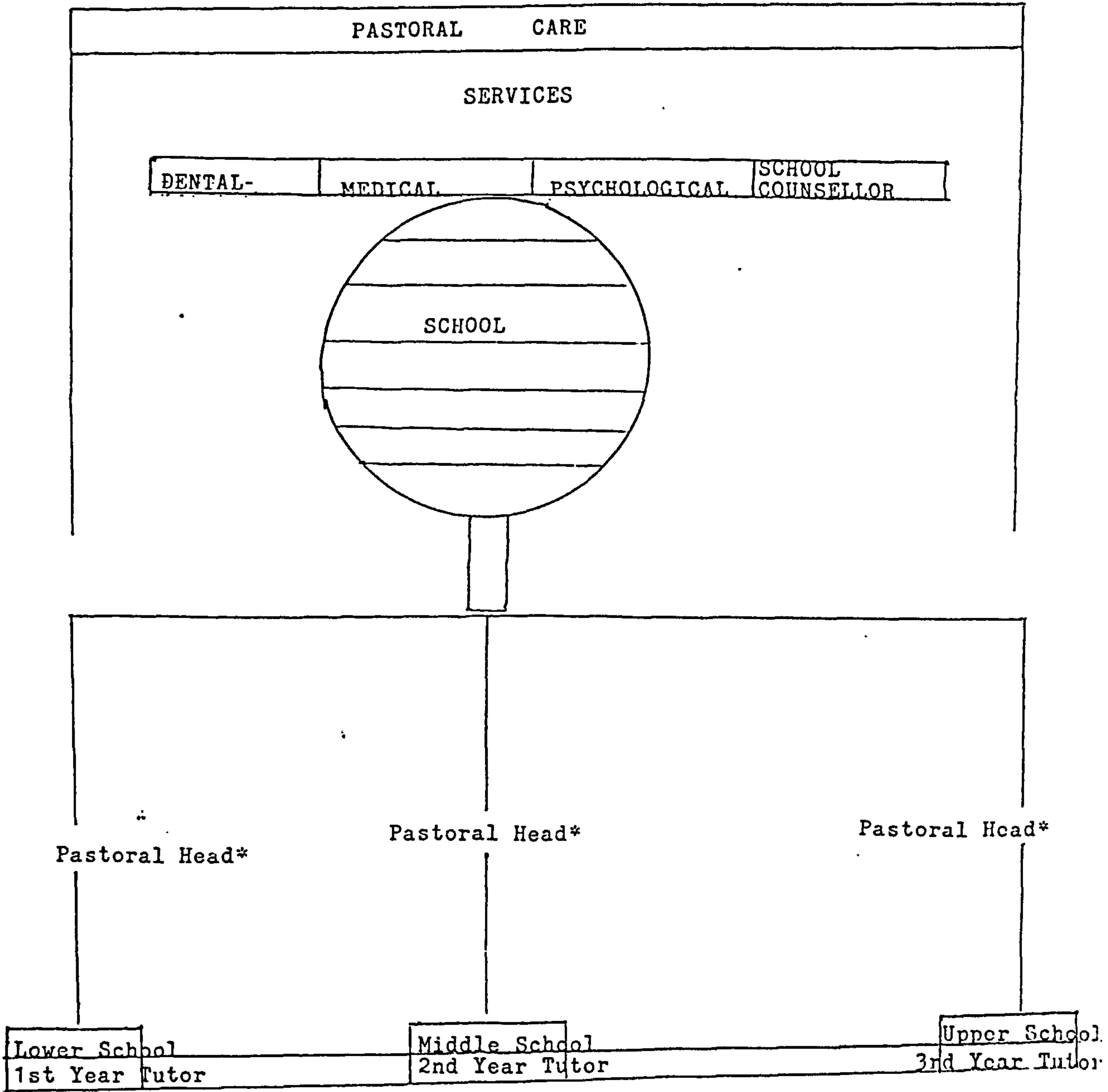
The lower school of the Lyceum is a transition period when students start to get used to the change from the Gymnasium to the Lyceum, in which the standard is considerably higher. In the middle school the main concern is to help students to make decisions or accept decisions made for them. In the upper school, there is the classification of the transition between secondary school and the outside world and further education.

From the student's point of view this division of the school into units works out for him his place within the total school community. He will know the members of staff who are particularly responsible for him and will be able to distinguish those with whom he has an identity. Such divisions may be further emphasized by the design of the buildings, the organization of assemblies, activities and competitions, or by the uniform worn.

Diagram 9.2 shows the proposed Pastoral Care system organization in schools in Cyprus.

Diagram 9.2:

Proposed Pastoral Care System Organization in Schools in Cyprus



* The Pastoral Head is the Head of the School Section responsible for the administration of this section of the school and reports to the headmaster.

Keith Blackburn in his book "The Tutor" (1) is concerned with the functioning of Pastoral Care in British schools; however, he gives valuable insights as to how such a system might work in Cyprus schools.

In a Pastoral Care system the year tutor is expected to play an important part in the Pastoral Care of students. Indeed, he should be seen as a key figure and his responsibilities can be summarized as follows:

- I. He will look after the students as whole persons (not simply as members of Maths class or the games team). The tutor will know about all aspects of the students' life in school, at home and in the local community.
- II. He will record the attendance of the members of his group, and act where absence or punctuality give cause for concern.
- III. He will monitor the progress of each pupil, taking the initiative in questioning and pressing for action where change seems to him appropriate.
- IV. He will give educational and vocational advice, drawing on the specialist help available, about the choice of subjects or courses in school and plans for further education and employment.
- V. He will be an important link between parents and the school.
- VI. He will be aware of any students whose personal difficulties, which may include failure in the work, are sufficiently marked to suggest that they need specialist help, and he will take action to mobilize it.

The tutor can only exercise an extensive role in the school if senior staff keep him informed and consult with him. It is also true that the tutor needs to be kept informed by other members of staff about students in his group.

(1) Blackburn, K., The Tutor, Heinemann, London, 1975

The pastoral head may enjoy considerable autonomy in the way he works with tutors and students, taking responsibility for the progress and welfare of each. The morale and tone of his "school" may largely depend on the lead he gives. He may be expected to see that students participate fully in all aspects of school life and conform to acceptable standards of behaviour and dress. He may be the person to liaise with the welfare services. He may be the person to whom parents are always referred to so that other members of the staff become involved only at his instigation. He may also keep records of the background progress, achievement and potentiality of each student in his section so that he will be able to cope satisfactorily with any situation arising from various problems of his students. He is regarded as the person responsible for tutors fulfilling their role adequately, teaching them the job as they do it. It is important that the pastoral head must have sufficient relief from teaching duties. It is unrealistic to expect a person to be responsible for a school section and at the same time to teach for over half the week.

The pastoral structure of the school can be easily described. There may be a clear statement of the responsibilities of the pastoral head and the tutors, which is kept under review and modified in the life of experience. What these mean will be discovered in practice as the new tutor learns to work with his colleagues and students. As he forms a picture of his place in his year team, the tutor will discover that his introduction is not to a static role but into a continuously moving situation in which people are interacting with each other.

The purpose of the structure and the description of the roles and responsibilities is to create a situation in which effective Pastoral Care can take place and people understand who is to do what.

The quality of the Pastoral Care will depend largely on the quality of the personal relationships that are encouraged by the structure and job description. This means in practice that the Pastoral Care is a task shared by the pastoral head and the tutors, who have to learn to work together as a team knowing where each other's strengths and weaknesses lie, so that each pupil is well served.

(E) Social Education

Social Education is the most important part of the Pastoral Care and the head of pastoral care is responsible for introducing Social Education.

Social Education should be a co-ordinated activity which commences in the first year and continues until the student leaves school, its content and form directed by the student's age and the demands made on him by the school and neighbourhood. The over-all objectives of such a programme might well be: (1)

- I. The stimulation of the development of personal values and helping students classify them.
- II. The provision of skills necessary for achievement, including study skills and the ability to plan ahead.
- III. The promotion of a wide range of skills necessary for social competence.
- IV. The learning of decision making skills.

(F) New Organizational Realities Resulting from the Introduction of a Pastoral Care System in Schools in Cyprus

In schools in Cyprus the majority of the day to day running and administration falls invariably upon the headmaster and his assistants. Any room changes, any provision for staff absences, any dissemination of information throughout the school, the reception of visitors, the investigation of matters concerning lost property or any of such tasks come within their province. Much of their time is devoted to matters of routine and details. Many of these tasks are of such a routine nature that they could be undertaken by less senior members of staff within the school thus enabling the head and his assistants to devote more time to planning and policy making.

(1) Hamblin, D., The Teacher and Pastoral Care, Blackwell, Oxford, 1978

As far as teachers are concerned, they tend to refer many routine disciplinary problems to the head. Thus, he is involved for a considerable amount of time in dealing with commonly recurring disciplinary matters.

In the sphere of Pastoral Care, as it has been mentioned in the beginning of this chapter, there is not any organized system. Responsibility is typically devolved upon the class teacher who is supposed to act as the child's guide and philosopher co-operating with ^{the} teacher - counsellor. In practice, some class teachers involve themselves in Pastoral matters whereas others do not.

It is clear that the functioning of schools in Cyprus places a heavy load on the shoulders of the head and his assistants, who invest much time and considerable effort into their work and consequently there is very little time available for these persons to devote to future planning. If the division of responsibility within the school was stated in a clear unambiguous manner and more people were given responsibility, the existing potentiality and innate capacity latent within the school could be exploited to a greater degree.

The proposed Pastoral Care system will, of course, change the organizational structure of the school in the sense that more people will share responsibilities in the effort of the school to achieve its goals.

The school, both the Gymnasium and Lyceum, as it has been mentioned earlier in this chapter, will be divided into a lower school catering for first year students, a middle school for second year students and an upper school for 3rd year students. Each school - section will have its own head who will be entrusted with responsibility for the day to day administration of their part of the school. In this way, the head and his assistants will not be burdened with details of day to day administration. It appears that the division of the school into three units does facilitate the day to day administration of the school. It makes the administrative set-up more manageable. It is easier, within the school section context, for each of three people to fulfil the routine administrative tasks associated with, say, twenty teachers and three to four hundred students than for two or three people to undertake the routine administrative tasks associated with sixty to seventy members of staff and nine to eleven hundred students. Where

information is demanded about matters affecting the whole school there is a convenient administrative structure through which the information can be channelled by the heads of section to the class teachers within their section. The head can disseminate any information desired to the whole of the school population or the entire teaching staff, through the heads of section, with little difficulty. Usually, daily contact is maintained by the school section head with his pupils through school assemblies and with his staff through the section staff. In addition, through regular contact and meetings with the heads of school section, the head can keep himself informed of staff and student problems and difficulties within each section. Thus, the structure provides the head with an invaluable source of feedback - an indispensable aid for future planning.

Under this system, the head of school section becomes the source of reference in disciplinary matters.

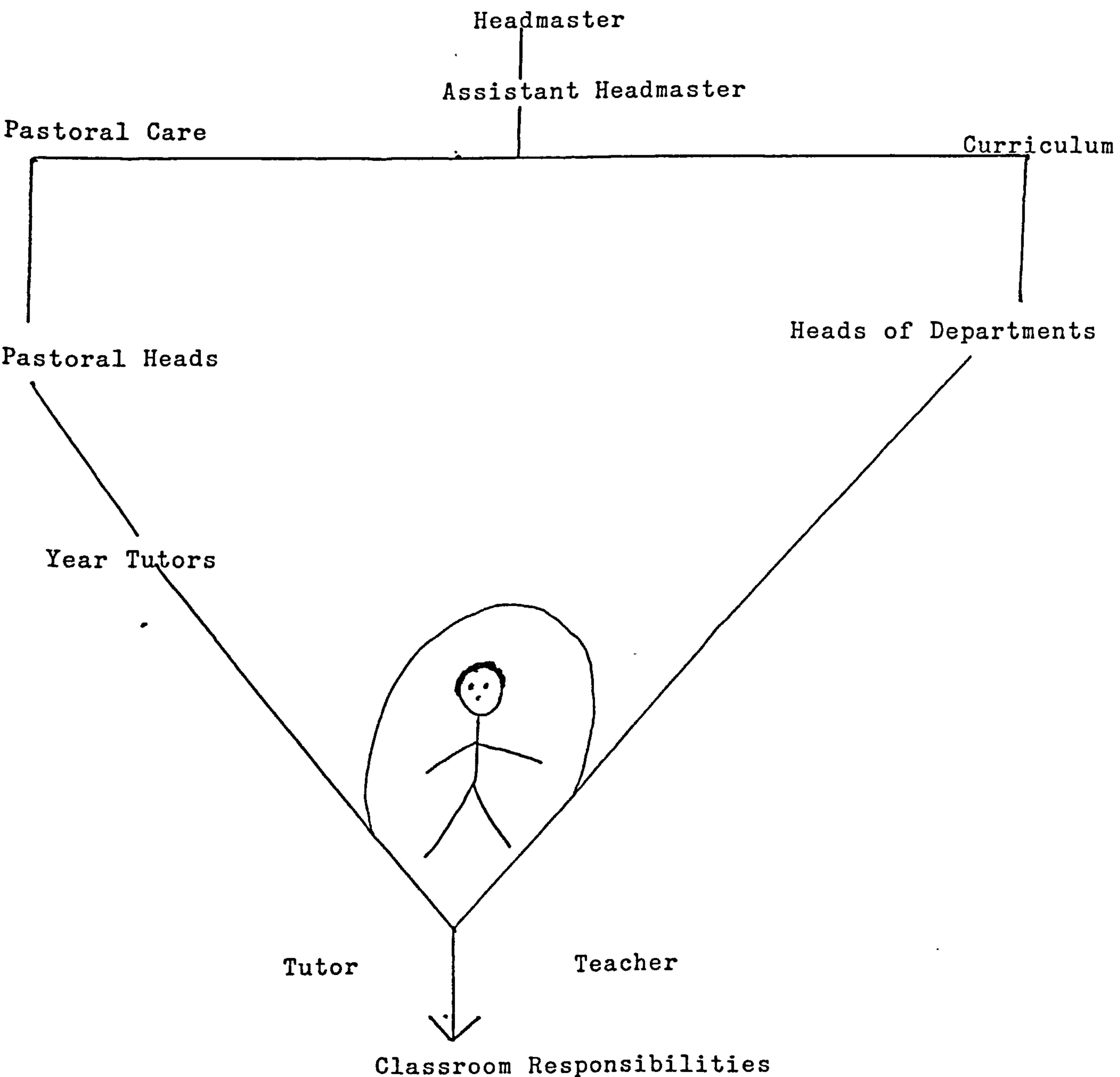
In the sphere of Pastoral Care it is obvious that it is very difficult for the head of school section to give adequate care and guidance to every student and for this reason he is assisted by the year tutor whose role and duties have been discussed earlier in this chapter.

The positions of heads of department within the school - suggested in the previous chapter - and pastoral heads are of paramount importance to the smooth functioning of the school. The middle management of heads of departments and pastoral heads will be given a wide measure of responsibilities and freedom in taking decisions required for the implementation of the over-all policy in consultation with the teams of teachers who work with them. This will remove a huge amount of burden from the headmaster's shoulder who can focus his attention on leadership behaviour, that is, on bringing about changes in the school, in either its goals or in the way the school tries to achieve its goals.

The class teachers will also have more accessibility to their immediate superiors in middle management positions, when they encounter a problem of any nature, since the burden of the school is shared by more people who are readily available to members of staff. Also, the class teachers will be given the opportunity to contribute to the discussions on school policy, firstly at departmental level and then at full staff meetings. In other words,

they will actively participate in decision making process which will give them the satisfaction gained from their job as a profession, raise their enthusiasm for their school and their attitudes will be favourable towards their superiors. Generally, the new situation will help in the democratization of the school. Diagram 9.3 shows proposed structure of roles in Cyprus Schools

Diagram 9.3: Proposed Structure of Roles in Cyprus Schools



Secondary schooling does not merely mean a preparation for life, but is actually a part of life. It is, therefore, important that the student is led to feel that the school is a co-operative enterprise carried on by both teachers and students. It is also important that the channels of communication between the teachers and the taught are wide open so that there are mutual understanding, love and respect which contribute positively to the creation of an environment in which real learning does occur. The organization of Pastoral Care is concerned with creating such an environment in which this mutuality of feelings between teachers and students can flourish.

CHAPTER 10

BILINGUAL EDUCATION IN CYPRUS

Bilingual education in Cyprus is of paramount importance since it is related to the political future of the island.

(A) Bilingualism

Bilingualism is a common phenomenon throughout the world. In Europe, it made its appearance in the encounter between different cultures, for example the Romance, Teutonic and Slavonic.

"The term 'Bilingualism' serves to describe the condition in which two living languages exist side by side in a country, each spoken by one national group, representing a fairly large proportion of the people. There are instances of three or four languages competing in this way but the two language situation is most typical".(1)

The above definition of the term "Bilingualism" indicates that the consequences of this condition are of great importance in social and national life. The continual conflict between the two national languages of the respective national groups give rise to many problems because the formation of national ideals and culture depends greatly on education and consequently on the language in it.

Bilingualism is a product of immigration, peaceful settlement or colonization. As a result of these factors, two or more national or linguistic groups have come to exist in the same country under the same government. Where no one language or medium of instruction has succeeded in establishing itself, these various languages have continued side by side.

(1) Audcamp, P.A., Bilingual Education and Nationalism with Special Reference to South Africa, J.L. Van Schaik Ltd., Pretoria, 1926, p.9

As it has been mentioned above, the language which is given central position in the educational system is a source of conflict between the two national groups because it leads to the extinction of the language which has not been included in the education of the student. In other words, one language survives at the expense of the other which is unjust since people are proud of their language which expresses their interests, ideas, traditions and aspirations. Language is a heritage which must be preserved.

The preservation and use of the two national languages in the educational system can be a fertile source of richer unity in national life. It builds a bridge between the two national groups which leads to the respect for each other and their co-operation.

Therefore, the introduction of Bilingual Education in such countries is of paramount importance. A striking example can be drawn from Wales which constitutes a nation within the United Kingdom where English is the dominant language. The Welsh language has had a long historical development and its literature was cultivated long before English existed as a literary language. Although Welsh people are bombarded through the mass media in English they have succeeded in preserving their own language which is widely studied in schools in Wales side by side with English, not only as one of the subjects of the curriculum but also as a language of instruction in the schools, in all subjects including the sciences, and it gradually strengthens its position.

(B) Recent Political Developments Related to the Need for a Bilingual Education System in Cyprus

The 1974 coup staged in Cyprus by the Greek Military Junta, which led to the Turkish invasion justified by Ankara as a "peace operation", resulted in the occupation of 40% of the Cyprus territory with two hundred thousand Greek-Cypriots being forced to leave their houses and turned into refugees. The Turkish troops still remain in Cyprus. Turkey is continuing the occupation in utter disregard of repeated U.N. resolutions (1) calling for the respect of the independence, sovereignty and territorial integrity of the

(1) U.N. Security Council Resolutions 33 of July 20th, 1974, 360 (1974), 365 (1974).

Republic of Cyprus as well as the withdrawal of the Turkish troops from its territory.

Throughout these 20 years, several rounds of intercommunal talks between the island's two main communities - Greek Cypriots and Turkish Cypriots - have not led to any positive development. However, it seems that the recent visit of the U.S. Presidential envoy, Richard Beattie, in January 1995 indicates the real interest of the U.S. to achieve a breakthrough in the Cyprus problem. Mr. Beattie, in co-operation with the U.N. representatives, invest hard efforts into the task of bringing the negotiating process forward. Mr. Beattie has already had talks with President Clerides and the Turkish leader, Rauf Denktash, and seemed to be optimistic:

"I am encouraged by the seriousness of the two leaders. Of course much work remains to be done to narrow the gaps on the issues". (1)

President Clinton, in his message to Mr. Clerides and Denktash, said that:

"The U.S. would like to see a bi-zonal, bi-communal Federation in which the two political communities can exist in *one* state". (2)

The President of the Republic of Cyprus, Mr. Clerides and the Turkish Cypriot leader Mr. Denktash seem willing to co-operate with the U.S. presidential envoy so that Mr. Beattie's mission may lead to positive developments and a solution to the Cyprus problem.

Mr. Clerides pointed out that it was his earnest desire for an early solution of the Cyprus problem based on a bi-communal, bi-zonal federation with one single sovereignty, one citizenship and one international personality. He added that:

"I see Cyprus as a *common* home of all its citizens".(3)

(1) The Cyprus Weekly, 27/1/95

(2) Phileleftheros newspaper, 25/1/95

(3) Phileleftheros newspaper, 25/1/95

Mr. Denktash produced a document setting out his position on the Cyprus problem in which he expressed the readiness of the Turkish Cypriot side to implement the *Confidence Building Measures* package in the manner set out by the Secretary General in his report of June 28th, 1994 addressed to the President of the Security Council. Mr. Denktash pointed out that:

"The Turkish Cypriot side remains fully committed to a viable bi-communal and bi-zonal federal solution as set out in the high level agreements".(1)

Despite the many obstacles set in the way, it appears that the two communities have realized that the time is ripe for a just solution to the Cyprus problem. The intervention of the United States of America through the presidential envoy, Mr. Beattie, is a hopeful sign which have raised people's hopes in Cyprus.

The description of the recent political developments in the island meant to demonstrate the realization on behalf of both communities the necessity to reach an agreement. Therefore, a possible solution to the Cyprus problem might soon be in sight; a solution that will, hopefully, establish Cyprus as a bridge of peace and confraternity among various peoples and civilizations; a solution that will create a climate in the island in which all its inhabitants, irrespective of race, religion and nationality will live peacefully.

The solution to the Cyprus problem is very relevant to this chapter dealing with Bilingual education because this solution presupposes the mixing up of the people of the two communities. Greek and Turkish Cypriots need to come together, communicate and discuss their problems aiming at the establishment of a truthful relationship based on mutual trust and understanding. However, in this case the people of the two communities need a *common* language which does not exist at present but can be provided through the introduction of a Bilingual Education System in Cyprus. It is not feasible to expect the people of the two communities to create a climate of mutual trust without being able to talk to each other making use of a common language. Cyprus cannot be seen as a "common home for all its citizens" in the absence of a common language of communication.

1. Mr. Denktash's document setting out positions on the Cyprus problem, *The Cyprus weekly*, 27/1/95

(C) The Possibility of Introducing Bilingual Education in Cyprus

Cyprus is a bilingual country in the sense that it has two languages. Greek and Turkish; however, only a tiny minority speak both languages.

The political situation in Cyprus has been unstable for many years; however, as it has been mentioned above, both communities have realized the necessity of finding a solution to the Cyprus problem and living together peacefully in a united and independent Cyprus.

At this point some questions may be raised:

- How are they going to live peacefully?
- How are they going to communicate?
- Who is going to eliminate the hatred established between the two communities?

It could be argued that the people of the two communities are the key to all these answers. The good will of the people to communicate, mix with each other and discuss their problems could greatly help remove the walls of hatred which have kept the two communities separate for so long.

However, in this case, the two communities need a common language so as to use it as an instrument of communication and this common language does not exist. The Greek Cypriots have the Greek language whereas the Turkish Cypriots have the Turkish language and almost nobody speaks each other's language.

This problem could be solved through the introduction of Bilingual Education in the educational systems of the two communities which would be the first step towards the bringing about more understanding between the two national groups. It cannot be argued that Bilingual Education would eliminate all the problems of the two communities but at least it would serve as a starting point and would equip the people of the two communities with language skills which will enable them to communicate and discuss their problems.

"Being bilingual means that an individual is able to use both languages as a vehicle of communication. He makes use of these languages as a tool with which to satisfy his immediate needs in the process of living".(1)

Therefore, Bilingual Education aims at enabling an individual to be bilingual. The ultimate aim is that children can be educated in either pair of languages. It is not the same as simple linguistic fluency in the second language, it is an ability to acquire novel information in the second language that is looked for. Of course, one of the languages is the mother tongue and the other one according to the prevailing situation in a country.

The introduction of Bilingual Education in Cyprus would enable people to operate in their own mother tongue as well as in the second language with equal proficiency. Thus, the Greek Cypriots, who are now monolingual, will learn to speak a second language and the Turkish Cypriots, being monolingual too, will also learn to speak the same language. In this way the second language will act as the common language between the two communities.

It would be an ideal condition if the people of the two communities learned the language of the other national group respectively in addition to their mother tongue. In other words, the Greek will learn Turkish and the Turkish Greek. This situation would lead to a deeper understanding between the two communities; however, it would be doubtful if it worked at present because the walls of hatred are too high to demolish in one day. A possible suggestion of such a plan would probably face the resistance of parents who could hardly accept this solution at this early stage. A survey carried out by the writer included a question on the aforementioned plan and indicated a high degree of resistance to it - the results of the survey will be given later in this chapter.

(1) Dodson, C.J., Schools Council Project on Bilingual Education in Primary School, University College of Wales, Aberystwyth. p.12 *n.d.*

It is important to mention that the co-operation of the parents in this bilingual education programme is of great importance. Before the introduction of the programme the parents of the children who might participate in it should be duly informed and consulted about the educational and linguistic issues concerned. Professor Dodson's comments on this matter are very enlightening:

"Most important of all, the parents consent and especially their co-operation should be sought. Without such co-operation from parents a bilingual education programme is not likely to succeed".(1)

Another possibility concerning the common language would be to establish English - it has already had "roots" in both communities in Cyprus - as the sole medium of instruction in Schools in Cyprus. However, this change could be very dangerous for the following reasons:

- I. It may lead the two national groups' languages to gradual extinction.
- II. It may mean a break with the past leading to national self-extinction.
- III. The decision to change a country's language is so serious that any government could hardly take this responsibility.

The two communities would not like to sacrifice the existence of their languages but to establish a common language between them which would serve as a tool for their communication.

The survey mentioned above indicated strong opposition to the establishment of the English language as the sole medium of instruction in schools in Cyprus.

Therefore, a second language should be sought in order to serve as a bridge between the two communities. At this point some more questions may be raised:

(1) Dodson, C.J., Report. Schools Council Project on Bilingual Education in Primary School, University College of Wales, Aberystwyth, p.12, *n.d.*

- Which language must be used in our educational system in addition to the two national groups' mother tongues?
- What criteria must be used for the choice of this language?

As a consequence of the rapid spread of industrial development, science, technology, international trade and the speed and ease of travel which opened new channels for the nations to come closer and be interdependent, the English language became essential to learn since it spread all over the world more than any other language. It is the means of international communication. Every advance in science, in trade, in politics is discussed, printed and made available in English. A traveller who can speak English will not find any difficulties in communicating with other people in almost every part of the world; anyone who can read English can keep in touch with the whole world without leaving his home. For all these reasons and the additional one that English has "roots in both communities in Cyprus because of the British rule, it appears that the English language could be used along with the two national groups' languages in the educational system of the two communities.

The results of the survey were much more positive concerning the introduction of Bilingual Education in Cyprus with English as the common language, than in the two aforementioned cases.

Thus, the Bilingual Education in Cyprus would mean that every student will have to acquire two languages. The Greek Cypriots will learn Greek and English and the Turkish Cypriots, Turkish and English. In this way, English will not only serve as a medium of communication between the two communities but as a window on the outside world as well.

The introduction of the Bilingual Education programme in Cyprus is a political decision to be taken by the leaders of the two communities whose good will at the negotiation table would determine the success of this programme. The application of this programme is not to be thought of as a simple matter since it would mean an absolute overhaul of the Cyprus educational system. The price of a possible application of such a programme will be high but, in the writer's view, the reward higher.

Schools in Cyprus are monolingual; all subjects are taught in one language - Greek in Greek schools and Turkish in Turkish schools. English as a foreign language is included in the school curriculum but the time allotted to it is not adequate to enable students to reach high standards in English because this subject is one among thirteen or fourteen subjects in the school curriculum and it is natural for students to consider it as a "taught" subject; therefore, the main target tends to be the language itself no matter how hard the teacher tries to create real-life situations in class in order to enable his/her students to become communicatively competent. A single lesson per day makes it extremely difficult for most students to view the foreign language as a tool to satisfy their immediate needs. Mrs Helen Mollison, an English teacher and assistant principal at Lefkara Gymnasium, believes that:

"The average secondary school leaver can function at a fairly good level in English. However, students with extra coaching can reach higher standards".(1)

Mrs Mollinson's opinion was shared by the majority of teachers who were asked to express their views on the matter. Professor Dodson points out that:

"In the Bilingual Education project the second language is not "taught" in the normal sense of the word, even in the context of a highly modern and progressive language approach, but where the main target still tends to be the language rather than the student's education during which the student should view the second language as a necessary and extremely important by-product but not normally as an end in itself".(2)

Primary and Secondary schools in Cyprus could be turned into bilingual schools where the equivalent of half the school day would be devoted to education where Greek (Turkish) will be used predominantly and English during the other half. It is important to mention that the same subjects taught in Greek (Turkish) during the first half of the school day will be

(1) Mrs. Mollinson's interview held at Lefkara on Thursday December 15th, 1994.

(2) Dodson, C.J., Report, Schools Council Project on Bilingual Education in Primary School's, University College of Wales, Aberyswyth, p.11, n.d.

taught in English during the second half of the school day as a reinforcement. In this way, students are enabled to see the second language as a tool of satisfying their immediate needs and not as an end in itself.

This type of Bilingual Education programme (1) has been applied in Wales by Professor C. J. Dodson of the University College of Wales, Aberystwyth and proved successful in enabling children to be bilingual by the end of their Primary education.

The writer had the opportunity to pay a visit to a bilingual elementary school in Aberystwyth and was amazed to watch children of 5-11 years old switch from Welsh to English so easily.

The success of Bilingual Education depends greatly on the factor "teacher" because if the aim is to produce bilingual students, then the teachers are not only expected to be bilingual but specialist teachers with some professional training in the teaching of languages who are more capable of giving instruction in the second language than the ordinary class teachers with no special training.

Wales seems to be a proper place where teachers could be sent to have special training and at the same time improve their English. In time, an adequate number of such specialists could offer courses for the training of teachers at the Pedagogical Institute in Cyprus.

(D) A Case Study in Larnaca and its Significance

The writer carried out a survey (2) in Larnaca on the following:

- a) 70 Lyceum Students
- b) 50 Secondary Teachers } *
- c) 30 Primary Teachers } *

(1) For a description of the Bilingual Education Programme in Wales see Dodson, C.J., Report. Schools Council project on Bilingual Education in Primary Schools, University College of Wales, Aberstwyth, n.d.

(2) Survey carried out by the writer in June 1994.

* Both Primary and Secondary teachers were purposely chosen to be parents of children attending either Primary or Secondary schools.

All participants in the survey were provided with a handout which contained information concerning Bilingual Education. The purpose of the survey was to find out the participants' views on a possible introduction of Bilingual Education in Cyprus. A questionnaire, which was divided into two parts and included the following questions, was given to the above teachers and students.

QUESTIONNAIRE

You are kindly requested to answer the questions below ticking the box with the answer which applies in your case. Before doing so please read the handout you were provided with.

PART A:

Are you in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in our schools?

YES NO

PART B:

If your answer to the above question was positive, please proceed and tick the answer you agree with.

- (a) I am in favour of a Bilingual Education Project in Cyprus with *Greek* and *English* being involved in it.
- (b) I am in favour of a Bilingual Education project in Cyprus with *Greek* and *Turkish* being involved in it.
- (c) I am in favour of the English language being the sole medium of instruction in our schools.

The results of the survey were the following:

PART A:

- I. 29 (41,4%) students out of 70 were in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in our schools.
- II. 17 (34%) secondary teachers out of 50 were in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in our schools.
- III. 8 (26,6%) Primary teachers out of 30 were in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in our schools.

PART B:

Out of 29 students who were in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in our schools,

- I. 20 (69%) of them were in favour of a Bilingual Education project in Cyprus with *Greek* and *English* being involved in them.
 - II. 1 (3,4%) of them was in favour of a Bilingual Education project in Cyprus with *Greek* and *Turkish* being involved in it.
 - III. 7 (27,6%) of them were in favour of the English language being the sole medium of instruction in our schools.
- Out of 17 secondary teachers who were in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in our schools:
- I. 14 (82,3%) of them were in favour of a Bilingual Education project with *Greek* and *English* being involved in it.
 - II. 2 (11,8%) of them were in favour of a Bilingual Education project with *Greek* and *Turkish* being involved in it.

- III. 1 (5,9%) of them was in favour of the English language being the sole medium of instruction in our schools
- Out of 8 Primary teachers who were in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in our schools:
 - I. 7 (87,5%) of them were in favour of a Bilingual Education project with Greek and English being involved in it.
 - II. 1 (12,5%) of them was in favour of a Bilingual Education project with Greek and Turkish being involved in it.
 - III. None of them was in favour of the English language being the sole medium of instruction in our schools.
 - Out of a total of 150 participants in the survey:
 - I. 96 of them (64%) were not in favour of a possible introduction of Bilingual Education in Cyprus or any other change concerning the medium of instruction in Greek Cypriot schools in Cyprus.
 - II. 54 of them (36%) were in favour of a Bilingual Education project or any other change concerning the medium of instruction in Greek-Cypriot schools.
 - III. 41 (76%) of those in favour of a Bilingual Education project prefer *Greek* and *English* being involved in it.
 - IV. 4 (7,4%) of those in favour a Bilingual Education project prefer *Greek* and *Turkish*.
 - V. 9 (16,6%) of the participants in the survey were in favour of the English language being the sole medium of instruction in Greek Cypriot schools.

The writer's intention was to extend his survey in the Turkish occupied part of Nicosia but it proved too difficult to have access to this part of Cyprus despite the hard efforts he invested into this task through the U.N. in Cyprus and the Ministry of Interior.

It is not surprising that the majority of the participants in the survey were not in favour of a possible introduction of Bilingual Education in Cyprus; the reasons for their resistance to the above innovation could possibly be explained as follows:

- I. They were not fully acquainted with the matter.
- II. They might not have realized the importance of Bilingual Education in case the Cyprus problem is solved most likely considering the knowledge of the English language acquired at school adequate for communication with the Turkish Cypriots.
- III. It is not easy to accept a foreign language carrying equal weight to yours in the educational system of your country.
- IV. They may not be optimistic concerning a solution to the Cyprus problem. Efforts of 20 years to reach an agreement of the Cyprus issue have proved fruitless. Therefore, they did not consider it necessary to venture on such a change.
- V. They may have objected to the use of the English language in a Bilingual Education project in Cyprus due to the bitterness concerning the role of the English in Cyprus - the Colonial rule, failure to fulfil their obligations as guarantors of the 1959 Zurich Agreement and their neutrality for 20 years, since 1974, to contribute to a just solution to the Cyprus problem.

On the other hand, it is very hopeful that more than one third of the participants in the survey were in favour of a Bilingual project in Cyprus. Taking into consideration the aforementioned reasons that could, in one way or another, affect negatively any Greek Cypriot's decision on the introduction of Bilingual Education in Cyprus, it is, indeed, very optimistic that more than one third of the participants 'voted' for it.

If the Government were convinced of the profit Cyprus would derive from a Bilingual project on the island, then people could also be convinced through the launching of a campaign to promote the project: Lectures at schools, colleges and the University could be held, visits of experts in Cyprus could be arranged, discussions on the radio and TV could be organized, articles in newspapers could be written and the Bilingual project could be applied on an experimental basis at some schools.

Bilingual Education would benefit Cyprus both academically and politically; Cypriot students would become bilingual thus being able to use two languages with equal proficiency and most importantly a common language would be established in the educational systems of the two communities thus helping them come closer and co-operate for the general good. The introduction of this programme could enable a Greek teacher to work in a Turkish school and a Turkish teacher in a Greek school teaching through the medium of English subjects like Maths, Science, Chemistry, English, etc. which do not interfere into each other's culture. In this way, there is a possibility of bridging the gap which has kept the two communities separate for so many years and establishing an everlasting peace on this tragic island.

CONCLUSIONS

Historically the evolution of a system of popular education for the Greek population of Cyprus has passed through many stages in order to achieve its present form. The machinery of education set up by successive Governments has achieved high standards and has justified the people's expectations as the agent of progress in contemporary Cyprus. When Cyprus gained independence in 1960, one of the first priorities was to review the existing and essentially British based system and then to readjust this in order to respond to the politically popular demand for a system which was clearly Greek in character. This need to reinforce national identity through education was predictable but it was coupled with the realism that Education must act as an agent of progress in order to serve the future economic needs of the country. Then came the Turkish invasion in 1974 which impeded the continuous progress and expansion of Cyprus Education. Despite all the constraints and difficulties Education in Cyprus succeeded in overcoming the grave consequences of the invasion and continued its progress; thus, many of the post independence expectations have been realized in the relatively short period of 35 years. However, the changes now taking place in the field of education, science and technology within the industrialized world create new demands and challenges for the education system of Cyprus which must be addressed with courage, vision and creative zeal if the country is going to be competitive and internationally successful in the future. Therefore, in spite of what has already been achieved, popular education, its policy makers, administrators and teachers face an exciting challenge in the next phase of development which leads to the lure of the century and the new millennium.

The historical record prior to 1974 shows the great influence of the island's history and its attendant political, social and nationalistic themes which have dominated the form and character of its educational process. Inevitably, the island's strategic position in the eastern Mediterranean has resulted throughout in its subjection by foreign powers who, in turn, tried to impose their religion, culture, language and way of life on Cyprus's Greek community. In response, the Greeks have tenaciously clung to their own ways of educating their children in order to protect their language and sustain their ethnic identity and their religious and cultural existence.

During the Turkish occupation from late middle ages ignorance and illiteracy were widespread. The role of the Orthodox Church at this time was of paramount importance since it greatly helped in the preservation of the Greek language and culture. But there was no political concern for the education of the indigenous Greek. However, more damaging, the worst element during this time was the settlement of the Turkish speaking people on the island. This eventually was the cause of the ethnic conflicts of 1963 and the "ethnic cleansing" of 1974. The conflict between the two groups in terms of provision of education was distinct after independence when, according to the constitution, the educational system provided for two Communal Chambers, the Greek and the Turkish, which were without the control of the Central Government. Thus, the separation of the two communities was a fact, the possibility of co-operation was eliminated, friction and mistrust were created and the links with the two groups' motherlands - Greece and Turkey - were strengthened.

During the British occupation there had been significant improvements to the education of Cypriots, particularly at primary education level. The training of Primary teachers, their status and supervision, as well as the methods of teaching, improved considerably. However, the demand for Enosis with Greece on the part of the leaders of the Greek population and the Orthodox Church created mistrust, suspicion and friction between the Greek-Cypriots and the British Colonial Government which took oppressive measures aiming at gradually taking control of education. Yet, secondary schools remained in the hands of the Greek Orthodox Church and were turned into national and cultural nurseries. The liberation struggle of the E.O.K.A. against the British and the achievement of independence is considered by many a people as a success of the education policy's ultimate goals.

After independence the climate of separation between the Greek and Turkish Cypriots was created with the separation of Education by the establishment of the two Communal Chambers which looked to their motherlands, Greece and Turkey respectively, for educational orientations. Thus, the newly born Republic of Cyprus was in reality undermined by Education itself and it is believed that if the above separation had been avoided, promotion of co-operation and mutual trust between the two

groups would have come into existence and the 1974 disaster might never have occurred.

After the inter-communal troubles in 1963-64 the Greek Communal Chamber was dissolved and the links with Turkish-Cypriot education system were eliminated. The Greek Communal Chamber was replaced by the Ministry of Education. At last there was a decision making body which made it possible for long term planning as far as the Greek-Cypriot system was concerned. Sadly however, the educational developmental policies, objectives and goals of the Greek educational system were influenced by political factors, especially the issue concerning Hellenization or Cypriotization of Education set obstacles in the way and deprived the island of effective changes that would respond to the real needs of the country. Yet, the hardest struggle over the issue of Hellenization or Cypriotization of Education was to follow after the 1974 coup d'etat and the Turkish invasion.

The senseless coup launched by the Junta of Athens against the President of Cyprus, Archbishop Makarios led to the 1974 Turkish invasion and created a feeling of bitterness among the overwhelming majority of the Greek population in Cyprus who felt they were betrayed by motherland Greece. The political situation formulated after the coup and the Turkish invasion affected education in Cyprus tremendously and there was a problem concerning the educational policy that had to be followed from then on. There was a crisis of national identity and a demand for Cypriotization of Education. The issue over Cypriotization of Education created enormous confusion among those involved in education and the battle for control of education among the existing political parties, the Church and the Government of Greece caused much controversy. Finally, it was realized that the state had to organize its education according to the needs of the country without abandoning the island's cultural heritage and links with motherland Greece which was its only prop in its struggle for survival after the fall of Junta. Besides there was a need for new educational objectives connected with the socio-economic needs of the country that could help in the economic revival of the island after the Turkish invasion. It was obvious that Cyprus was determined to adopt the changes that occurred in Greece provided they responded to its needs.

When Mr. Glafkos Clerides, the leader of the right wing party, won the presidential elections in 1993, he appointed Mrs. Claire Aggelidou - a former E.O.K.A. fighter - as Minister of Education. Mrs. Aggelidou overemphasized the fact that Cyprus education must be Greek and Christian centred. The Minister's statements created some confusion among the Greek population of Cyprus; it was believed that Mrs. Aggelidou would follow the steps of the former Minister of Education, Dr. Spyridakis, who blindly followed the Greek educational system aiming at the fulfilment of the Greek-Cypriots national orientations. However, the above fears have proved groundless since the conditions today differ considerably from those before the Turkish invasion.

The present system of administration in Cyprus which emerged proved to be essentially bureaucratic. It favours centralization and results in the creation of serious problems for taking, implementing and supervising various decisions. The system does not avail a mechanism which will systematically and scientifically notice problems. Thus, the detection of problems depends on the initiative, zeal and enthusiasm of the heads of the various departments and units. Officials of low rank hardly have the opportunity to detect or raise any problems and if they are offered this opportunity, they are likely to be ignored by their superiors. More difficulties are created by the lack of co-ordination and communication amongst the various departments which fail to present a comprehensive picture of the problems. Thus, many problems are never detected, others are overlooked and the solution of others is delayed. The aforementioned weaknesses necessitate the establishment of co-ordinating machinery which will operate systematically and scientifically to detect and solve problems effectively thus promoting the programmes of educational developments. It is also necessary to realize that participation of all partners in education is of paramount importance; one could perhaps liken the present system of administration to a piece of machinery operating on only one of its four engines. The one engine is being driven hard for many hours each day. Namely, the administrative personnel of the Ministry of Education are putting much time and considerable effort into their work. However, if only four engines were used much more power could be harnessed and production increased considerably. Similarly, if more people (headmasters, teachers, parents, local community) were given substantial

responsibility, the existing potentiality and innate capacity latent could be exploited to a great degree.

In the field of Pre-primary Education there has been great progress. Prior to independence very little interest was shown for Pre-primary Education and the functioning of the few pre-primary schools in the larger towns functioned with the help of philanthropic organizations but with teachers who received no special training. When Cyprus gained its independence the importance of Pre-primary Education was realized and the education authorities decided to promote the establishment of nursery schools and set standards for the organization, administration and qualifications of pre-primary teachers. However, the number of public nursery schools established by the Government could in no way satisfy the needs of the island and private enterprise entered the field of Pre-primary Education to supplement, to a great extent, what was missing. After the catastrophe of 1974 trained man power had to be drawn to neighbouring countries and the increasing number of working mothers in the work force, in the great effort invested in the reactivation of the islands' economy, necessitated the further expansion of Pre-primary Education in Cyprus. There were problems concerning accommodation shortages, deficiencies in equipment, inadequate space for outdoor games in the existing nursery schools. However, it is true that the Government did much to solve the problems and further expand Pre-primary Education. They erected suitable nursery school buildings, established a pre-primary education department at the Pedagogical Academy in 1975 to train the necessary teaching staff, appointed, for the first time in 1977, a pre-primary inspector, subsidized a great number of communal nursery schools and introduced a new curriculum in 1979 which stressed the need of children for both quantitative and qualitative experiences. Pre-primary Education has made great strides but since it is considered to be not only necessary but indispensable for the development of children, the Government should proceed with the introduction of free and compulsory pre-primary education at least for the year before the nursery school child enters the primary school. It is important that pre-primary education is treated in the same way primary education is, for the general good.

The 1974 Turkish invasion affected seriously Primary Education; however, the determination of the State, teachers and parents helped enormously in

the functioning of primary schools in that year. The two shift daily system followed by primary schools and the construction of new schools as well as the extension of others contributed enormously towards the satisfactory running of primary schools. The period of reconstruction lasted more than ten years but it proved successful despite the great difficulties and problems. The curriculum has been developed in all subjects of primary education, new books have been published and new teaching methods as well as new equipment have been introduced to facilitate the implementation of the curriculum which puts the child in the centre emphasizing his / her active participation in all aspects of school life. The University of Cyprus has made it possible for graduate entry into primary education; the first university graduates will be appointed in primary schools in 1996 thus making a good start for the further improvement of Primary Education since they will be fully equipped and financially rewarded equally with their secondary education colleagues; this will raise both their social and academic status as well as their enthusiasm for their task which requires a lot of effort on their behalf.

An acute problem which needs attention is the weak link between the school and parents of a poor social background. This visit of groups of teachers to the places of these parents should be officially formulated into a policy of the Ministry of Education; it should not be left to the initiative of the individual headmaster. The intention of the education authorities to establish an integrated nine-year educational programme indicates the awareness of the Ministry of Education to bridge the gap existing between primary and secondary schools; it is necessary however, to accelerate the implementation of the aforementioned programme.

The Government lays special emphasis on Special Education which falls within the field of Primary Education thus preserving the tradition left by the British administration. The School for the Blind, the School for the Deaf and the School for Mentally Retarded Children have attained very high standards and are the pride of the State which has successfully expanded Special Education.

In the field of Technical Education the structure, which was considered suitable to establish as a result of the conditions formulated after the coup and the Turkish invasion, enabled skillful technicians, requiring a long time

to adapt themselves in industrial needs to be especially prepared in the vocational branch and offer their valuable services in industry for the economic restoration of the country immediately after leaving school. In fact, after the catastrophe the role of Technical Education was of great importance since, to a great extent, the rebuilding of Cyprus's economy was based on this level of education. However, despite the development of new curricula and the formulation of structures which have contributed greatly to the growth of Technical Education after independence, the prejudice against it constitutes its worst enemy and hinders its further expansion. The classical academic tradition in Cyprus which ascribes high status to theoretical thought and lower status to more practically oriented, has reinforced the prejudice against Technical Education and divided students into two categories: the very able ones attending the Lyceum and the less able ones attending technical schools. This division has greatly affected the status of Technical Education with undesirable consequences for the economic and vocational needs of the country. The education authorities believe that the introduction of the new proposed system of the Integrated Lyceum will eliminate the prejudice against Technical Education; this is debatable if one considers the prejudice against the commercial section of the Lyceum which is attended by students who are considered to be of intellectually inferior quality. Therefore, the unification of Technical Education and Secondary General Education might reinforce the prejudice against students choosing Technical Education subjects. What the education authorities could do in order to eliminate the prejudice against Technical Education is not its unification with Secondary General Education but the launching of a campaign by the Ministry of Education which will enable students to get to know the prospects of the various jobs linking education with the world of work in everyday life and "rub" into the students' and parents' minds that Technical Education is a valid part of school education of all ability levels not excluding the most intelligent. The development of the economy of the country depends immensely on Technical Education since it is the main source of specialized personnel. Technical Education deserves a respectable place in the public consciousness and the education authorities should make sure that it earns it.

The development of Secondary Education during the British rule was very slow due to the lack of interest on behalf of the Colonial Administration;

during the Liberation Struggle the Greek secondary schools were closed by the Government because they became the cultural and national nurseries of the island's Greek population.

Secondary Education in Cyprus started developing very rapidly after the independence owing to the great value Cypriot parents attached to education and the efforts of the Government to attract more people to secondary schools. With a three year course of general education at the Lyceum, Cyprus followed closely the system which was in practice in Greece with some differentiations. The three Lyceum sections - the Classical, the Science and the Economic - served Cyprus well until the new system of the Lyceum of optional subjects (L.E.M.) was introduced in 1980 and offered the opportunity to students to choose subjects - within certain limits as it was proved later - related to their interests and further studies. The new system was better than the three well structured options offered before. The establishment of the Pedagogical Institute has contributed tremendously to the education of teachers through in-service training courses thus improving qualitatively the development of teaching.

The 1974 Turkish invasion affected Secondary Education severely and created many problems since 40% of the modern and fully equipped secondary schools were occupied by the Turks. However, these problems were tackled satisfactorily through the double shift system and the construction of new buildings as well as the extension of others and secondary schools functioned in that year owing to the great zeal and enthusiasm shown by both teachers and students. Despite the devastating consequences of the 1974 disaster Secondary Education progressed rapidly with the curriculum being continuously evaluated and with steps being taken to render it more relevant to the needs of the society and the economy of the country. The methods of teaching have been modernized and new equipment and books have been introduced. Most importantly, the memory of the enslaved land has been preserved in schools and the Cyprus identity as an independent state has been strengthened. The issue over Cypriotization or Hellenization of Education has not gained ground in Secondary Education; the close relation to the Greek educational system has been preserved but the blind following of it has been abandoned since the system in Cyprus has had to undergo the necessary changes in order to correspond to the socio-economic needs of the country.

The new proposed system of the Integrated Lyceum has created a sharp division of views on the matter which may block the way to its implementation. It is true that the Ministry of Education hastily announced the experimental application of the Integrated Lyceum without consulting with the interested parts. The new proposed system is a radical change and costly business and needs to be re-examined in order to secure the consent of all interested parts before the Ministry of Education proceeds with its implementation. An effort to improve the present system of L.E.M. might prove the best solution.

The introduction of an organized system of Pastoral Care in large secondary schools in Cyprus suggested by the writer is of great importance since this system will ensure that every child obtains adequate pastoral care and guidance at all stages in his/her school life. In the medium and large sized school catering for students of a wide range of ability and ages, it is essential that there is a realization that every child has a distinct individual personality. Teachers and administrators must be ever conscious of the need to ensure that each child is regarded as an individual and not merely as one of the crowd. To this end, the school should be structured so as to allow each child to feel that there is, at least, one member of staff who has responsibility for his overall progress and with whom he can discuss problems as and when the need arises. Further, at particular stages in the school career of each child, it will be necessary to give specialist advice about choice of subjects, future careers and so on. The school should ensure that such guidance is available when necessary. In addition, it is important that the dangers of the large unit becoming impersonal are combatted.

The Guidance Services of the Ministry of Education were established in 1964 and have contributed a lot to the welfare of students through the teacher-counsellors. However, one teacher-counsellor in schools that the academic organization dominates school life and without adequate help is bound to find great difficulties in performing his/her task successfully no matter how conscientious he/she is and how hard he/she tries to accomplish his goal. Therefore, a possible introduction of an organized system of Pastoral Care will greatly improve the quality of school life in any and every way.

Higher Education in Cyprus has expanded enormously since independence. The 1974 invasion did not affect Higher Education seriously and third-level institutions continued their operation on the same lines as prior to 1974 which, of course, helped a lot the further progress of Higher Education both in the public and private sectors. However, what has marked a new era in the field of Higher Education is the establishment of the University of Cyprus which constitutes a milestone in the history of Cyprus Education. The educational development in Cyprus reached its apogee thus expressing its deepest intellectual concerns, reinforcing its cultural life and responding to various social needs which stem from the demands of these days. Yet, the establishment of Greek and Turkish as the official languages of instruction of the University constitutes a dividing element which will hinder the communication of Greek and Turkish Cypriots in the future when a solution of the Cyprus problem is reached. It is imperative, therefore, that the English language, being the lingua franca, is established as the medium of instruction of the University, which among other benefits, will serve as a unifying element that will promote communication between Greek and Turkish Cypriots.

The autonomy and independence of a University is universally considered to be "sacred"; consequently, it is hoped that the political factor will not interfere into the affairs of the University of Cyprus.

The teachers of Cyprus constitute the cornerstone of its educational system. The successful implementation of any educational change greatly depends on them. This means that they should be regarded as partners in education and they should participate fully in the process of educational change. The teachers of Cyprus have contributed a lot towards their country; however, this contribution, which is generally acknowledged in Cyprus, should be recognized in practice through the creation of appropriate institutional frameworks and organizational structures which will open new horizons for the teaching profession in Cyprus. Education needs creative and active people to experiment with new methods and techniques which can prove valuable for the education of young people. Teachers who are bound by a tight syllabus and a particular method of teaching and who are mere observers of what is happening around them without participating in any decision making process will be ultimately led to passiveness and indifference.

As far as the evaluation of teachers is concerned it is vitally important that the present system of evaluation - heavily based on the inspector's numerical marking and report - must be improved. The active involvement of headmasters in the teacher's education is necessary. The appointment of heads of department within the schools, suggested by the writer, can also help in this direction. In addition to the contribution of the heads of departments to the evaluation of teachers, the teacher will also be under the continual influence of highly qualified persons whose accessibility will make it possible for teachers to obtain immediate help with problems they meet.

The Turkish invasion in Cyprus created new realities for the people of Cyprus. The necessity of living together peacefully in an independent and unified State has been realized by both communities, Greek and Turkish. Therefore, the introduction of Bilingual Education in schools in Cyprus, in both sections, will enable the people of the two communities to acquire a common language and use it as an instrument of communication in order to discuss and solve their problems peacefully. Thus, the leaders of the two communities should seriously consider the application of this method for political, social and academic reasons. It is high time the *people* of the two communities demolished the walls of hatred. They should come closer and communicate aiming at the establishment of an everlasting peace in "the Island of Venus" which, unfortunately, has been turned into "the Island of Mars".

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