

EDUCATION AND TRAINING

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A. INTRODUCTION

"Cyprus firmly believes," His Excellency the Minister of Education Mr Petrides declared on the occasion of the International Education Year, "that education is a cause for which no sacrifice is too big. For we are well aware," he continued, "of the fact that education is the only sure capital investment for the survival and the future of its people and, moreover, that there is no greater value on earth than Man."

On another occasion, in the same year, the Minister of Education stated briefly but clearly our education's general and fundamental objectives and orientations: "Our basic aim is, through the school system, to crystallize in the consciousness of our young people the need for self-knowledge and humanitarianism, and at the same time to help them arouse their own creative powers latent within themselves. Parallel with this, they will be helped to acquire an alert, enlightened power of thought and to mould an honourable and ethical character, as well as free convictions enabling them to develop into strong personalities, worthy of their national and religious traditions, and well-integrated, creative citizens, capable of drawing satisfaction and joy from the continuous struggle that adds beauty to human beings and life itself."

In its efforts to achieve the above-mentioned objectives the Government of Cyprus tries through the formal educational system, the various institutions and projects for training and other out-of-school means to give each individual every possible opportunity to develop his or her potential to its highest possible degree.

In 1965-66 public expenditure on education was 2.0% of the G.N.P. and by 1969-70 it had risen to 2.4%. On the other hand, public and private expenditure for the same period went up from 4.1% of the G.N.P. to 5.0%. The 1969-70 percentage of the National Budget which was allocated to public education was 13.3%, whereas in 1965-66 it was 12.9%. This amount of money compares very favourably with what is going on in other countries of the world.

The future of these schools is very much at stake now that the Government has decided to extend free education to the age of fifteen, starting from September, 1972.

The state kindergarten system in Cyprus is still not well developed. By far the greatest amount of work in this field is done by private enterprise.

Secondary education

Secondary education is at present voluntary and pupils have to pay fees depending on the financial status of their parents. There is an entrance examination aimed at keeping out the children of lowest ability, i.e. about 10-15%. Free education up to the fifteenth year will begin as from next September.

Private and foreign secondary schools conduct their own entrance examinations and requirements vary from school to school, some being very demanding, others much less so.

In January 1971, 83.7% of the pupils who had completed a primary school course the year before were attending regular classes in the first year of a secondary school, public or private.

Public or private secondary education is organised along comprehensive lines. There is the first cycle of general education for the ages 12-15, and the second cycle of more specialized education for the ages 15-18. The first cycle is usually referred to as the "gymnasion" stage and the second as the "lykeion" stage. For traditional reasons mostly, but for technical reasons as well, the two stages of secondary education are not as yet separate, self-contained school units. With very few exceptions they are parts of one six-year school under one headmaster but the idea of separate three-year lower and three-year higher schools seems to have many supporters.

The lower secondary school or gymnasion is a period of general education with the proper admixture of academic and physical activity required to secure optimal intellectual, emotional and physical development. For some pupils, the gymnasion is an observation period, giving them time to know themselves and their interests better and giving parents and teachers opportunities to appraise more accurately the inclinations and abilities of their children before they offer their advice as to which specialization branch should be followed in the senior school. For others, and in particular those who are

Our economy, until recently, was based almost completely on agriculture. During the last two decades industrialization has been developing and so our whole educational system had to be re-examined in order that the required labour force and, especially, the necessary skills might be made available in adequate numbers and at the proper professional levels for industrial progress to continue growing and productivity and quality of products to improve.

We are still not sure whether we have managed to secure the necessary services which may provide educational planners with the necessary data, so that they may be able to plan and satisfy, to a certain extent, social necessities, from the point of view of the labour force. This, however, is an international problem and it becomes even greater because of the high speed with which change is coming about, making the planning of education a very difficult task.

B. THE FORMAL EDUCATIONAL SYSTEM

Education is the social institution which is mainly responsible for the socialization, in all aspects of life, of all citizens and especially of the younger generations. In Cyprus this responsibility, as is the case with almost all countries, lies with the Ministry of Education although, as we shall see later on, some aspects connected mainly with training are carried out by other Government bodies as well.

Primary education

Since our main concern is youth, we should start from the 12th year, but just for purposes of background information we may mention that primary education is free and compulsory for six years, with children entering at $5\frac{1}{2}$ -6 and leaving when they have completed the course at the age of $11\frac{1}{2}$ -12.

The only exception to this rule is the eight-grade primary school. This type of school, of which there are nine in the rural areas only, is an extension of the six-year school by two years to the age of 14 and is intended to cater for the needs of those boys and girls who either cannot afford, do not wish or are not able to go on to a secondary school. The two classes are either attached to the village primary school or function independently in a separate school-building under a different headmaster. All schools have workshop facilities for woodwork, metal work and domestic science and own a small piece of land.

mainly English, but also French, as the language of instruction. They are all licensed schools and are open to inspection.

A special reference to technical and vocational education seems to be necessary. Although these schools, together with the commercial and agricultural lykeia, could be included in the following section on "Training", they are discussed here because they are part of the formal educational system.

The first cycle (12-15 years) of all technical and vocational schools is the same as that of all other secondary schools (gymnasia), supplemented with technological subjects such as metalwork, woodwork and technical drawing.

The second cycle is the specialization period and extends over two or three years, according to the level and course followed. The main categories of courses offered during the specialization period are:

- a) Technician courses
- b) Craft courses
- c) Vocational commercial courses

a) The technician courses extend over three years and aim at providing the developing local industry with the required personnel at the technician level. Specializations offered are mechanical engineering, electrical engineering and civil engineering.

Those who successfully complete the course usually enter industry as qualified technicians. Graduates of these courses may also proceed to further studies, inasmuch as they find no difficulty in passing external examinations, such as those of the City and Guilds of London Institute.

b) The crafts courses (2 years) aim at preparing craftsmen (skilled workers) for local industry. Specializations offered are: automechanics, electrical installations, machine-shop-fitting practice, building, cabinet making and carpentry, smithing-welding, welding-sheet-metalwork, welding-plumbing, plumbing, foundry, radio-television servicing, pottery, book-binding, catering and dressmaking.

c) Vocational and commercial courses (2 years) aim at preparing students for secretarial work for employment in both

academically incapable of proceeding to the senior school, which is intellectually more demanding, the gymnasium with its first cycle of a self-contained general study course will have provided an adequate amount of knowledge and skill for a useful life.

The senior secondary school or lykeion provides for a more diversified education. After the first three years of secondary education the school branches off into departments, each with a bias towards one particular branch of knowledge. At present there are departments of classical studies, science and mathematics, commercial studies and foreign languages, and technical, vocational and agricultural schools. The first three departments or a combination of two of them can function under one headmaster in the same building as parts of one school. At the end of or at any time during the first year of the three-year course pupils can transfer to another department without any placement examination if, for any reason, they wish to do so. Transfer becomes difficult, if not impossible, once the second year of the course has started. The technical, vocational and agricultural departments, on the other hand, are separate school units not linked with the other more academically biased branches.

Although the curricula of these various departments are biased towards one particular branch of knowledge, and this can certainly be said more of the technical than of the other types of lykeia, specialization is by no means so intense or so exclusive as to cut the pupil off from the values of the other centres of culture. It is felt that in modern society there are not altogether separate cultures but a variety of emphases within the same general culture. An attempt is therefore made to make the curriculum of each section sufficiently harmonious and balanced to meet the requirements of specialization and the need for a modicum of general culture.

Private secondary schools have been attracting an increasing number of pupils since 1960. Some of them seem to have a more flexible approach and they more readily adapt their curricula to the needs of the students, while others are academically less demanding than public secondary schools. Attendance in these schools will naturally be affected when the government decision for free education at the lower secondary school level is implemented in 1972. In January 1971 they had a total enrolment of 13,041 pupils which represented about 31% of the entire secondary school pupil population. Of the 32 private secondary schools 23 are Greek-medium schools, run very much on the lines of the public schools, and 9 are foreign schools with

government and private organisations. The curriculum of these courses is biased towards commercial subjects and languages.

Special schools

Special educational treatment is provided for children who are deaf, blind, physically handicapped or educationally sub-normal. The particular function of these special schools is to provide a system of work which attempts to overcome the learning difficulties of handicapped children and to educate them to become as far as possible self-reliant.

Scholarships

At present pupils have to pay for their secondary education (about £30 annually on the average) but a generous Government fund provides scholarships to over 30% of the pupils. These scholarships are awarded to the poorer pupils with excellent conduct and a satisfactory school record and are evenly distributed to schools in proportion to their pupil population. A smaller number of scholarships is also awarded by school committees and by charitable organisations.

Counselling and guidance

The principal functions of the counselling and guidance service are to give secondary school pupils advice and assistance which will help them with their individual problems, and information and guidance on the choice of careers or future studies. For this purpose there are specially selected and trained teacher-counsellors in each school who collect and keep detailed data about every aspect of a pupil's life.

Before proceeding it should be mentioned that there is no university in Cyprus.

C. TRAINING

Some aspects of training have already been mentioned previously in the section on the formal educational system.

Whereas the formal educational system is completely the responsibility of the Ministry of Education, in the case of training different programmes are initiated by other government bodies as well.

(1) Pedagogical Academy - Teachers' Training College
(Ministry of Education)

This is a three-year higher institution and its basic aim is to prepare and train Greek elementary school teachers, both from an academic and a professional point of view. Accordingly as the need may arise, it also trains nursery school teachers from time to time.

For the successful attainment of this aim, the Academy seeks to achieve the following objectives:

- a) the maturing of the student-teacher's personality;
- b) the acquisition of the art of teaching by the students;
- c) the learning and consolidation on the part of the students of the subject matter taught in the elementary schools, at the higher level and in a broader cycle.

The number of students admitted each year is determined on the basis of the needs of elementary education in teaching personnel as foreseen each year (average 80-90).

The students are chosen after written examinations in Greek, mathematics, physics, chemistry and history, as well as interviews.

The right to participate in the examinations is held by those who satisfy the following conditions:

- a) those who are Cypriot subjects;
- b) those who have a leaving certificate from a recognised six-year public secondary school;
- c) those who are unmarried;
- d) those who on the 31st of March of the following year are not younger than 18 and not older than 24.

The students receive a monthly subsistence allowance, as well as the books necessary for their studies, from the Government of the Republic. In return for this, the students are bound by contract so that upon graduation they will work in the field of education in Cyprus for at least five years.

The Pedagogical Academy of Cyprus grants its graduates a diploma which is accepted in Cyprus and Greece for appointment

in the elementary schools, both public and private.

The training of teachers is related to the in-service training of both elementary and secondary school teachers. The Government of Cyprus, having realised the necessity of an institution for the in-service training of teachers, has decided to establish an institute for this purpose. It is hoped that this institute will become a reality within the next one or two years.

(2) Higher Technical Institute (Ministry of Labour and Social Insurance)

The Higher Technical Institute is an engineering-oriented institution of higher learning. It was established in order to meet the needs of the country in engineering personnel. It is a joint project of Unesco and the Government of Cyprus. The cost of the project is about £1,000,000.

The Institute consists of the following departments: Civil Engineering, Electrical Engineering and Mechanical Engineering.

The duration of the normal study courses is three years and the level attained at the end of the course is equivalent to that of the Higher National Certificate (New Scheme) of the United Kingdom. Successful students are awarded the Technician Engineer Diploma.

The curricula of the Institute are based on job analysis. To this effect, extensive studies of the requirements of the jobs that graduates are likely to get are made and the curricula are adjusted accordingly. Further, there is a standing committee representing industry and the technical Government Departments whose job is the finalization and continuous review of the curriculum and the syllabus of training.

The yearly intake of students is about 80 to 85 and selection is competitive. All secondary and technical school leavers (state or private) are eligible.

(3) Forestry College (Forestry Department, Ministry of Agriculture)

This is a two year course which is designed to train men for the posts of Forester, Forest Ranger and Assistant

Forest Officer in the Forest Service of Cyprus and for similar posts in other territories. The Commonwealth Forestry Institute, Oxford, has been consulted on the organisation, staffing and syllabus of the College and confirms that the standards are fully comparable with those adopted elsewhere.

The yearly intake of students is about 12 and selection is competitive. Candidates should be graduates of secondary schools. A limited number of scholarships is awarded each year to students from other countries, mainly Commonwealth countries, through their governments.

(4) Nursing education (Ministry of Health)

A School of Nursing and Midwifery is in operation at the Nicosia General Hospital and a School of Mental Nursing at the Psychiatric Institution.

The standard of training at the School of Nursing has reached such a degree of efficiency as to secure recognition by the General Council of England as equivalent to the English Schools of Nursing.

Various courses of training are held at the school:

- (a) The three-year course in general nursing. Entrance qualifications are 12 years general education and a good knowledge of English.
- (b) The two-year course for assistant nurses. Entrance qualifications are 10 years of general education.
- (c) The three and a half year course in public health nursing, leading to the Certificate of Health Visitor. Entrance qualifications include 12 years of general education.
- (d) The two-year course in midwifery, leading to the Cyprus Certificate of Midwifery. Entrance qualifications include at least 9 years general education.

The School for Mental Nursing offers two courses of training - a two-year course and a three-year course. Entrance qualifications are at least 10 and 12 years of general education respectively.

(5) School for Health Inspectors (Ministry of Health)

This school operates from time to time according to the needs of the country for health inspectors. Entrance qualifications include 12 years of general education and a good knowledge of English. It is a three-year course.

(6) Hotel and Catering Institute (Ministry of Labour and Social Insurance)

This is a joint project of the Cyprus Government and the United Nations Development Programme. The overall objectives of the Institute are to provide industry with hotel and catering personnel of the middle and upper grades.

The training activities consist of short-term up-grading courses, seminars and practical demonstrations given in the fields of managerial systems, hotel organization and structure, hotel cost-accounting, etc.

Students of the Institute come from three sources:

- (a) high-school graduates
- (b) graduates of hotel schools and
- (c) industry-based employees with at least 3 years secondary education and 3 years experience in the hotel or catering industry.

All candidates are required to pass the Institute's entrance examinations before admission.

(7) Central Hotel Training School (Ministry of Labour and Social Insurance)

The aim of the School is twofold:-

- (a) to offer ab initio training to new recruits into the hotel and catering industry in the skills of waiting and cookery; and
- (b) to up-grade and re-train industry-based hotel and catering employees.

The Hotel Training School, jointly with the Hotel-keepers' Association, organizes, from time to time,

accelerated training courses in waiting and cookery.

(8) The Apprenticeship Scheme

This scheme is a joint effort of the Ministry of Labour and the Ministry of Education. The basic characteristic of the scheme is that apprentices are trained at the schools and in industry at the same time. A contract is signed binding the employers to release the apprentices from work in order to attend lessons at the technical schools and the apprentices to attend classes regularly. The education authorities undertake responsibility for providing teachers and instructors as well as materials and workshops. The duration of the course is normally 3 years.

(9) Technical Evening Classes (Ministry of Education)

These classes are run at the technical schools and they aim at offering further training to technicians and craftsmen already employed in industry. The course is of three years duration and classes meet three times a week for three hours each time. The technician courses are meant for persons who have been through a secondary school, while the craft courses are for those whose education did not go much beyond the primary school.

(10) Dhekelia Retraining Scheme for High School Graduates (Ministry of Labour and Social Insurance)

This is a joint effort of the Ministry of Labour and the British Military Authorities at Dhekelia. The purpose of the scheme is to retrain high school graduates who are qualified only for white collar jobs in the skills for which there is an acute demand. Courses given are usually for welders, sheet metal workers, electricians, mechanics, etc.

Each course lasts for 28 weeks. Each trainee receives a training allowance of £4 per week during the period of retraining and is awarded a relevant diploma at the end of the course.

(11) The Productivity Centre (Ministry of Labour and Social Insurance)

This is a Government of Cyprus - United Nations joint

project. The policy of the Centre is to assist private and public enterprises to utilise their human and capital resources in the best possible manner, with a view to increasing their productivity by means of (a) management development, and (b) supervisory and vocational training.

To implement its objectives the Centre uses such means as courses of short and long duration, seminars, conferences, consultancy and advisory services for management development, and workshops for vocational training. Courses range in duration from 17 to 23 weeks.

D. OUT-OF-SCHOOL EDUCATION

Some of the programmes discussed here might have been included in the previous part about training and vice versa. It seems that some overlapping is inevitable in discussions of matters of this kind.

The existing arrangements, however, in the section on out-of-school education cannot be regarded as satisfactory and some attention should be paid to this area.

The main activities coming under this section are:

(1) Foreign Language Institutes (Ministry of Education)

There is one Institute of this kind in each town. The Institutes have now approximately 5,000 students, and they function in secondary school buildings. In the afternoons they receive secondary school pupils who wish to supplement the foreign languages they study at school or to learn a new one, and in the evenings they receive adults. The languages taught are English, French, German, Italian, Turkish and Greek but other languages can be added if there is a demand. Every class meets twice a week (90 minutes each time). Fees are kept low - £7 per year for afternoon groups and £8 per year for adult groups in the evening.

(2) School for Tourist Guides (Tourism Organization)

Two kind of programmes are conducted:

a) Symposium

This is a short course organized from time to time for

existing tourist guides for purposes of in-service training, and

b) Formal Course for Tourist Guides

This is usually a 3-4 month course organized whenever there is a demand. This course has now been organized four times and each time an average of 50 people has attended.

There is an entrance examination. Other qualifications required are secondary school leaving certificate and a very good knowledge of one or two foreign languages. Students do not pay fees. At the end of the course they are awarded a diploma qualifying them for employment either by the government or by the travel agents.

(3) Evening Centres in the rural areas (Ministry of Education)

These centres aim at giving young men and women in the villages opportunities to learn a few skills and to improve their general knowledge, as well as to help them spend their leisure time profitably. They are places of learning and recreation, where boys and girls in their teens, as well as young men and women, can go after the day's work to learn and play under the guidance of the village school teacher. Work is informal and varies from centre to centre but instruction is usually available in the mother tongue, a foreign language (English), general knowledge, agriculture, handicraft, first aid and domestic science. There are also discussions on the problems of the adolescent, community development and current affairs. Other activities include games, plays, visits, folk dancing, singing and participation in national celebrations.

(4) Vocational Agricultural Centre - Morphou (Ministry of Agriculture)

The Centre organises courses which vary from 3 to 12 days on such subjects as bee-keeping, horticulture, animal husbandry, home economics (dress-making, cheesemaking etc.). These courses are attended by teenagers and adults from rural communities.

In addition to this Centre the Ministry of Agriculture organizes lectures, demonstrations and exhibitions, and makes extensive use of the mass media in an effort to help people in the rural areas become more efficient in their everyday activities.

(5) Youth Centres (Ministry of Labour and Social Insurance)

These Centres, which are at the moment functioning in towns and big communities, are part of the Community and Youth Work Programme and they aim at satisfying the overall needs of the working youth. (More about these Centres will be mentioned in "Youth in the Service of Communities".)

All existing organizations have some kind of programme aimed at helping their members in one way or another, but they are far from being satisfactory.

E. SOME SUGGESTIONS

The aim of this report has been to give a general background regarding existing situations in the field of "Education and Training". Any further comments or views might be outside its main objective. Nevertheless, some very general suggestions based on what has already been said might prove useful for further discussion.

- a) There is a lack of information based on field surveys and studies regarding what is needed in industry. A special service is needed which will help educators to plan ahead, prepare, educate and train the necessary manpower.
- b) A national co-ordinating body representative of all governmental and non-governmental bodies is necessary.
- c) There is a need for trained youth leaders both in the governmental services and in the non-governmental organizations.
- d) Particular attention should be given to the leisure time of youth.
- e) Non-governmental organizations should be given all possible help so that they may function effectively.

Youth, as is usually said, is the hope of tomorrow. Let us all help towards its realization.

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