



**North-South Centre**  
of the Council of Europe

# Global Education in Cyprus

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**The European Global Education  
Peer Review Process  
National Report on Cyprus**

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Peer Review Process  
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## Abbreviations

COE	Council of Europe
CSP	Civil Society Programme
CYCIC	Cyprus Youth Council for International Co-operation
DE	Development Education
DEA	Development Education Association (United Kingdom)
EC	European Commission
EDC	Education for Democratic Citizenship project (COE)
EU	European Union
GAIA	GAIA Education Centre (Greece)
GDP	Gross Domestic Product
GE	Global Education
GENE	Global Education Network Europe
GEW	Global Education Week
GNI	Gross National Income
IBE	International Bureau of Education (UNESCO)
KommEnt	Society for Communication and Development (Austria).
MDGs	Millennium Development Goals
MoE	Ministry of Education
MFA	Ministry of Foreign Affairs
NAM	Non-Aligned Movement
NGO	Non-governmental Organisation
NSC	North-South Centre of the Council of Europe
ODA	Overseas Development Assistance
OECD	Organisation for Economic Co-operation and Development
OELMEK	Secondary Schools Association in Cyprus
OSCE	Organisation for Security and Co-operation in Europe
PWC	Pancyprian Welfare Council
STVE	Secondary Technical and Vocational Education
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UK	United Kingdom
USA	United States of America



## Preface

The first national report of the emerging European Global Education Peer Review Process in Council of Europe member states concerns Cyprus<sup>1</sup>. As a cradle of civilization in the region; and a cross-roads of civilizations, of religions and of North-South interactions; an island state on the periphery of Europe with a divided recent history; and witness to more recent public demonstrations and political initiatives representing the Cypriot peoples wishes for peace; Cyprus is an appropriate location for the first Global Education National Report in this series.

In Cyprus in recent years, important actors in the education sector, including many teachers and the Ministry of Education, have embraced global education. Following a proposal from the North-South Centre, in 1999, the Ministry identified two pilot schools to take part in “Global Education Week”; an initiative which has grown steadily. This interest – and the commitment of the two national co-ordinators and of Ministry officials – ensured that Cyprus secured the hosting of the 2001 International Global Education Conference<sup>2</sup>. In 2003, a national seminar which informed this report, further demonstrated the interest in Cyprus of the Ministry of Education, the Pedagogical Institute, the Secondary Teachers Association (OELMEK) and among secondary school teachers in general, to upscale global education in Cyprus from two pilot schools to a more system-wide endeavour. In addition to the secondary school sector, the report also found an openness and interest in developing global education in other sectors of the formal educational system, and in the non-formal youth sector and in broader civil society.

This report gives a summary overview of the current state of global education in Cyprus, drawing mainly on the experience and perspectives of a number of key Cypriot colleagues. We would like to particularly thank the Minister for Education, Mr. Pefkios Georgiades, for his hospitality and encouragement; Mr. Andreas Panayides, Chief Education Officer, and Mr. Andreas Skotinos, Director of Secondary Education, Ministry of Education, for their valuable time and insightful perspectives; Mr. Sotiiris Charalambous, President of OELMEK; and indeed all the ministry, OELMEK and Pedagogical Institute contacts and other interviewees for their assistance; participants of the teachers conference and, in particular, the workshop on “Global Education in Cyprus: Challenges and Ways Forward”. A special thanks also to Ms. Valentina Saltet, the national co-ordinator of Global Education Week, our national contact person, and one of

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<sup>1</sup> The North-South Centre of the Council of Europe uses the following definition for Global Education as an umbrella term, developed by the Global Education Week national coordinators: *Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

The NSC work in this field is also informed by Council of Europe activities in related areas such as Education for Democratic Citizenship and Youth and Human Rights Education (for further details see [www.coe.int](http://www.coe.int)).

<sup>2</sup> See [www.nscentre.org](http://www.nscentre.org) for a PDF version of the Report *One Sustainable World: Strategies for Increasing and Improving Global Education for Sustainable Development*, International Conference, Nicosia, Cyprus. North-South Centre of the Council of Europe, Lisbon, 2002.

the originators of the recent national conference. While appreciating greatly all their contributions, we recognise that any limitations of the report remain solely with us.

We hope that in the spirit in which this national peer review process has been conceived there might be two outcomes to this report; that our colleagues in Cyprus might find it useful in their own continuing process of improving global education in Cyprus; and that those interested in the policy, practice, and theory of global education in other countries might gain interesting new perspectives, examples and inspiration from the Cypriot experience.

# Introduction to the European Global Education Peer Review Process

## Background

At the Europe-wide Global Education Congress held in Maastricht, the Netherlands 15-17 November 2002, a European Strategy Framework (the ‘Maastricht Global Education Declaration’) was adopted, which among other things set out to “*Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.*” (Point 5.8 of the Declaration).<sup>3</sup>

In response to the Maastricht Congress call for follow-up to the Declaration, the North-South Centre of the Council of Europe initiated a study in early 2003 to test the feasibility of developing a Global Education peer review process.

## Aim of the Process

The overall aim of the review process, is *to improve and increase Global Education (GE) in member states of the Council of Europe*, as agreed in the Maastricht Declaration, and the purpose is to provide a peer support and learning process, resulting in Global Education National Reports developed in partnership with national actors.

## Cyprus Report

This National Report on Global Education in Cyprus is the first such report to be co-ordinated by the North-South Centre of the Council of Europe as part of its follow-up to the Maastricht Congress; and it is part of the pilot phase of an initiative aimed at developing a Europe-wide GE peer review and support process. During the pilot phase (2003), in addition to the review on Cyprus, a national review and support process was also initiated with Finland. Reflection on this process and a report on the pilot phase will lead to the further development of this initiative, with plans for national reports on a number of countries in 2004.

## Methodology

The methodology used for writing this review of global education in Cyprus involved both desk research and an international team visit to Cyprus in October 2003. The international team consisted of two peer global education practitioners, one from Austria

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<sup>3</sup> The full text of the Maastricht Declaration on Global Education is given in Appendix 1. For further details on the Maastricht Congress and process see [www.globaleducationeurope.net](http://www.globaleducationeurope.net)

and one from the United Kingdom and two representatives of the Global Education Unit of the North-South Centre of the Council of Europe<sup>4</sup>.

During the visit, information and insights were gathered through a series of meetings with a broad range of organisations. Members of the team also organised a focus group session and three workshops with secondary school teachers at a seminar on Global Education for Secondary Teachers held at the Pedagogical Institute on 10-11 October 2003.

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<sup>4</sup> The Review Team was composed of Eddie O'Loughlin, Global Education Consultant and project coordinator, and Liam Wegimont, Head of Global Education, North-South Centre of the Council of Europe; Helmuth Hartmeyer, former Director, Komment, Austria, and now Head of Information and Communication at the Austrian Development Agency; and Doug Bourn, Director the Development Education Association (DEA), United Kingdom.

# **Chapter 1**

## **Background**



## ***Chapter 1 - Background***

### **1.1 The Context of Global Education in Cyprus**

#### **Background information on Cyprus**

Cyprus is an island state (9,251 sq kms) in the eastern Mediterranean. It achieved its independence from Britain in 1960, becoming the Republic of Cyprus. The country was divided in 1974 after the Turkish invasion of the northern part of the island and a settlement is still being sought. Cyprus has a population of just over 800,000 (whole island). Greek and Turkish are the official languages.<sup>5</sup>

Cyprus is a member of many international organisations. It joined the United Nations (UN) and the Non-Aligned Movement (NAM) in 1960; the Council of Europe and the Commonwealth in 1961; the Organisation for Security and Co-operation in Europe (OSCE) in 1975; and the World Trade Organisation in 1995. Cyprus applied for membership of the European Union in 1990; and joined the EU on 1<sup>st</sup> May 2004.

Cyprus is ranked number 25 on the UNDP Human Development Index (putting it ahead of all other EU accession countries on this UN development indicator). In 1990 it spent 3.5 % of GDP on education, increasing to 5.4% in 1998-2000.<sup>6</sup> However, budgetary cuts are currently taking place across the public sector, including in the educational sector.

#### **Changing Perspectives**

While an island state, there is clearly a growing recognition in Cyprus that it is part of an interdependent, globalising world. Cyprus is going through a period of considerable change with regard to how it sees itself as a society and how it interacts with the outside world. The country is increasingly becoming a multicultural society with increased immigration in recent years. The easing of restrictions on crossing the “Green Line” in mid-2003 has also opened up opportunities for greater interaction between individuals and organisations from both parts of the island. Its recent new membership of the European Union will bring with it many changes in the form of both opportunities and challenges for Cypriot society. Recent changes in the economy and landscape have also led to an increasing awareness and concern about environmental issues in Cyprus.

These developments and changing perspectives, coupled with the geographic location of Cyprus between East and West and between North and South and its special relations with countries in Europe, the Middle-East, Africa and the Mediterranean region, seem to suggest a need for and a growing interest in having better and more global education in Cyprus.

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<sup>5</sup> For a more detailed introduction to Cyprus see the official website of the Republic of Cyprus, the entry point to all government departments and services on the internet, [www.cyprus.gov.cy](http://www.cyprus.gov.cy)

<sup>6</sup> Source UNDP Report 2003.

## **A Growing Interest in Global Education**

While global education is a recent development in most sectors in Cyprus, there is evidence that there is already a strong base of support for its future expansion on the island. The Ministry of Education and Culture has long put a strong emphasis on promoting democracy and good citizenship in education in Cyprus<sup>7</sup>, which is clearly outlined in the aims and objectives of the educational system.

The Ministry's interest in and support for global education was demonstrated specifically in 1999 with the decision to designate two Global Education Week pilot schools in Cyprus and in identifying two lead-teachers for the process. More recently, this support was demonstrated through its co-operation with two other key partners, the Pedagogical Institute and the Secondary Teachers Association in organising the recent seminar on Global Education for Secondary School Teachers. This partnership between three key organisations indicates that at present there is relatively strong institutional support for further developing the global education agenda in Cyprus. The interest demonstrated by the teachers at the seminar also augurs well for the future of global education in Cyprus.

As outlined later in this report, there is little tradition of civil society involvement in global education in Cyprus. However, there are indications of an openness to further develop civil society involvement in global education, especially with regard to the non-formal youth sector.

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<sup>7</sup> See Chapters 2 and 3 of this report.

## **Chapter 2**

### **Global Education: A National Overview**



## *Chapter 2 - Global Education: A National Overview*

### **2.1 Global Education in the Formal Education System**

#### **Introduction**

The Ministry of Education and Culture is responsible for the administration of public education in Cyprus, as well as for the supervision and standardisation of services provided by the private sector up to higher education. The Ministry's responsibilities also include the field of cultural affairs.

#### **Emphasis in its Overall Aims and Objectives**

While the term Global Education may not be in common use in Cyprus, there are strong democratic and justice values emphasised in the aims and objectives of the national educational system:

*“The general aim of education in Cyprus is the development of free and democratic citizens...who contribute...to the promotion of cooperation, mutual understanding, respect and love among individuals and people for the prevalence of freedom, justice and peace.”<sup>8</sup>*

The Cypriot Ministry of Education and Culture's report in 2001 for the IBE, quoted above, goes on to list the 'priorities of the education system' and again, an importance is clearly put on encouraging the creation of democratic citizens. Priorities 'a', 'e' and 'f' from the report, as the most relevant to global education, are listed below:

(a) Democratisation. By this we mean:

- Respect for the dignity and uniqueness of each individual,
- Respect for the opinion of the majority,
- Opportunities for participation in the decision making process,
- Encouragement of cooperation and responsibility,
- Equality of opportunity in all aspects of school-life.

(e) Developing the sound values of a democratic citizen.

(f) Creating favourable conditions for coexistence, cooperation and combating intolerance and xenophobia, in a world where an international character is increasingly developed, cultural diversity promoted and boundaries abolished.<sup>9</sup>

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<sup>8</sup> International Bureau of Education, The Development of Education National Report of Cyprus by the Ministry of Education and Culture, Nicosia, March 2001.

<sup>9</sup> Ibid.

The focus on a ‘global dimension’ is primarily found in priority ‘f’ above, in the aims and priorities of the educational system. This indicates an openness in principle to the building of better and more global education in classrooms across Cyprus.

### **2.1.1 Primary**

#### **Introduction**

In the 2002-2003 school year there were 344 primary schools with 59,380 pupils and 3,808 teachers in the government controlled area of Cyprus.

Primary education is compulsory for children aged five years and eight months and is provided free of charge in public primary schools. A small number of private primary schools also exist in Cyprus that charge tuition fees. All private schools are subject to supervision and inspection by the Ministry of Education and Culture.

Primary schools are co-educational. The maximum number of pupils per teacher is usually less than 30 pupils. The school year is divided into three terms, beginning in September and ending in June with two-week breaks at Christmas and Easter. The school day begins at 7.45am and ends at 1.05pm on a five-day week timetable. Primary school subjects are compulsory. Teachers are provided with textbooks and advice on how to implement the national curriculum.

Most primary school teachers have graduated from the Pedagogical Academy and hold a teaching certificate. Today, many primary student teachers attend a 4-year programme of studies in education at the University of Cyprus. Teachers are allocated by class and therefore are not trained to become subject specialists. In-service training of primary teachers consists primarily of optional courses or seminars offered by the Pedagogical Institute. In terms of global issues and concerns there is a compulsory course for newly appointed head-teachers offered at the Pedagogical Institute that includes issues on intercultural education and environmental education.

The Department of Primary Education also deals with nursery schools, schools for children with special needs, the Cyprus Educational Mission in the UK, adult education and educational and Summer Camp services.

#### **GE at Primary School Level**

Teachers at primary level are not familiar with the term global education, nevertheless many actions which come under the term of global education take place at primary level. According to a 2003 publication of the Ministry of Education and Culture:

*“...Primary Education takes many actions to help children develop an intercultural understanding and become sensitive to (be) respectful of all the members of our global society.”<sup>10</sup>*

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<sup>10</sup> *The Cyprus Educational System*, Ministry of Education and Culture, Nicosia, 2003, p. 6.

In the opinion of some of the stakeholders, the Primary curriculum would in many respects appear to be open to the teaching of global education, probably even more so than the curriculum at Secondary School level at present. Global education is, and has the potential to be, taught across the curriculum through various subjects as well as in the overall teaching and learning process.

Citizenship education is taught in some schools by developing classroom rules and by encouraging pupils to elect classroom representatives for school committees. Issues of environmental education are raised through subjects such as science and geography. A number of schools also participate in the Ecology Schools Programme where children are involved in environmental projects and extra curricular activities.

Immigration over recent years has resulted in many teachers using the ethnic diversity in their schools as an opportunity to teach multicultural education. They take the opportunity to introduce understanding of different cultures, through a variety of curriculum subjects, and to teach their pupils to respect people of different origins, ethnicity, religion, race and language. Extra support for language training is also important for teachers and to help assist children of immigrant families.

The summer camps also allow for an element of multicultural education with Cypriot children mixing with children from several countries from abroad each year.

While it is clear that these various aspects of the Primary School curriculum lend themselves to a global education approach, it is also clear that there is as yet untapped potential and openness to greater inclusion of global education. Further support for teachers and schools in implementing global education at the primary school level (through GE training and access to relevant materials) would be necessary to utilise this potential.

### **2.1.2 General Secondary**

From a GE perspective, the general secondary school sector is particularly interesting in Cyprus due to the fact that two Global Education Week pilot schools were established in 1999 and a special national Global Education Seminar for Secondary School Teachers was recently organised in Nicosia. *For these reasons Chapter 3 below focuses in detail on the secondary school sector.*

### **2.1.3 Secondary Technical and Vocational Education (STVE)**

#### **Introduction**

Secondary Technical and Vocational Education offers programmes through Formal Secondary Technical and Vocational Education, the Apprenticeship Scheme and Life-long Learning. Approximately 20% of the students who continue education after the 9<sup>th</sup> grade go on to attend one of the 20 Technical Schools in Cyprus. The formal STVE is offered in two main categories – theoretical and practical. It aims to give students a

balanced curriculum of general and technological education which will prepare them to enter well equipped into the world of work or continue with further studies in their chosen area.

The Ministry of Education and Culture works closely with the Ministry of Labour and Social Insurance concerning the 'Apprenticeship Scheme'. This is training for young people aged 15-18 years. Trainees in this scheme are employed in industry, where they receive on-the-job training while also having the opportunity to attend general education (including human rights and intercultural education) and school-based vocational training on a day release basis.

### **Global Education in Vocational Education and Training**

Global education could be further developed in the context of the STVE, clearly in the formal sector, during the educational day release element of the Apprenticeship Scheme and in the context of Life-long Learning classes offered at several Technical Schools. Interviews with key stakeholders suggest that the MoE might consider developing a pilot-school process, similar to that of the General Secondary School sector, for Global Education Week as one starting point.

#### **2.1.4 Third Level**

##### **Introduction**

Third-level education lies within the competence of the Ministry of Education and Culture (Department of Higher and Tertiary Education). It is provided in a number of different types of institutions: university, public third-level schools, colleges or institutes, and private third-level schools, colleges or institutes. Because the provision of third-level education is relatively recent in Cyprus, there is a strong tradition of Cypriot students studying abroad (well over 50% of those studying at third-level). By far the most popular destination for those who study abroad is Greece, followed by the UK and the USA.

Higher Education institutions include the University of Cyprus with about 3000 students at undergraduate and postgraduate level. There are a number of other public institutions (Higher Technical Institute; Cyprus Forestry College; Higher Hotel Institute of Cyprus; School of Nursing; Mediterranean Institute of Management). These institutions function under the supervision of various Ministries and award their own diplomas. It is planned that courses from these organisations may form the basis of a new University of Applied Sciences and Arts, possibly starting in September 2005. There are also close to twenty private third-level education schools, colleges and institutes registered with the Ministry of Education and Culture. These are controlled by the Ministry, which accredits programmes rather than institutions. Another aim in the Higher Education sector is the establishment of an Open University, possibly by late 2004.

## **Global Education in Third Level Education**

Global education is rather limited when it comes to the third level Education sector in Cyprus. Some courses at the University of Cyprus do have sub-elements concerning global education issues but in general there would appear to be space for development here.

The Education Department at the University of Cyprus could possibly play an important role in strengthening global education, especially among primary school teachers.

The Ministry of Education and Culture could also play a role in encouraging a global education perspective among the third level private institutions through its capacity in accessing and accrediting courses.

## **2.2 Global Education in the Non-formal Youth Sector**

The non-formal youth sector should be considered a key target audience for global education in Cyprus. While there are some interesting initiatives taking place, there is clearly room for strengthening global education across the non-formal youth sector. Two national structures that could be used to this end are the Youth Board of Cyprus and the Cyprus Youth Council for International Cooperation (CYCIC).

### **The Youth Board of Cyprus**

The Youth Board of Cyprus was established in 1974. Its Governing Board consists of seven members, including one representative from each of the political parties represented in Parliament and three members appointed directly by the Council of Ministers. It is a semi-governmental organisation, independent of the civil service and funded by the Ministry of Justice.

The stated aim of the Youth Board is to promote progress and prosperity among all the young people of Cyprus, irrespective of religion and ethnic origin. It also aims to promote active participation of youth in the social, economic and cultural development of Cyprus. The organisation runs a number of youth centres providing general information of interest to young people, such as education, employment, family matters, health, environment and European affairs.

Global education values are integrated into a number of Youth Board Programmes, for example:

- **Programmes against Racism:** This involves a 3-day camp annually for children aged 9-12. Children are informed about the problems of racism and meet children of other nationalities living in Cyprus.

- **Get to Know Cyprus:** This brings together young people aged 17-29 from all over Cyprus with the objective of finding out more about the culture, tradition and environment of Cyprus. It also promotes social cohesion and dialogue between young people of different social backgrounds.
- **Bicommunal Activities:** The main aim of these activities is to promote dialogue between young people (both Greek Cypriots and Turkish Cypriots). This is done through for example meetings, seminars and festivals. Young people organise projects together on the environment and sustainable development, about intercultural dialogue and human rights.

The Youth Board is also planning a GE pilot project for 2004 (see Box 1).

### **Box 1 – Global Education Youth Pilot Project**

Last year a youth officer from the Youth Board participated in the North-South Centre Summer University on Global Education training, which is held annually in Mollina, Spain. As a result the Youth Board now plans to coordinate a pilot project on global education as part of its 2004 programme.

According to the Youth Board, this pilot project will include training workshops in sustainable development, human rights education, intercultural learning, social cohesion, consensus building and community building. It will be addressed to all young people from all ethnic communities in Cyprus. The project will be hosted in the Palechori Youth Camp and it will last for two weeks. It aims at enhancing social and civic responsibility among participants. An evaluation of the outcome will influence whether to turn it into a long-term programme of the Youth Board of Cyprus.

**Source:** Youth Board of Cyprus.

### **Cyprus Youth Council for International Cooperation (CYCIC)**

The Cyprus Youth Council for International Cooperation was established in 1996 and is a member of the European Youth Forum.

CYCIC is a voluntary, non-profit association open to the youth organisations of Cyprus. It is guided in its actions by the principles described in the UN Charter and the Convention for the protection of human rights and fundamental freedoms. CYCIC conceives and implements projects aimed at furthering co-operation between Cypriot youth and youth in the rest of Europe. It acts as the representative co-ordinating organ of the youth organisations of Cyprus at European and other international fora.

#### **The stated aims of CYCIC include:**

- to encourage co-operation among young people in Cyprus and other Countries;

- to promote communication among its member organisations and other bodies, particularly other youth organisations on a European level;
- to provide a representative framework for its member organisations to develop initiatives and implement projects to further co-operation with other European youth;
- to assist young people in Cyprus in the development of a European consciousness based on mutual respect and understanding through the awareness of the differing traditions of (European) culture;
- to enforce the efforts to achieve respect for human rights and secure the basic freedoms and rights for all people in Cyprus.

The Council emphasises the need to tackle the issue of social discrimination within Cyprus, as well as putting across Global Education values (e.g. linking local with global). An example given was the difficulty experienced in schools by immigrant students who speak very little Greek. Global education is quite a new sector for Cypriots who, up until now, have been primarily focused on domestic issues. An example of success in the GE field in the opinion of the CYCIC representatives is the Eco-schools project. CYCIC cooperates with two Turkish organisations in the northern part of Cyprus.

The Council also expressed a desire for greater recognition for the non-formal education sector in Cyprus as a more general prerequisite for increased global education. A strong interest was expressed in getting more involved in global education, but a clear obstacle for doing this is a lack of resources.

## **2.3 Global Education and Civil Society**

### **Introduction**

In many other countries in Europe, NGOs and civil society actors play a strong and creative role in leading global education. It seems that while there is a historical tradition of civic engagement in Cyprus, there is only recently an emerging NGO and civil society sector and in the global education field there is as yet little activity. While there are some interesting civil society initiatives in fields such as social welfare, health, intercultural education, environmental and human rights education, these are often isolated initiatives. It would thus seem that there is potential for growth of NGO and civil society involvement in the GE area in Cyprus.

In a meeting with members of the Pancyprian Welfare Council – The Supreme Coordinating Body of Social Welfare NGOs of Cyprus, the view was expressed that many people and organisations in the Civil Society sector from Cyprus have until now been mainly focused on domestic concerns, often to the exclusion of more international and global issues. But now Cypriots are beginning to look more outwards. It was stated that joining international networks tended to encourage such organisations to see beyond exclusively domestic concerns.

Consulting and involving the broad civil society knowledge and expertise in Cypriot society could strengthen the effectiveness of future government initiatives in the global education field. NGOs in the health sector have shown how such organisations can play a role in education programmes in schools (healthy living / cancer prevention programmes). This model could inform the work of emerging NGOs in the global education field.

Most existing civil society organisations still have adjustments to make, to cater more for the reality of immigration in Cyprus. Most have few, if any, members from immigrant communities.

### **An Emerging Civil Society**

A meeting with the EU-funded Civil Society Programme (CSP) also confirmed the room for further development in the civil society sector in Cyprus and, in particular, in the global education area. The aim of the CSP is to support the development of civil society in Cyprus and to strengthen understanding and acceptance for its role, in particular initiatives involving strengthening relations between groups and individuals on both sides of the island.

The CSP is a three-year programme that supports projects within the area of education and training, along with areas such as democracy and peace, consumer protection, gender issues, and human rights. It supports initiatives through co-financing grants for projects aiming to address existing needs in civil society. The programme will be completed at the end of 2003, but may be followed in 2004 with a second programme focusing on fostering civil society in the northern part of Cyprus.

Global education-related projects funded under the CSP include a project on training for teachers on human rights and tolerance issues (Intercultural Centre), as well as a number of environmental education and awareness raising initiatives. EU accession should result in new funds being available for this sector.

### **Environmental Sector**

In a meeting with the umbrella body in the environmental sector, the Federation of Environmental and Ecological Organisations of Cyprus, similar views were expressed - the civil society sector is an emerging area with potential for further growth in Cyprus. A number of the most active Cypriot environmental NGOs founded the Federation in 1988. They currently have 15 NGO member organisations, active in the fields of ecology, environment, culture and human rights issues. As well as playing a representational role for its members, the Federation also publicises its activities to the public at large and organises exhibitions and lectures on environmental issues.

At several meetings, teachers expressed the view that environmental issues are of particular concern to many Cypriot students. Therefore, it would seem that existing or

emerging NGOs dealing with environmental and sustainable development themes could play an important role in the further development of global education in Cyprus.



## **Chapter 3**

### **Focus on Global Education in the Secondary School Sector**



## *Chapter 3 – Focus on GE in the Secondary School Sector*

### **3.1 Key Actors**

Key actors in global education in the secondary school sector in Cyprus include the Ministry of Education, the Pedagogical Institute and the Secondary Teachers Association (OELMEK). Close co-operation between these key organisations through the organisation of the recent Global Education Seminar for Secondary School Teachers is considered a good basis for future co-operation.

#### **3.1.1 Ministry of Education**

The Ministry of Education and Culture is responsible for the administration of education in Cyprus.

While the education system in Cyprus is quite centralised, it is also clear that democratic and justice values are strongly emphasised in its aims and objectives.

The nomination in 1999 of two pilot schools for Global Education Week, along with two lead-teachers for the programme, further demonstrated the commitment of the Ministry of Education and Culture in Cyprus in furthering this agenda<sup>11</sup>. This is now being built upon through active involvement in organising, along with the other partners, the recent seminar on GE for secondary school teachers (further information on both the pilot school initiative and the teachers seminar are given below).

#### **3.1.2 Pedagogical Institute**

The Pedagogical Institute is an institute of the Ministry of Education and Culture, and is responsible for the pre-service and in-service training of teachers at all levels.

In relation to in-service training, the Pedagogical Institute provides a number of compulsory and voluntary courses. Compulsory in-service training for new school managers includes a course on intercultural education and educational policy. According to an official at the Pedagogical Institute, while environmental education has been of interest for some time, it is only in the last five years that issues of intercultural and global education have become of increasing interest. With new EU membership and increasing numbers of students from different countries, the changing nature of Cypriot society requires such approaches.

The Pedagogical Institute also develops voluntary courses according to Ministry and teachers' suggestions. Global dimensions feature strongly across subject areas with textbooks for teachers, developed by the Curriculum Development Unit of the Institute in

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<sup>11</sup> This nomination by the Ministry occurred following an invitation by the North-South Centre of the Council of Europe to nominate pilot schools, and the subsequent initiative of the Cypriot government, through its Permanent Representation to the Council of Europe, and through the Ministry of Education.

partnership with teachers, taking account of the concept of for example global citizenship and human rights.

The Pedagogical Institute does not have survey data on youth opinion on these issues on which to base curriculum development work, but it is clear that there would be a willingness to develop such polling. In the meantime, the Institute has developed a pilot questionnaire, initial analysis of survey results seems to suggest that at least among the group of Cypriot students concerned, global issues are of interest.

The Pedagogical Institute identified the following obstacles to the fuller integration of global education into the school system as a whole:

- lack of space and time within the curriculum;
- pressure on teachers to cover the aims;
- changes in attitudes will require a long-term perspective.

The experience of the Pedagogical Institutes suggests that it is easier to integrate global education into primary school than it is at secondary level.

Possible measures to enable up-scaling the GE initiative include the following:

- Time-off for GE lead-teachers in schools to organise.
- Participation in, and recognition of, workshops on GE subjects.
- Exchange of international experience.

### **3.1.3 Secondary Teachers' Association (OELMEK)**

The Secondary Teachers Association (OELMEK) represents approximately 5,500 teachers in Cyprus. The interest by OELMEK in global education is demonstrated by the very active involvement of the organisation concerning the organisation of the recent seminar on Global Education for Secondary Teachers in Cyprus.

OELMEK listed a number of key reasons why they, and teachers, generally are interested in GE. These include:

- The nature of education in schools is a key concern of the Association and its members. OELMEK is interested in global education as an educational concern and is in favour of a cross-curricular approach.
- Cyprus is going through major social change with much immigration over the last 10 years. This is resulting in an increasingly multi-ethnic composition in the classroom, and some schools in particular. It is felt that there is increasingly a need for a more multicultural approach and awareness in schools.
- Relations with the Turkish Cypriots. With the island divided there has long been an element of insecurity for people. Teachers and schools can play a role in

facilitating better understanding between the different ethnic and cultural traditions in Cyprus. There are already some contacts and meetings with teachers from the northern part of the island.

- There is concern about the state of the environment and how it influences the quality of life. There is an increasing interest among young people in this issue.

OELMEK would like to see stronger institutional support for global education in Cyprus, including adequate training for teachers. They see their involvement in organising the two-day seminar for teachers as a first step in helping to move this agenda forward. Nevertheless, GE in Cypriot schools is still very much dependent on individual commitment.

### **3.2 Global Education in Secondary Schools**

Schools in Cyprus are co-educational. Secondary education in Cyprus offers a six-year programme for students aged 12-18 and is free in all public educational institutions. Secondary education is compulsory for children up to the age of fifteen, of which the last three years offer a more diverse and flexible orientation to pupils according to their individual interests and aptitudes.

Private Secondary Education is offered by a number of non-profit and profit-making secondary establishments ranging from missionary boarding schools to vocationally oriented institutions and foreign language centres offering tuition in specialised fields. These private secondary schools maintain a considerable degree of independence in their operation and curricula, but they are registered with the Ministry of Education and Culture and comply with certain curriculum and facility requirements mandated by law.

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

#### **Strong emphasis on creating democratic citizens**

There is a strong emphasis on creating democratic citizens. The Ministry outlines the two-fold philosophy underlying public secondary education as being two-fold as follows:

- (a) the dissemination of knowledge with emphasis on general education and a gradual transition to specialisation in order to prepare students for an academic, professional or business career;
- (b) the development of a sound, morally refined personality in order to provide society with competent, democratic and law-abiding citizens.<sup>12</sup>

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<sup>12</sup> *The Cyprus Educational System*, Ministry of Education and Culture, Nicosia, 2003, p. 14.

It outlines the principles pervading the overall school milieu as follows:

1. The assimilation of national identity and cultural values;
2. The promotion of universal ideals for freedom, justice and peace;
3. The nurturing of love and respect for fellow human beings in order to promote mutual understanding and democracy;
4. The development of skills and abilities for the needs and challenges of the modern world;
5. The development of skills and abilities for lifelong learning, for academic studies and for the world of work.<sup>13</sup>

### **Lower Secondary School (Gymnasium)**

In 2002-03 there were over 28,800 pupils attending lower secondary school (public) in 68 schools in Cyprus.

Lower Secondary School (Gymnasium) caters for pupils aged 12-15 and offers a broad spectrum of general education. The structure and curriculum has been recently updated and expanded to cover both general and technical knowledge. Information technology has also gained prominence recently and 2002 was the first year of full implementation of a National Curriculum for Information and Communication as a subject matter in its own right, at all levels of the Public Educational System.

Special programmes and projects are also in operation to develop positive attitudes among students towards the environment and sustainability, such as the Green-Golden leaf; Eco-schools; Young Reporters for the Environment; South-Eastern Mediterranean Sea Project and the Globe programme (see Box 2).

#### **Box 2 – Environmental Education in Secondary Schools**

Environmental Education is being supported at schools as much by environmentally related subjects, such as natural science, biology, geography and others, as by different other activities that schools undertake when participating in various internationally run environmental programmes, such as campaigns for cleaning the environment, painting, poster-making or photography contests and small range studies/researches.

Of special significance is the participation of schools in the SEMEP (South Eastern Mediterranean Sea Project) of UNESCO, the “Young Reporters for the Environment” Project of the Foundation of Environmental Education in Europe (FEEE) and the “Chrysoprasino Phyllo” (Golden-Green Leaf) programme, which promotes environmental research and related school exchanges in collaboration with schools in Greece. Parallel to these, the supply of the appropriate equipment for accepting Cyprus in the GLOBE environmental programme, a programme promoted by the USA, has begun.

**Source:** International Bureau of Education, The Development of Education National Report of Cyprus by the Ministry of Education and Culture, Nicosia, March 2001. Pp. 29-30.

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<sup>13</sup> Ibid.

## Upper Secondary General Education (Eniaio Lykio)

In 2002-03 there were over 22,200 students attending upper secondary general education, and 640 in evening schools, in 39 secondary and five evening schools in Cyprus. Upper Secondary General Education, offers a three-year education programme for students aged 15-19.

Major changes have taken place in recent years at this level of the secondary education system to help students develop skills and attitudes to enable them to cope better with the “challenges of the modern world as a pupil and later as a citizen”.<sup>14</sup>

The Eniaio Lykio aims at:

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

**Source:** International Bureau of Education, The Development of Education National Report of Cyprus by the Ministry of Education and Culture, Nicosia, March 2001.

Since the mid-1990s, the European dimension in education has been emphasised through various initiatives in Cypriot secondary schools (see Box 3).

### **Box 3 – European Dimension in Education**

The European Dimension in Education was in 1996-97 the special aim of the school year and has, since then, been a special goal. Schools achieve this goal at a satisfactory level through a number of activities such as:

- a. Compiling material about the European Dimension to be used as a reference by both pupils and teachers.
- b. Establishing European clubs which cooperate with other schools at home and abroad.
- c. Special publications or articles in the school magazines on the European Dimension.

<sup>14</sup> The Cyprus Educational System, Ministry of Education and Culture, Nicosia, 2003, pp. 25-26.

d. Interdisciplinary projects undertaken by pupils on human rights, xenophobia, racism, the environment, cultural heritage, defining European identity, common features etc.

e. Connecting Cyprus Lykeia with schools abroad either through e-mail and the Internet or through the School Links and Exchanges programme.

f. Stress on Europe Day and expanding it into a Europe week with exhibitions, posters and other activities.

**Source:** The Cyprus Educational System, Ministry of Education and Culture, Nicosia, 2003, p. 28.

A number of school projects funded under the Comenius programme have a clear global education dimension, focusing on issues like “environmental education in Europe” and “trade in all its aspects”. The MoE sees possibilities for programmes like Socrates/Comenius to develop further in tandem with possible North/South school linking and also possibilities for Ministry of Foreign affairs and Ministry of Education co-operation as development co-operation budgets come on-stream. Adequate resources and support would be required.

### **Global Education in Secondary Schools**

How GE is dealt with at secondary school level in Cyprus is further developed in the following sections which look at the Global Education Week pilot schools project and other recent developments in this sector such as the national seminar on GE for secondary teachers in Cyprus.

### **3.3 Global Education Week Pilot Schools Programme**

Following an invitation from the North-South Centre of the Council of Europe in 1999, the Ministry of Education and Culture in Cyprus identified two pilot schools to take part in the “Global Education Week” initiative, along with two pilot school lead teachers.<sup>15</sup> This initiative has grown steadily in the two schools, with growing interest from other actors. This interest – and the commitment of the two national co-ordinators and of the Ministry officials – ensured that Cyprus secured the hosting of the 2001 International Seminar of Global Education Week national coordinators in Nicosia.

The GE Week pilot school lead teachers take a leading role in promoting GE in their own schools in particular (See Box 4).

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<sup>15</sup> The two pilot schools concerned are the Ap. Petrou and Pavlou Lyceum, in Limassol, and the Aglandjia Gymnasium in Nicosia.

#### **Box 4 – Activities in the Global Education Week Pilot Schools**

One of the pilot school lead teachers described the main activities in the Global Education Week pilot school process in her school as follows:

- Informing other teachers in the school (and further afield) about the GE approach;
- Keeping these teachers updated with ideas and materials to work with, and exchanging experiences;
- Running a GE student group or club with a number of meetings throughout the year;
- Facilitating GE as a cross-curricular process in different lessons;
- Organising a GE Information Point in the school with posters, photographs and articles on display;
- Producing articles on GE for the school magazine every year;
- Organising environmental projects in the school;
- Global Education Week acts as a starting point for a year of activities;
- International activities such as participating in the Maastricht Global Education Congress by live video-link along with students and teachers from Romania and Sweden in 2002.

Some challenges and obstacles were identified with the process. The lead teachers found it difficult to find adequate time to coordinate and promote GE, given their existing teaching responsibilities and the centralised educational system orientated towards knowledge and exams. This left little time to develop global educational materials tailored to their own needs, and little time to arrange meetings with the other pilot school (contact tended to be over the phone). A further difficulty concerning linking and communication between the two schools was that one was a Gymnasium (12-15 year olds) while the other was a Lyceum (15-18), the latter having a heavier curriculum load. The benefit of this however is that there is now experience to draw on from both the Gymnasium and Lyceum levels.

Issues of quality should also be addressed; for example, questions regarding the balance between content and methodology; or questions regarding the importance of comparative learning in relation to North-South linking and after-school Global Education Clubs, could be usefully pursued to ensure heightened quality.

However, overall it would appear that the GE Week pilot school programme worked well in Cyprus, especially with regard to deepening the interest in global issues in the schools concerned. Furthermore, the interest shown in GE by the key institutional actors involved in organising the two-day Seminar on Global Education for Secondary School Teachers in October 2003, as well as the interest demonstrated by the teachers themselves at the seminar, indicate an openness and opportunity to build on the experience of the two pilot schools at a national level.

### **3.4 Recent developments: Global Education Seminar for Secondary Teachers**

#### **National Seminar**

A two-day national seminar was held at the Pedagogical Institute in Nicosia on Global Education for Secondary School Teachers on 10-11 October 2003. The seminar was organised by the Ministry of Education and Culture, the Pedagogical Institute, the Secondary Teachers Association (OELMEK) and the North-South Centre of the Council of Europe. The seminar was opened and addressed by the Minister of Education and Culture, Mr. Pefkios Georgiades.

The aim of the seminar was to build on the experience of the two GE Week pilot schools in Cyprus with a view to getting more teachers throughout the secondary school system in Cyprus interested in global education. Speakers at the seminar came from Austria, Cyprus, Greece, the United Kingdom and the North-South Centre of the Council of Europe. Much of the seminar took the form of workshops where GE activities for Secondary Schools were demonstrated. There were also discussion groups, in which wide-ranging discussions took place on how global education could be implemented in the classroom, in schools and throughout the secondary school system generally. The review team also conducted a focus group discussion with a group of teachers and held three workshops to get views on the current situation, as well as obstacles and opportunities for GE in Cyprus from the perspective of secondary school teachers.

#### **Challenges, obstacles and opportunities**

Global education is a new concept for most teachers in Cyprus, yet during discussions many teachers could identify how they were in effect carrying out some GE already and were able to suggest how they could strengthen and build on this. The need or desire for GE in Cyprus generally came back to the increasing multicultural make-up of the classroom and Cypriot society generally, the Cypriot national question and an increasing outwards orientation as Cyprus prepares for accession to the European Union.

Challenges and obstacles identified included the view that the strong focus on exams in the education system left little space for other activities, such as GE. Also, the need for more training and support was expressed. The current atmosphere of cutbacks across the board in the Cyprus economy, including in the education sector, also places obvious limitations on what can be done in practice in the short-term to support teachers in the strengthening of global education in the secondary school sector in Cyprus.

However, overall there seemed to be an openness and a positive approach by the key partners involved in the initiative and by teachers to furthering GE in Cyprus. Of those who completed the seminar evaluation forms, almost all said they were interested in getting involved in GE in their class at school, while approximately 60% said they felt ready to start doing global education now. In the words of one official at the Ministry:

*“The seminar will give a new momentum to global education in Cyprus”.*

The recommendations of this seminar on GE for secondary teachers in Cyprus will be made available in a report currently being prepared by the organisers.



**Chapter 4**  
**Looking Forward**



## *Chapter 4 – Looking Forward*

### **4.1 Reflections and Conclusions: Global Education in Cyprus**

The following is a summary overview of the main reflections and conclusions of the peer review of Global Education in Cyprus:

1. There is clear evidence of an openness to global education in all sectors of formal education, as well as in the non-formal youth sector and among civil society organisations in Cyprus.
2. The strength of the partnership between the key stakeholders in the secondary school sector – Ministry of Education, Secondary Teachers Association (OELMEK) and the Pedagogical Institute – provides a strong platform for strengthening global education in the future, and can be built upon. The Ministry has taken a key lead role in this partnership, and is willing to do so in the future.
  - There could be a case for continuing this partnership in Cyprus as a steering body or committee for the further development of global education at the secondary school level in the first instance.
  - In some countries in Europe, there are national structures for the support and coordination of global education.<sup>16</sup> Should global education expand to other areas of formal and non-formal education in Cyprus, the above-mentioned partnership might even develop into a national structure for GE.
3. The commitment and interest shown by the organising partners – Ministry of Education, OELMEK and the Pedagogical Institute at the recent Global Education Seminar for Secondary School Teachers held in Nicosia was, comparatively, outstanding. Equally impressive was the degree of consensus and support for increasing and improving global education among the 150 teachers present. This augurs well for the future growth of GE. The conclusions and outcomes of the seminar should be given due consideration by all the actors concerned.
4. There are strong democratic and justice values emphasised in the aims and objectives of the Cypriot education system. In addition, there is evidence of increased engagement in the last five years in global education, both in primary and secondary schools (with perhaps greater ease of integration in primary schools and the evident success of the Global Education Week pilot schools process at secondary level). Contributory factors for this increased engagement identified by key players include: increased immigration from Asia, Africa, the

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<sup>16</sup> See for example the seven national structures in the recently published GENE report: Hock, S. and Wegimont, L., GENE Report, National Structures for the Organisation, Support and Funding of Development Education: A Comparative Analysis. North-South Centre of the Council of Europe & Komment, Austria, with participating GENE members. Lisbon, 2003.

former Soviet Union and the Middle East and the attendant need for schools to welcome and embrace diversity; issues arising from the division of the island and the recognition of the need for greater intercultural understanding and post-conflict education; and issues of environmental concern and quality of life. It is considered that there is both an opportunity and a need to build on these developments in global education at both the primary and secondary school levels. Two specific suggestions which could help strengthen GE at secondary level are:

- At two points in the year, subject-area inspectors send out subject-area curriculum guidelines. Prior to sending out such guidelines there could for example be a meeting of these inspectors to discuss ways in which the guidelines could be used to strengthen and support the integration of global education into the different subject areas. This meeting could ensure coherence in strengthening GE across the curriculum. This proposal was deemed to be realistic by a number of the inspectors interviewed.
  - As part of new curriculum reform at secondary level, cross-curricular streams are being developed. It was pointed out by some actors involved that global education is not only a possibility for such streams but also provides an excellent mechanism for achieving such an integrated cross-curricular approach. Examples of such approaches in other European countries are available.
5. Global issues are under-developed at pre-primary, technical and tertiary level, indicating possibilities and need for development here. Ideally, experiences learned at the different educational levels should be shared as much as possible. Learning from the experiences of other countries at these levels should also be promoted.
  6. The Committee overseeing the reform of the curriculum in Cyprus, should consider the outcomes of the Global Education Seminar for Secondary Teachers, and the reflections and conclusions of this review.
  7. There would appear to be both an openness to and a strong interest in further developing global education in the non-formal youth sector. This interest in GE should be encouraged and supported. Consideration should be given to systematic youth and adult opinion polling, enabling GE initiatives to be more effectively developed and targeted.
  8. While there are interesting civil society initiatives in fields such as intercultural education, environmental and human rights education, these are limited in scope and there seems to be little NGO and civil society tradition in the field of development issues. In other countries in Europe, NGOs and civil society actors play a strong and creative role in leading global education. There would appear to be space for development of NGOs and civil society in GE in Cyprus. After initial

- capacity building, NGOs themselves could play a key role in further capacity building in this field. Links between relevant government departments and civil society organisations could be strengthened to encourage an interest in GE in these organisations, and in order to reach target audiences more effectively.
9. The new EU member states, including Cyprus, which have recently joined the European Union will be obliged to develop overseas development co-operation programmes, usually co-ordinated by the Ministry of Foreign Affairs<sup>17</sup>. Such development co-operation programmes generally include a budget line for development education and could possibly be a future source of funding for both formal education sector initiatives and NGOs and civil society in developing a role in Global Education. This will require capacity building (political, administrative, academic, educational, and in the NGO sector). Furthermore, EU budget lines supporting NGO Development Co-operation, including for development education, will be open to Cypriot NGOs in the near future. The years 2004 and 2005 could provide a unique window of opportunity for further capacity building in this field.
  10. To ensure more and better global education in Cyprus, effective training in GE and relevant materials should be available to teachers and youth workers. Also, a global justice dimension should be ensured in all related training. While national level training, perhaps co-ordinated by the Pedagogical Institute, is crucial in this regard, there are also opportunities to engage in comparative learning and multiplier training through international training, exchange programmes, etc.
  11. While an island state, there is growing recognition in Cyprus that it is part of an interdependent, globalising world. In developing more and better global education in Cyprus, Cypriot actors should explore and maximise opportunities to learn from the experiences and support available from other countries and structures both North and South; for example through its membership of the North-South Centre of the Council of Europe, its engagement in other Council of Europe initiatives (such as the EDC project, and Human Rights education), the Commonwealth, its recent accession to the European Union in mid-2004, and its special relations with countries in Europe, the Middle-East, North-Africa and the Mediterranean region.

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<sup>17</sup> A recent report (*The Consequences of Enlargement for Development Policy. Development Strategies*, IDC. August 31, 2003) on the consequences of enlargement of the European Union on development policy reviewed developments in this field in the accession states. In 2001 Cyprus had an ODA budget of 2.3US\$m or 0.02% of GNI. The report suggests that in the case of Cyprus "...an achievable target would be 0.15% of GNI by 2006". Such a budget could possibly allow for a Global Education element. In Cyprus, bilateral aid is managed through the Planning Bureau and the Ministry of Foreign Affairs.



# Appendices



# Appendix I – “Maastricht Global Education Declaration”

## A European Strategy Framework For Improving and Increasing Global Education in Europe to the Year 2015

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15<sup>th</sup> – 17<sup>th</sup> 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations’ Decade for Education for Sustainable Development.*

### 1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, and to the development of a **global partnership for the reduction of global poverty** as outlined in the *UN Millennium Development Goals*.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples’ search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe’s North-South Centre definitions of Global Education (2002)**
  - *Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*
  - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

### 2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;

- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

### **3. Recognising that:**

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation. All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

### **4. Agreeing that....**

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

**Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right. This will require:**

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going useful political discussion in the framework of the North-South Centre.

- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

**5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...**

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15<sup>th</sup> – 17<sup>th</sup> 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.*

## Appendix to the European Strategy Framework Document

### Building On Existing Consensus Regarding the Need to Increase and Improve Global Education, we recall:

- The agreement made at the *World Summit on Sustainable Development 2002* including recognition that “the achievement of the internationally agreed development goals, including those contained in the Millennium Declaration...will require...significant increases in the flow of financial resources...to...education and awareness raising...” (par 75), and to “integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change” (par 104), as well as the adoption of a decade of education for sustainable development, starting in 2005;
- Chapters 35 and 36 of Agenda 21 concerning “Promoting Education, Public Awareness and Training”;
- The Global Education Charter of the North-South Centre of the Council of Europe, encouraging the development of synergies between varieties of Global Education – human rights education, peace education, development education, environmental education, learning for sustainability;
- The *Aarhus Convention on the Right to Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental matters*, with its rights-based approach to learning for sustainability;
- Commitments to the right to human rights education contained in international and regional human rights instruments, including the *Council of Europe Recommendation on Teaching and Learning about Human Rights in Schools* (1985); the *UNESCO Montreal declaration on HRE* (1993); the *Vienna Declaration* (1993); the *UNESCO Integrated Framework of Action on Education for Peace, Human Rights and Democracy* (1995); and the *Plan of Action of the UN Decade of HRE : 1995 – 2005*;
- The "*Declaration and programme on Education for Democratic Citizenship, based on the rights and responsibilities of citizens*" of the Committee of Ministers of the Council of Europe (Budapest, 1999);
- The recent *Recommendation of the Committee of Ministers of the Council of Europe to member states regarding Education for Democratic Citizenship*, and the Council proposals to designate a *European year of Citizenship through Education* (July 2002);
- The *Development Education Resolution of the Council of Development Ministers of the European Union* (November 8, 2001), encouraging “increased support for

development education” and “exchange of information and experience on development education between governments and civil society actors”;

- *The OECD DAC Senior Level Meeting* (December 2000) proposals that DAC encourage member states to develop national targets on development education spending as a percentage of ODA spending;
- The conclusions of the Nordic Council of Development and Education Ministers meeting, Oslo, May 2001 “Nordic Solidarity, committing to greater co-operation between development and education Ministries for global solidarity;
- The Baltic 21 Co-operation, the Haga Declaration commitment that “education for sustainable development be pursued at all levels of education...” and the Baltic 21E (January 2002) Agenda 21 strategy for Education in the Baltic region;
- The Earth Charter;
- The Copernicus Charter (1993) signed by over 250 Universities in Europe stating that Sustainable Development should be incorporated in all curricula;
- Luxembourg declaration of Universities;
- National declarations on Global Education, such as the German Final Declaration by Participants in the Conference on "Education 21; Learning for fair and sustainable future development"; 28 -30 September 2000 in Bonn;
- Final declaration adopted on Education For All (EFA) by the World Education Forum (UNESCO, Dakar, 26-28 April 2000) and the final declaration adopted by the High Quality Group on Education For All (UNESCO, Paris, 29-30 October 2001);
- The Johannesburg Local Government Declaration.

## **Appendix II – Meetings**

As part of the process in preparing this report, meetings with the following organisations and groups took place in Cyprus during October 2003.

1. Civil Society Programme (CSP)
2. Cyprus Youth Council for International Co-operation (CYCIC)
3. Federation of Environmental and Ecological Organisations of Cyprus.
4. Focus group meeting with secondary school teachers
5. Global Education Week Pilot School Lead-Teacher (Limossal) and GEW national Coordinator.
6. Global Education Week Pilot School Lead-Teacher (Nicosia); & former Principal of the school, who is now working at the Ministry of Education as an Inspector.
7. Ministry of Education and Culture: (Primary Education)
8. Ministry of Education and Culture: (Secondary Education)
9. Ministry of Education and Culture: (Technical Education)
10. Ministry of Education and Culture: (Higher Education)
11. Ministry of Education and Culture: (European Programmes)
12. Pancyprian Welfare Council-PWC- (Supreme Coordinating Body of Voluntary Social Welfare in Cyprus), including a number of NGO representatives.
13. Pedagogical Institute
14. Secondary Teachers Association (OELMEK)
15. School Visit; Ministry of Education and Culture
16. The Youth Board of Cyprus
17. Workshop (3) with secondary school teachers

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## **Appendix IV – GE Seminar for Secondary Teachers: Agenda**

### **DAY 1**

#### **Session 1**

##### **Welcoming Ceremony**

1. Mr. Sotiiris Charalambous, President OELMEK
2. Mr. Nicos Orphanides, Director, Pedagogical Institute
3. Mr. Andreas Skotinos, Director of Secondary School Education
4. Mr. Andreas Panayides, Chief Education Officer, President of Seminar Organising Committee, Ministry of Education and Culture.
5. Mr. Liam Wegimont, Head of Global Education, NSC of the Council of Europe
6. Mr. Pefkios Georgiades, Minister of Education

##### **Papers**

1. Liam Wegimont, Head of Global Education, NSC of the Council of Europe  
“Global Education: Europe, the World and the Future.”
2. Helmuth Hartmeyer, Director, Komment, Austria.  
“Global Education: the best of Education.”
3. Douglas Bourn, Director, Development Education Association, United Kingdom  
“Global Education: Learning for Life in a Globalising World.”

#### **Session 2**

Global Education Workshops and Discussion Groups

### **DAY TWO**

#### **Session 1**

1. Mr. Athanasios Gotovos, University of Ioannina, Greece  
"Global Models, multicultural countries and intercultural education"
2. Christos Christides, GAIA, Greece  
"Global dimension in Greek school programmes"
3. Pavlina Hadjitheodoulou, Pedagogical Institute, Cyprus  
"Relationships between school, family and community for intercultural education". First results of a programme.
4. Valentina Saltet, Global Education Week national coordinator and secondary school teacher  
"From the definition of GE to action: GEW and perspectives for international co-operation".

#### **Session 2 - workshops**

Global Education workshops and discussion groups (including workshops on Global Education in Cyprus: Challenges and Ways Forward)

# Contributions

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# The European Global Education Peer Review Process

The European Peer Review Process was initiated in the framework of the “Maastricht Declaration on Global Education in Europe to 2015”. This process and Peer Review national reports highlight good practice and provide critical reviews of Global Education policy and provision in member states of the Council of Europe. Countries reviewed in 2004 include Cyprus, Finland and the Netherlands.

This national report on Global Education in Cyprus was undertaken in partnership with the Cypriot Global Education Week pilot schools, the Ministry of Education, and the Secondary School Teachers Union (OLMEK). The international Peer Review of Cyprus included reviewers representing Austria and the United Kingdom.

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