

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile CYPRUS			Resources; other usable datas																														
Context – educational system	Overview	<p>The education system in Cyprus is centrally managed by the Ministry of Education and Culture (MoEC). It is compulsory for ages from four years and eight months to fifteen years. Public education is free from the age of four years and eight months to the age of eighteen.</p> <p>Primary education comprises a six-year course of general education beginning at the age of five years and eight months.</p> <p>Secondary education is offered in two different types: secondary general education and secondary technical and vocational education. Secondary general education consists of two cycles of studies of three years duration each cycle, the first one being the Gymnasium and the second one the Lyceum. Secondary technical and vocational education comprises the second cycle of secondary education only and it is open to pupils who have successfully graduated from the Gymnasium.</p> <p>Post secondary non tertiary education is offered to graduates of secondary education at the Post Secondary Institutes of Vocational Education and Training. These are public institutes, which started operating in September 2012.</p>																																
	Primary and lower secondary education	<p>Depending on the country, this topic presents either Primary Education or Single Structure Education (which corresponds to an integrated primary and lower secondary system) as stated clearly in the title of the articles covering this education level.</p> <p>General lower secondary education is offered at the gymnasia (γυμνάσια). The gymnasium comprises the first three grades of secondary education. Since 1986/87 attendance has been compulsory. The educational emphasis is on general subjects and the humanities. In 2011/12 there are seventy-two gymnasia in operation. As teachers at the secondary level of education are subject specialists and teaching is structured by discipline, many teachers provide instruction to the same class of pupils.</p> <p>Teaching and Learning in General Lower Secondary Education</p> <p>At the Gymnasium level a three-year programme of general education enriched with elements of technical knowledge is offered. All the subjects taught are compulsory. There are syllabuses for each subject, consisting of goals, subject matter and indicative teaching methods and materials. Syllabuses for each subject were devised by a team of experts comprising inspectors and teachers.</p> <p>At the Gymnasium level a three-year programme of general education enriched with elements of technical knowledge is offered. All the subjects taught are compulsory. There are syllabuses for each subject, consisting of goals, subject matter and indicative teaching methods and materials. Syllabuses for each subject were devised by a team of experts comprising inspectors and teachers.</p> <p>The broad aim of the new curricula is to contribute to the development of people that:</p> <ul style="list-style-type: none">• Possess a satisfactory and connective body of knowledge from all areas of science;• Develop behaviours and attitudes that characterize a democratic citizen; and,• Possess, to the maximum possible degree, abilities, skills and competences that are required in the 'knowledge society' of the 21st century, which include: critical thinking; theoretical thinking and the ability to transfer theory into practice; analysis and planning abilities; problem solving; creativity; cooperative abilities; optimal and sensible use of ICT; empathy; and, communication skills. <p>The allocation of hours per subject in the Gymnasium is fixed, therefore, not subject to any changes. Subject allocation in weekly periods is shown in the following table:</p> <table><tr><th rowspan="2">Subject</th><th colspan="3">Number of periods per week</th></tr><tr><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th></tr><tr><td>Religious Education</td><td>2</td><td>2</td><td>2</td></tr><tr><td>Modern Greek</td><td>5</td><td>5</td><td>5</td></tr><tr><td>Classical Greek</td><td>3</td><td>3,5</td><td>3,5</td></tr><tr><td>Mathematics</td><td>4</td><td>3</td><td>4</td></tr><tr><td>History</td><td>3</td><td>2</td><td>2</td></tr><tr><td>Civics</td><td>0</td><td>0</td><td>0,5</td></tr></table>			Subject	Number of periods per week			Grade 1	Grade 2	Grade 3	Religious Education	2	2	2	Modern Greek	5	5	5	Classical Greek	3	3,5	3,5	Mathematics	4	3	4	History	3	2	2	Civics	0	0
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Upper secondary education	<p>General upper secondary education is offered at the Lyceums (Λύκεια). The lyceum makes up the final three (non-compulsory) years of secondary education. Pupils who graduate from a gymnasium may enrol in a lyceum. The lyceum offers a common core of subjects in the first grade, whilst in the second and third grades pupils are offered both common core and optional subjects. In 2011/12 there are thirty-eight lyceums in operation in Cyprus. In addition, there are five evening gymnasia and seven schools which combine both the gymnasium and lyceum levels.</p> <p>Pupils at the lyceum level are in the age range of 15-18 years old.</p> <p>The Lyceum offers a study programme which is subdivided in common core subjects, optional stream (specialisation) subjects and subjects of special interest and/or enrichment. Both specialisation subjects and subjects of special interest are only offered in the second and third grades of the Lyceum. Specialisation subjects are offered for 12 weekly periods in grade B and 16 weekly periods in grade C. Subjects of special interest are offered for 4 and 2 weekly periods in grades B and C respectively. Pupils in grade A follow a common core curriculum. There are syllabuses for every subject, which consist of goals and subject matter and indicative teaching methods and materials.</p>																																																																		

		<p>revealing the socio-political agendas behind them, as well as their mechanisms of constructing identities, values, opinions, beliefs, viewpoints and power relationships. It is not a protective approach that focuses on negativity and fear, as some might argue. On the contrary, it is a process of empowerment. The recommendation is not to shy away from 'dangerous', mind-polluting discourses but to be equipped with the know-how for deciphering any text with insight and analytical skill, deconstructing it in a way that brings to the surface its hidden agenda and opens the conversation up to a wider perspective. We are introducing a philosophy in which every 'message' is a basis for negotiation and constructive dialogue. The invitation of multiple and alternative points of view to the discussion becomes a common and expected practice. In this context, children are encouraged to develop their analytical capacities and critical reading practices. The following questions represent a set of discursive tactics and strategies that can help children deconstruct any text (oral, printed, media).</p> <p>Critical analysis level:</p> <ul style="list-style-type: none"> - What is the aim of the author/creator? Why? - What do you think is the target group of this text? Why is this group targeted? - What are the main ideologies and beliefs prevalent in the text? What images, sounds, words or phrases employed by the author better promote his/her ideology? Where does this ideology come from? Does it represent an individual viewpoint or is it prevalent among certain groups of people? Which groups? Why? - Whose interests are served by this text and its message? - What is the prominent view in our society about this specific topic discussed? Why do you think is that? - What is missing from this account? What alternative viewpoints exist about the topic which the specific text does not mention? Why is there no mention of these alternative viewpoints? - Where could we possibly find such alternative viewpoints? In our society? In another part of the world? In another culture? In another era? - Could we alter the message of the text and its angle, making it fairer and less biased, by changing certain elements of its presentation (music, sound, words, etc.)? Who can try? <p>Evaluation level:</p> <ul style="list-style-type: none"> - Does the author succeed in getting his/her message across? - Who would find this text more attractive and effective? Who would find it less so? Who would be influenced more easily by it? Who could potentially be annoyed by it? - What would happen if this message is repeatedly delivered in a society, as 'the normal', 'correct' way of viewing the world? - What is your personal opinion about it? - Is it fair? - How could it be even more effective? - Is this 'text' dangerous? Is it 'useful'? Why? 	
	Comments, annexes		
Ad Teacher profession development	-		
Specialized network for media educators	CAT a media education project - The ICFFCY Association - Children & Youth Film Festival of Cyprus http://www.icffcy-cat.com/media-education/cat-a-media-education-project/		