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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON  
ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Reports submitted in accordance with Council resolution 1988 (LX)  
by States parties to the Covenant, concerning rights covered by  
articles 13 to 15

CYPRUS

[15 February 1983]

ARTICLE 13. RIGHT TO EDUCATION

- A. Principal laws, administrative regulations and other arrangements relevant to the right of everyone to education in its various aspects, as set out in article 13

During the period under review (1976 to date) several measures have been adopted which have furthered the observance of the right of everyone to education in its various aspects.

These measures included the continued provision of free and compulsory primary education to all, the extension of free secondary education, erection of new schools, subsidization of transportation in order to make secondary education available and accessible to all, and the extension and intensification of fundamental education programmes. In addition, the following specific measures were the most characteristic of the period after 1976 for the further promotion of the right of everyone to education.

\* E/1983/30.

(1) In 1979, the Special Education Law, No. 47, of 1979, which regulates the establishment and functioning of all institutions of special education, was enacted. The new Law provides for the promotion of education of trainable children, of emotionally disturbed children, of children who present severe backwardness of an educational nature and of children who are physically handicapped. The Law covers all children belonging to the above categories between the fifth and the eighteenth year of age.

The responsibility for the establishment, staffing and functioning of special education institutions lies with the Government. Philanthropic societies, associations or groups can establish and run special education institutions which should meet the requirements set down by the Law regulating the functioning of private institutions of an educational nature.

The Special Education Law provides also for the establishment of various committees, centrally and at district level, which will cater for the implementation of the provisions of the Law.

(2) There has been a considerable increase in the number of public nursery schools, in an effort to secure the right of everyone to education as early as possible.

(3) During the same period the Government of Cyprus has continued to pay the expenses for the salaries of teachers, the equipment and the maintenance of Greek and Maronite primary schools which function in the areas of Cyprus which are under the occupation of Turkish troops.

B. Measures taken to promote the full realization of the rights of everyone to education with a view to achieving:

(1) The full development of the human personality and the sense of its dignity.

Three measures have been taken to this effect:

(a) At the upper secondary school level (ages 15-18) children were given the right to select their subjects of specialization according to their inclinations and aptitudes;

(b) Guidance services have been strengthened in order to guide and support children in coping with their various problems;

(c) The teaching of humanities at technical and vocational schools has been increased with respect to both time and scope.

(2) The strengthening of respect for human rights and fundamental freedoms.

The measures taken to this effect are the following:

(a) The internal organization of the schools has changed and a kind of pastoral care system has been introduced (with a teacher responsible for each class);

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(b) Teaching methods and the teachers' approach to the children have changed with a view to enhancing the dignity and personality of the children;

(c) Students elect their class representatives who constitute the Students Council. Headmasters frequently consult the Students Councils on matters concerning the welfare and the rights of children;

(d) Discussions are organized with a view to training children to tolerate different opinions and different patterns of life.

(3) The development of human rights teaching.

(a) Human rights is a major part of the syllabus of Civics;

(b) The Universal Declaration of Human Rights has been translated and sent to all schools;

(c) United Nations Educational, Scientific and Cultural Organization (UNESCO) Associated Schools organize symposia on human rights;

(d) All schools commemorate Human Rights Day on 10 December;

(e) Children undertake small-scale surveys on the ways human rights are implemented in their community and the degree of human rights consciousness among laymen.

(4) The effective participation of all persons in a free society.

Schools try through both teaching and extra-curricular activities to encourage children to involve themselves with community and societal problems. Various school clubs, such as the Social Club, the Environment Club and the Science Club, organize activities through which children are trained for their future roles.

(5) The promotion of understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups.

During the period under review,

(a) School textbooks have been reviewed within the framework of a curriculum development project with a view to removing prejudices;

(b) The number of schools twinning with schools in foreign countries, as well as the number of children corresponding with children in schools abroad, has greatly increased;

(c) Within the framework of bilateral cultural agreements the Cultural Service of the Ministry of Education has presented to the general public many important cultural events from other countries (concerts, dances, theatrical plays etc.).

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(6) The furtherance of the activities of the United Nations for the maintenance of peace.

Cypriots have first-hand experience of United Nations activities for the maintenance of peace from the presence of the United Nations Peace-keeping Force in Cyprus (UNFICYP). Schools co-operate with United Nations forces and very often they invite United Nations soldiers to celebrate with them various cultural and other events.

C. Right to primary education

(1) Primary education in Cyprus is free and compulsory. It lasts six years and covers the age-range 5 1/2 to 11 1/2 years. No person has ever been denied the right to education and training on grounds of race, colour, religion or ethnic group origin.

Girls, children of low income and children in rural areas are treated in the same way as all other children. There are schools in all towns and villages, even the most remote ones. In the very few places where there are no schools, adequate transportation is provided by the State.

The Special Education Law, No. 47 of 1979 caters for the education of children (aged 5-18 years) who are physically or mentally disabled.

Not many children of immigrants are to be found in Cyprus, hence no real problem exists; the problem of migrant workers does not exist at all.

Children belonging to linguistic, racial, religious or other minorities, such as Armenians, Maronites, British etc., are helped by the Government in many ways to attend private schools of their choice, and they are allowed to grow up according to their parents' wishes.

(2) Primary education, being free and compulsory, covers almost 100 per cent of the children.

(3) Primary education in Cyprus is completely free and is compulsory.

(4) The main factor and difficulty affecting the degree of realization of the right to primary education and the progress achieved, was the Turkish invasion of Cyprus in July 1974, which displaced 200,000 Greek Cypriots from their homes. The few Greek-Cypriot children, living in the areas under Turkish occupation are not allowed to have the teachers they want or the textbooks they want. The Ministry of Education is thus prohibited from freely exercising its rights on the running, staffing and operation of schools under Turkish occupation.

D. Right to secondary education

(1) Measures aimed at making secondary education in its different forms generally available and accessible to everyone:

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- (a) Secondary schools have been established and are operating in both towns and rural areas;
- (b) The necessary school buildings have been erected and equipped so that the schools can function adequately;
- (c) Secondary education, although not compulsory, is free (no tuition or other fees are paid) for the first three-year cycle and for the first year (class IV) of the second cycle (Lyceum). Fees for the remaining two years are quite low and about 50 per cent of pupils have their school fees refunded to them totally or in part (refugees do not pay any fees and children of low income families receive fellowships);
- (d) Travelling allowances are paid to pupils attending rural schools and to pupils of low-income families when no adequate transport exists. The travelling allowance is also paid to all refugee pupils;
- (e) Pupils completing primary education proceed to secondary education without entrance examinations. Similarly, pupils completing the first cycle of secondary education (Gymnasium) proceed to the second cycle (Lyceum) without entrance examinations.

(2) Measures aimed at making technical and vocational secondary education generally available and accessible to everyone:

- (a) Secondary technical and vocational schools have been established and function in all towns and in one rural area as well. Studies are at present being considered for the establishment of new secondary technical/vocational schools in other rural areas where there is a need;
- (b) The necessary school buildings have been erected and the necessary equipment provided so that these schools can function adequately; additional buildings are put up if needed and supplementary equipment is provided;
- (c) Secondary technical and vocational education, although the most expensive type of education, is provided free to all pupils and for all six years of secondary schooling;
- (d) Pupils completing the first cycle of secondary education (Gymnasium) may proceed to the technical and vocational schools without entrance examinations.

(3) Plans and legal provisions adopted or proposed in order to achieve the progressive introduction of free secondary education for all, with reference to problems encountered therein.

It is envisaged that free secondary education will be extended to cover all six years of secondary schooling during the next five-year Development Plan (1983-1987). At present it covers the first four years of secondary general education (see sect. D, para. (1) (c) above) and all six years of secondary technical education (see sect. D, para. (2) (c) above).

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(4) Factors and difficulties affecting the degree of realization of this right:

(a) Secondary education received a heavy blow as a result of the Turkish invasion and occupation of a large part of the island in 1974. Thirty-eight per cent of the secondary school buildings were occupied and 31 per cent of the pupils displaced. Two technical/vocational schools, out of a total of eight, were also occupied and 20 per cent of the pupils displaced;

The occupation of the above-mentioned schools and the displacement of their pupils created serious accommodation problems for the authorities. The majority of the secondary general and technical schools in the free areas had therefore to operate on a morning and afternoon shift basis. New schools had to be established and existing schools had to be expanded to accommodate all pupils but some of the secondary schools still operate on a morning/afternoon shift basis;

(b) The economic burden put on the shoulders of the authorities for the erection of new buildings and the provision of the necessary equipment delayed the introduction of free secondary education, as had been planned.

E. Right to higher education

(1) General and specific measures taken to make higher education equally accessible to all, on the basis of capacity.

There is no university in Cyprus. There are only five public higher education establishments: the Forestry College, the Paedagogical Academy, the Higher Technical Institute, the School of Nursing and Midwifery and the Hotel and Catering Institute. There are various private higher education institutions.

Graduates of public secondary schools are entitled to compete for places in the schools mentioned above, with the exception of graduates of some vocational technical courses; graduates of private secondary schools are also entitled to attend most of these schools of higher education. If a student is not admitted to the competitive examinations on the basis of his school certificate, he may take an examination to make himself eligible for these examinations.

The universities most accessible to Cypriot school graduates are the universities in Greece (European universities are also accessible to Cypriot school graduates, subject to entrance requirements or competition for places). Cyprus is given a number of places in the Greek universities (5 to 10 per cent of places according to subject), which are allotted after a competitive examination. Public secondary school graduates are entitled to take these examinations.

A similar procedure applies for entrance to other public higher education institutions in Greece.

Extra tuition is offered by most lyceums (secondary schools) during the final class, to help students revise and complete their knowledge before taking the competitive examinations.

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The counselling services, which exist in all public schools, help children through difficult phases of pupil life, and with emotional and educational problems that may otherwise force pupils to drop out of school.

Counselling services also provide information through printed material, lectures, visits and interviews about available courses of study in higher education and examinations for Cypriot, Greek and other universities or centres of higher education.

Recent statistics show that some 44 per cent of secondary school leavers proceed to third level education (33 per cent to institutions of higher education abroad and 11 per cent to tertiary education institutions in Cyprus). The level of this ratio is indicative of the satisfactory degree of accessibility of higher education to all, on the basis of capacity.

(2) Practical steps taken to provide financial and other assistance to students in higher education.

Financial allowance is given to all students attending the Paedagogical Academy, the Forestry College and the Nursing School. The Hotel and Catering Institute heavily subsidizes its students' fees and living expenses.

Financial assistance is also given to a number of students attending Greek universities and other institutions of higher education, according to their needs. Also, a number of public scholarships or loans are awarded to first degree students according to achievement and financial need.

(3) Factors and difficulties related to making higher education equally accessible to all, including in particular, problems of discrimination.

There is no discrimination among Cypriot people, among various communities, religions or between the sexes. A percentage of places in the Cypriot institutions is allotted to overseas students, and a number of scholarships are granted by the Government of Cyprus with respect to those places. The language used in all schools, except the Paedagogical Academy, is English, so that foreigners may participate.

#### F. Right to fundamental education

(1) General and specific measures taken to encourage and intensify fundamental education for persons who have not received or completed the whole period of their primary education.

To encourage and intensify fundamental education for persons who have not received or completed the whole period of their primary education, there function in many villages and in all the towns in Cyprus institutions known as Adult Education Centres.

These Centres are places of learning (wide use is made of the primary schools during the afternoons and evenings) where boys and girls in their teens, as well as

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men and women, can go after the day's work to complete their education or pursue studies in vocational and other subjects of interest to them.

For those who have never had the chance to go to school and are therefore illiterate, the Adult Education Centres are the only possible substitute for the education they did not receive.

In spite of the fact that illiteracy in Cyprus is only 1 per cent among those aged 15-39 (according to the latest official statistics of 1976), the Literacy Campaign will continue until illiteracy is fully eradicated.

Since 1969, when the Literacy Campaign started, 138 literacy classes have been held which were attended by more than 760 persons between the ages of 30 and 50.

During the current school year, 27 classes for the illiterate are operating with an attendance of well over 80 people of different ages.

(2) Enrolment in literacy classes is rather poor, especially among people over the age of 40, for purely psychological reasons. To overcome this problem and to encourage enrolment, the Ministry of Education, in 1976, introduced the "Teaching of illiterates at home" scheme.

The following table provides a picture of the evolution of the Literacy Campaign in Cyprus.

<u>Year</u>	<u>Number of literacy classes</u>	<u>Enrolment a/</u>
1969-70	5	32
1970-71	29	126
1971-72	15	87
1972-73	12	64
1973-74	11	54
1974-75	3	14
1975-76	7	30
1976-77	7	42
1977-78	9	45
1978-79	9	48
1979-80	10	52
1980-81	12	58
1981-82	12	54
1982-83	27	86

a/ In all cases, those enrolled are between the ages of 30 and 50.

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G. Development of a system of schools

(1) Principal laws, administrative regulations and collective agreements designed to promote the development of a system of schools at all levels.

The educational system of the Republic of Cyprus covers primary education (6 years); lower-secondary general education (3 years); upper-secondary general education (3 years); and upper-secondary technical/vocational education (3 years).

Beyond that, the school system comprises some public and private tertiary institutions (see sect. E above).

The principal laws governing the educational system are the following:

(a) Primary education:

- (i) The Elementary Education Law, Cap. 166/1933, which was enacted in order "to make better provisions and to consolidate the law in regard to elementary education and purposes connected therewith";
- (ii) The Elementary Education (Amendment) (Compulsory Education) Law, No. 14/1962;

(b) Secondary education:

- (i) The Secondary Education Law, Cap. 169/1936, the purpose of which is to provide for better management and control of secondary education;
- (ii) The School Committees Loan Contracting Law, No. 62/1965, for the provision of funds and loan contracting arrangements to the local School Committees;

(c) Other laws:

- (i) The Education Office (Organization) Laws, Nos. 7/1960, 6/1962 and 3/1964;
- (ii) The Public Educational Service Commission Law, No. 10/1969, which provides for the creation and operational activities of the Public Educational Service Commission;
- (iii) The Private Schools Laws, Nos. 16/1962 and 5/1971, which provide for the conditions and regulations related to the establishment and operation of private schools;
- (iv) The Special Education Law, No. 47/1979.

All these laws have been amended on various occasions for the purpose of improving the administration of general education.

(2) Comprehensive schemes and practical measures taken to develop a system of schools (finance, school building, educational material etc.).

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For the purpose of financing the needs of the educational system, provision is made annually in the government budget with respect to:

- (a) The general administration of the whole educational system (Ministry of Education);
- (b) The payment of the teaching staff;
- (c) The local school committees for the erection and maintenance of school buildings;
- (d) The supply of equipment and other educational materials;
- (e) Various welfare services to students.

Analysis of government expenditure for all levels of education is shown in table 1 below.

This expenditure for the school-year 1980-81 represents 12.5 per cent of the government's budget expenditure or 3.3 per cent of gross national product.

(3) Statistical and other comparative data relating to the development of a system of schools.

Table 2 below shows the development of primary education and table 3, the development of secondary education (general, technical and vocational).

Table 1. Government expenditure by level of education  
 (Cyprus pounds)

Level of education	1976-77	1977-78	1978-79	1979-80	1980-81
<b>MINISTRY OF EDUCATION</b>					
Public pre-primary	80.9	126.6	136.0	420.6	628.6
Public primary	4 601.8	5 532.5	7 075.2	8 539.6	10 283.6
Public secondary general	5 045.6	6 042.4	8 119.3	10 183.8	13 109.8
Public technical	1 207.2	1 504.7	1 914.7	2 494.7	3 220.8
Apprenticeship training	50.9	63.9	66.9	70.0	92.3
Special schools	225.5	292.1	359.9	376.3	472.6
Informal education	134.7	216.8	273.9	369.0	523.5
Paedagogical academy	70.0	81.9	100.9	124.4	136.6
Grants to primary schools of religious groups (public)	39.8	46.1	59.7	70.7	83.1
Grants to private foreign schools	22.1	36.2	39.9	47.2	49.3
Grants to Greek private schools	11.4	10.2	10.1	9.4	8.8
Administration not allocated by level	301.2	343.9	673.7	896.6	1 777.0
<b>Total</b>	<b>11 791.1</b>	<b>14 297.3</b>	<b>18 830.2</b>	<b>23 602.3</b>	<b>29 786.0</b>
<b>GRANTS FROM THE SPECIAL REFUGEE FUND</b>					
Pupils' transport	138.3	141.6	213.4	293.5	379.3
Secondary School Committees	101.8	56.7	47.2	131.4	165.3
School buildings	301.0	240.3	272.1	167.1	171.0
Pupils' tuition fees at private schools	62.6	56.2	44.8	31.6	24.6
Cypriot students in Greece	246.1	245.1	100.0	107.8	93.8
Purchase of land					220.0
<b>Total</b>	<b>849.8</b>	<b>739.9</b>	<b>678.1</b>	<b>731.4</b>	<b>1 054.0</b>
<b>OTHER MINISTRIES</b>					
Reform school and rehabilitation centre	25.7	89.0	98.1	114.1	145.2
Hotel training	99.4	139.2	141.7	193.1	244.3
Higher Technical Institute	171.5	260.8	336.7	427.0	539.0
Apprenticeship training	16.8	19.7	25.6	35.4	39.3
Forestry College	54.0	63.7	71.2	90.5	107.6
School of Nursing and Midwifery	89.4	81.5	118.6	112.3	138.2
School of Psychiatric Nursing	24.2	31.6	28.4	19.8	71.1
Public day nurseries				129.8	163.1
<b>Total</b>	<b>481.0</b>	<b>685.5</b>	<b>820.3</b>	<b>1 122.0</b>	<b>1 393.8</b>
<b>Grand total</b>	<b>13 121.9</b>	<b>15 722.7</b>	<b>20 328.6</b>	<b>25 455.7</b>	<b>32 233.8</b>

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Table 2. Development of Greek public primary education, 1964-1982

School year	Schools	Pupils	Teachers	Pupil/teacher ratio
1964-65	532	69 218	1 983	34.9
1965-66	537	71 462	2 011	35.5
1966-67	542	71 317	2 060	34.6
1967-68	542	70 690	2 101	33.6
1968-69	542	59 988	2 132	32.8
1969-70	545	69 521	2 142	32.5
1970-71	548	67 529	2 167	31.2
1971-72	546	64 415	2 165	29.8
1972-73	547	62 681	2 172	28.9
1973-74	548	62 221	2 194	28.4
1974-75	380	56 059	2 021	27.7
1975-76	393	55 983	2 051	27.3
1976-77	426	54 542	2 106	25.9
1977-78	422	54 267	2 153	25.2
1978-79	429	53 032	2 179	24.3
1979-80	434	49 286	2 111	23.3
1980-81	431	47 309	2 103	22.5
1981-82	426	44 570	2 105	21.2

Table 3. Development of all secondary education, 1964-1982

School year	Schools	Pupils	Teachers	Pupil/teacher ratio
1964-65	61	31 196	1 236	25.3
1965-66	62	32 225	1 332	24.2
1966-67	64	33 511	1 413	23.7
1967-68	67	35 496	1 485	23.9
1968-69	73	37 344	1 622	23.0
1969-70	80	39 092	1 759	22.2
1970-71	83	42 245	1 893	22.3
1971-72	86	44 979	2 071	21.7
1972-73	90	48 069	2 308	20.8
1973-74	91	49 668	2 609	19.8
1974-75	(61) 80	46 800	2 186	21.4
1975-76	(62) 80	49 373	2 364	20.9
1976-77	(69) 89	50 633	2 578	19.6
1977-78	(73) 84	49 353	2 671	18.5
1978-79	(77) 91	48 886	2 770	17.7
1979-80	(79) 91	48 797	2 886	16.9
1980-81	(71) 91	47 599	2 910	16.4
1981-82	(78) 98	48 881	3 007	16.3

Note: The figures in parentheses indicate the number of school buildings.

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H. Establishment of an adequate fellowship system

(1) Principal laws, administrative regulations and other arrangements designed to establish an adequate fellowship system.

As mentioned in section D, above, the Government offers free secondary education to all students in the first four classes of the public secondary-general schools and in all classes of the public technical/vocational schools.

Free secondary education was gradually introduced in 1972-73 by the abolition of all fees for students in the first class of secondary schools. This was gradually extended in subsequent years to cover students in the second, third and fourth classes of secondary-general and in all classes of secondary technical/vocational schools.

At the same time, for the fee-paying classes a fellowship system has been in operation for many years for the exemption of poor and needy students from fees in order to allow them to complete their secondary schooling. Under this system, some 20 per cent to 30 per cent of all students were annually exempted from paying any fees, either totally or partially, depending on the financial means of their parents, as well as on their ability. This exemption-from-fees scheme was in operation until 1974. After 1974, an additional scheme was introduced for the exemption of refugee and other needy students. With the Turkish invasion of Cyprus in 1974 some 30 per cent of the total population was displaced from their homes and an enormous refugee problem was created. To assist refugees face their many economic and social problems, the Government initiated a number of rehabilitation programmes, including the new fellowship scheme for refugee students.

(2) Measures taken.

To make secondary education equally accessible to all and to overcome any obstacles, such as poverty or any form of discrimination, a fellowship scheme for the subsidization of students' transportation expenses has been in operation since 1963. Under this scheme, the transportation expenses of students of rural areas with no adequate means of transportation are subsidized by the Government.

In 1976, the transportation scheme was also extended to cover all refugee students, and in this case total payment of transportation expenses is covered by the Government.

Subsidization of tuition fees and transportation expenses covers also refugee and other needy students at private schools.

In addition to the gradual extension of free secondary education, all the fellowship and subsidization schemes mentioned above have been gradually improved and today some 50 per cent to 60 per cent of all students in the fee-paying classes (classes V and VI of secondary-general schools only) are exempted from the payment of any fees. At the same time, all refugee students have free transportation, and the transportation expenses of students in rural areas are subsidized.

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It is envisaged that free secondary education will be extended to cover all six years of secondary schooling during the period of the next five-year Development Plan (1983-1987).

(3) Factors involved and difficulties encountered.

It is believed that the above-mentioned fellowship schemes have worked satisfactorily and have given equal opportunity to all students to pursue their schooling by helping refugee, poor and needy students.

Nevertheless the main difficulty encountered was the financing of those schemes, particularly after the Turkish invasion when the Government had to assume many other responsibilities and to finance many other rehabilitation schemes. At the same time, the Turkish invasion created many other problems with respect to the educational system, which, among other repercussions, delayed the extension of free secondary education to cover all students in secondary schools.

I. Improvement of the material conditions of teaching staff

(1) Measures to improve the material conditions of teaching staff.

During the period under review, the negotiations between the Government and educational organizations were successfully completed and led to the signing of separate agreements which constitute the new structures and organization of primary education, secondary education and the inspectorate. The new structural reorganization adopts the general salary scales introduced for the whole civil service, provides for combined scales and posts for certain grades and generally allows access to higher remuneration and grades to a relatively greater number of teaching staff than before. The agreements were sanctioned by the House of Representatives with the enactment of laws. Salaries are composed of a basic salary and a cost-of-living allowance which is adjusted every six months. From time to time part of the cost of living is embodied in the basic salary on agreement between the Government and teachers' organizations.

(2) Measures adopted for teaching staff:

(a) As mentioned in paragraph (1) of the present section, the new structure which came into effect on 1 January 1979 improved the general working conditions, remuneration and career possibilities. In certain instances, private sector has followed suit;

(b) Teachers are protected against all risks contained in the International Labour Organisation Social Security (Minimum Standards) Convention. The level of protection granted to teachers in relation to all risks is satisfactory;

The payment of pension to all teacher pensioners, together with the old age and other benefits from the social insurance funds, is secured by law. From 1 June 1982, maternity leave has been extended to two months with full pay instead of with half pay, as was the case previously;

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In July 1981, the Pension Laws were amended, so as to provide for, inter alia, the following which are beneficial to employees:

- (i) Recognition for pension purposes of previous government service;
- (ii) Payment of a gratuity following voluntary resignation after five years of service in a permanent post and if under the age of 45;
- (iii) Voluntary resignation without loss of pension benefits after reaching the age of 45 years. In this case pension is granted on the completion of the fifty-fifth year of age;

(c) Various courses and seminars are organized by the Paedagogical Academy but mainly by the School Inspectors to enable the teachers to keep up to date with developments in the educational system and with teaching methods.

(3) Participation of teachers and their organizations.

(a) Teachers organizations take an active part in educational planning. Their representatives participate in:

- (i) The Educational Council which is an advisory body to the Minister of Education;
  - (ii) The Joint Staff Committee for the Educational Service which deals with all personnel matters concerning the Educational Service;
- (b) Teachers and their organizations also participate in:
- (i) Preparation of curricula;
  - (ii) Textbook writing;
  - (iii) Teaching aids and research into the use of such aids;
  - (iv) Development of new courses.

(4) Factors and difficulties affecting improvement of the material conditions of teaching staff.

The material conditions of teaching staff have been satisfactorily improved during the past two years. Further improvement is desirable but, due to financial difficulties, this cannot be achieved.

As a result of the Turkish invasion, considerable funds are absorbed to meet basic refugee needs and to the setting up of agriculture, industry and tourism which were greatly affected.

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J. Right to choice of school

(1) The right to choice of school.

The right to choice of school in Cyprus is guaranteed by article 20 of the Constitution of the Republic of Cyprus:

"Every person has the right to receive, and every person or institution has the right to give instruction or education subject to such formalities, conditions or restrictions as are in accordance with the relevant communal law and are necessary only in the interests of the security of the Republic or constitutional order or public safety or public order or public health or public morals or the standard and quality of education or the protection of the rights and liberties of others, including the rights of the parents to secure for their children such education as is in conformity with their religious convictions."

There are no administrative regulations or collective agreements or court decisions relating to the promotion of the right to choice of school. Since 1961, when the Republic of Cyprus was established, there have apparently been no complaints by parents concerning their right to choose for their children schools other than those established by the public authorities.

(2) Right of parents to ensure the religious and moral education of their children in conformity with their own convictions.

Article 18 of the Constitution of the Republic of Cyprus provides that:

1. Every person has the right to freedom of thought, conscience and religion.
2. All religions whose doctrines or rites are not secret are free.
3. All religions are equal before the law. Without prejudice to the competence of the Communal Chambers under this Constitution, no legislative, executive or administrative act of the Republic shall discriminate against any religious institution or religion.
4. Every person is free and has the right to profess his faith and to manifest his religion or belief, in worship, teaching, practice or observance, either individually or collectively, in private or in public, and to change his religion or belief.
5. The use of physical or moral compulsion for the purpose of making a person change or preventing him from changing his religion is prohibited.
6. Freedom to manifest one's religion or belief shall be subject only to such limitations as are prescribed by law and are necessary in the interests of the security of the Republic or the constitutional order or the public safety or the public order or the public health or the public morals or for the protection of the rights and liberties guaranteed by this Constitution to any person.

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7. Until a person attains the age of 16 the decision as to the religion to be professed by him shall be taken by the person having the lawful guardianship of such person.
8. No person shall be compelled to pay any tax or duty the proceeds of which are specially allocated in whole or in part for the purposes of a religion other than his own.

The pupils in the public schools are allowed to attend classes where their own religion is taught. The majority of the pupils belong to the Christian Orthodox religion. The pupils who belong to religious minority groups attend classes on religion organized by their own community. For the pupils who attend private schools, Law No. 5/1971 which regulates the establishment and operation of private schools provides that:

"The use in any private school of physical or moral compulsion for the purpose of making a pupil change or preventing him from changing his religion shall be prohibited, and for this purpose the teaching of a religion or belief different from that professed by the pupil shall not be allowed.

"For the purposes of this subsection the term 'moral compulsion' shall include any intervention or attempt to intervene for the purpose of changing the content thereof by fraudulent means or by taking advantage of the inexperience or trust or by exploiting his mental or physical incapacity."

- (3) Opportunity to attend schools where teaching is in the native language.

Minority groups are allowed to establish their own schools which are subsidized by the State.

The law which regulates the establishment and operation of the private schools provides that:

"A private school attended by pupils of compulsory school age shall be, at the Minister's discretion, of the same or similar type and of the same standard as a public school and shall give instruction of the official language of the Republic for a minimum of six hours weekly to pupils who are citizens of the Republic and are of compulsory school age."

- (4) There are no difficulties affecting the degree of realization of the right to choice of school.

R. Liberty to establish and direct education institutions

The right of individuals and bodies to establish and direct educational institutions is provided by:

- (a) Article 20 of the Constitution of the Republic of Cyprus (see sect. J, para. (1) above); and
- (b) The Private Schools Law, No. 5, of 1971.

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(1) The Private Schools Law regulates the establishment and operation of private schools. Under this Law, "private school" means a school of elementary, secondary, general, technical or vocational education and includes a kindergarten and "proprietor of a private school" means a person, corporate or unincorporate, in whom is vested the ownership of the School and includes more than one co-proprietor.

The conditions for the establishment of a private school, which are provided by this Law, are the following:

No private school may be established

(a) By:

- (i) A person not a citizen of the Republic;
- (ii) A public servant or officer of the Republic;
- (iii) A secondary school teacher, school master or other teacher of a public school in active service;
- (iv) A person convicted of an offence of dishonesty or involving moral turpitude;
- (v) A teacher or public servant who has been dismissed on account of a serious disciplinary offence;
- (vi) A person in the service of a foreign Government or organization;

(b) Or where from the documents submitted it is evident that the establishment of the school does not aim at serving the educational needs of the area for which it is intended but tends exclusively to serve profit-making ends.

A person not a citizen of the Republic may establish a private school upon being granted a licence by the Minister of Education, subject to the conditions prescribed.

There are no administrative regulations or collective agreements relating to the promotion of the right of individuals or bodies to establish and direct educational institutions and no complaints have apparently been made by any individual or body concerning their right to establish an educational institution.

(2) Practical measures designed to prevent interference with this liberty.

The enactment of the Private Schools Law in 1971 which provides that every person or body may establish a private school, subject to the conditions mentioned above.

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ARTICLE 14. PRINCIPLE OF COMPULSORY EDUCATION,  
FREE OF CHARGE FOR ALL

(1) Primary Education comprises a six-year cycle of study and is compulsory and free of charge. Children enter primary schools at the age of 5 1/2 years and leave after completing the six-year cycle of study or after completing at least seven years of attendance at the primary school. Books and stationery are also provided free of charge.

(2) To implement the principle of compulsory education the Government of Cyprus, through the local school authorities, has the responsibility of providing and maintaining proper and sufficient school buildings and equipment.

Transportation of children to schools when their residence is over 1 1/2 miles from the school, is paid or subsidized by the Government. Schools operate in almost every community. Where the number of pupils is less than 15, the children attend the school of an adjacent community and their transportation is paid by the Government.

If the parent of any child of primary school age, i.e., 5 1/2 to 13 years, shall habitually and without reasonable excuse neglect to comply with the Law for Compulsory Education, he shall be guilty of an offence and shall be liable on summary conviction to a fine not exceeding five pounds for a first offence and not exceeding 10 pounds for a second or any subsequent offence.

For the general implementation of the principle of compulsory education the Government of Cyprus has established a number of special classes in ordinary primary schools for maladjusted children as well as special schools for the deaf, the blind and the mentally handicapped.

(3) Since 1962 when the Law for Compulsory Education was enacted there have been no problems affecting its promotion.

ARTICLE 15. RIGHT TO TAKE PART IN CULTURAL LIFE AND TO ENJOY  
THE BENEFITS OF SCIENTIFIC PROGRESS AND THE  
PROTECTION OF THE INTERESTS OF AUTHORS

In this part of the report, reference will be made to two reports contained in, respectively, appendix A and appendix B to the present report: "National Report on Cultural Policy", prepared for the Council of Europe in 1976, and "Answers to the questionnaire on the administrative structures of cultural policies in member States of UNESCO" (CC/CD/DOC/145 Ann), prepared for the UNESCO World Conference on Cultural Policies, held in Mexico in 1982. 1/

A. Right to take part in cultural life

(1) Under the transfer of the Exercise of the Powers of Greek Communal Chamber and Ministry of Education Law, administrative powers on all educational, cultural and pedagogical matters were, from 31 March 1965, transferred to the Ministry of

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Education. (The competence of the Greek Communal Chamber (transfer of exercise) and Ministry of Education Law, 1965: 12/65).

The Ministry of Education has, as part of its structure, a special service, the "Cultural Service", which deals with cultural matters and implements cultural policy (see the "National Report on Cultural Policy", contained in appendix A).

Other laws and regulations relating to cultural rights, cultural policy and conservation development and diffusion of culture are the following:

The Scientific Research Centre Greek Communal Chamber 1964 (Repeal) Law, 1966: 62/66;

The Cyprus Broadcasting Corporation Law, Cap. 300A (amended up to and including Law 39/63), 61/72;

The Cyprus Theatre Organization Law, 71/70, 36/72, 229/74, 47/76, 27/79, 68/79;

The Cyprus Sports Organization Law, 41/69, 22/72, 2/73, 51/77, 27/79, 79/80;

The Cyprus Public Library Law, Cap. 48, 27/68;

Antiquities Law, Cap. 31;

The Antiquities (Amendment) Law, 1964: 48/64 and 32/73;

The Cyprus Tourism Organization Law, 1969: 54/69, 50/77, 48/78, 62/69, 66/80;

The Societies and Institutions Law, 1972;

The Municipal Corporations Law, 1964: 64/64, 15/66, 9/70, 47/70, 89/70, 87/72, 73/79;

The Municipal Corporations (Amendment) Law, No. 26/81, which concerns the setting up of the cultural policy of the Municipalities;

Law 90/72 concerning town planning, especially article 38 concerning the preservation of buildings etc. having special character.

(2) Practical measures for the realization of this right:

(a) See the "National Report on Cultural Policy" contained in appendix A;

(b) See "Answers to the questionnaire on the administrative structures of the cultural policies in member States of UNESCO" (CC/CD/DOC/145 Ann), part II, sections A and B, contained in appendix B;

(c) See "Answers to the questionnaire on the administrative structures of cultural policies in member States of UNESCO" (CC/CD/DOC/145 Ann), part III, contained in appendix B;

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(d) The Cultural Service of the Ministry of Education and other governmental cultural institutions subsidize the cultural activities of minorities;

(e) The role of mass media and communications media in promoting participation in cultural life is very important. It is estimated that some 33 per cent to 35 per cent of the programmes of the Cyprus Broadcasting Corporation (Radio and Television) are purely cultural, mostly produced in Cyprus;

(f) The European Cultural Convention (Ratification) Law, 1968: 48/68;

Convention on the means of prohibiting and preventing the illegal import, export and transfer of ownership of cultural property (Ratification) Law, 1979: 61/79;

Convention concerning the protection of the world cultural and natural heritage (Ratification) Law, 1975: 23/75;

Convention for the protection of cultural property in the event of armed conflict (Ratification) Law, 1971: 12/71;

Paphos area, Cyprus, has been included in the World Cultural Heritage list, Inv. No. 79/2-9-80;

Cyprus is a member of the International Council of Museums (ICOM), the International Council of Monuments and Sites (ICOMOS), the International Centre for Conservation in Rome (ICCROM) and the World Council of Churches;

(g) There is no specific legislation on the freedom of artistic creation and performance;

Article 19 of the Constitution of the Republic of Cyprus refers generally to the freedom of expression;

Article 21 of the Constitution of the Republic of Cyprus refers to the right of everyone to meet together peacefully and to establish societies and institutions;

(h) See "Answers to the questionnaire on the administrative structures of cultural policies in member States of UNESCO (CC/CD/DOC/145 Ann), part VI, contained in appendix B.

(3) Factors involved and difficulties encountered.

The overall cultural development of Cyprus was seriously hindered by the Turkish invasion of 1974 and its grave consequences on all aspects of life. The cultural heritage in the occupied areas has already received a severe blow and is in a state of decline.

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B. Right to enjoy the benefits of scientific progress and its applications

No specific laws are in force relevant to the promotion of the right of everyone to enjoy the benefits of scientific progress and its applications. Nevertheless due to the small size of the country and its administrative structure, all government policy, including science and technology policy, is evenly and equally distributed without any restrictions or discrimination.

The diffusion of science is achieved mainly through the educational system and the free-market and free-information structure of the country.

In the whole educational system of Cyprus science is an important part of the syllabus. One of the aims of the syllabus is to give to all students the opportunity to understand science and its applications in the everyday practice so as to be able to enjoy the benefits of scientific progress.

C. Protection of moral and material interests of authors

(1) Principal laws and regulations:

Berne Convention for the Protection of Literary and Artistic Works  
(Ratification) Law, 1979: 86/79;

The Copyright Law, 1971;

The Copyright Regulations, 1971;

Law No. 59/76 concerning the protection of intellectual property rights.

(2) Practical measures.

Measures taken by the Cultural Service of the Ministry of Education are described in the "National Report on Cultural Policy", contained in appendix A.

(3) No fundamental difficulties exist.

D. Steps taken for the conservation, development and diffusion of science and culture

(1) and (2) See answers to sections A and C above.

E. Right to freedom of scientific research and creativity

(1) and (2) Many governmental institutions carry out scientific research and creative activities. Laws concerning these institutions are mentioned in section A above.

(3) There exist many bilateral agreements for scientific and cultural co-operation between Cyprus and other countries (see the reports contained in appendices A and B).

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(4) Many private scientific and cultural associations receive governmental aid for scientific research and activities.

(5) Financial limitations and other economic and social priorities, the needs created by the Turkish invasion (social and humanitarian problems concerning the 200,000 refugees).

F. Encouragement and development of international contacts and co-operation in the scientific and cultural fields

(1) No principal laws exist. There are a number of Cultural Agreements with various countries (see "Answers to the questionnaire on the administrative structures of cultural policies in member States of UNESCO" (CC/CD/DOC/145 Ann), contained in appendix B.

(2) (a) Cyprus participates regularly in the main meetings of international bodies dealing with science and culture (UNESCO, the Council of Europe etc.);

(b) Many scientists and writers, artists and others involved in scientific research or creative activity take part in international scientific and cultural meetings within the framework of multilateral and bilateral cultural agreements.

(3) Financial restrictions hinder the implementation of bilateral cultural programmes on a fully reciprocal basis.

Notes

1/ The two reports, contained in appendix A and appendix B, are available for consultation in the files of the Secretariat in the original language (English), as received from the Government of Cyprus.

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