



REPUBLIC OF CYPRUS



MINISTRY OF EDUCATION
AND CULTURE



|Study in Cyprus|



Higher Education in Cyprus

DEPARTMENT OF HIGHER AND TERTIARY EDUCATION

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MINISTRY OF EDUCATION
AND CULTURE

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DEPARTMENT OF HIGHER AND TERTIARY EDUCATION

Nicosia, 2014

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FOREWORD



In our fast changing world, governments are expected to be insightful and proactive when it comes to their vision and planning. In light of this, the Ministry of Education and Culture of Cyprus enters the second decade of the 21st century ready to face global challenges and equip young people with the vital skills and knowledge required for the future.

In a very short time, higher education in Cyprus has come a long way, rising up to the needs of Cypriot and international students. Our higher education institutions, through their wide spectrum of programmes of study, gained a reputation of excellence, both nationally and worldwide. Our graduates, flourishing academically and professionally, have proven that the higher education system in Cyprus provides them with the knowledge, experience and values that are needed for a successful future.

I am certain that higher education institutions can face the present and future challenges and will continue to grow addressing the needs of society. The Ministry of Education and Culture, via the Department of Higher and Tertiary Education, will provide continuous support to our institutions, so that they can overcome any obstacles and advance successfully into the future.

A handwritten signature in blue ink, which appears to be 'Kadis'.

Costas Kadis
Minister of Education and Culture

1. CYPRUS IN BRIEF

Cyprus is an island situated in the northeastern edge of the Mediterranean Sea, at the crossroads of Europe, Asia and Africa. It is the third largest island in the Mediterranean with a total area of 9.251 km².

Cyprus' estimated population is 840 000 of which eighty percent (80%) have Cypriot nationality. Apart from the capital Lefkosia (Nicosia), with an estimated population of 325 000, all major cities of the area under the effective control of the Republic of Cyprus are located on the coast. Limassol is the second largest city and the island's biggest port. Larnaka and Pafos are the third and fourth largest cities respectively. Greek and Turkish are the official languages of the Republic, but English is widely spoken and understood.

Cyprus enjoys a wonderful Mediterranean climate with long dry summers from mid-May to mid-October and abundant sunshine throughout the year. Variations in temperature and rainfall are governed by altitude and, to a lesser extent, distance from the coast. The marvelous climate of the island offers endless opportunities to nature lovers. The island has superb mountain scenery, forests, fascinating coastlines and beaches.

Cyprus has a rich historical and archaeological heritage bearing witness to its long and diverse history. It is a colourful and sometimes turbulent history that stretches back 10 000 years. Since 1200 BC the island embraced the Hellenic culture which has prevailed ever after. Phoenicians, Persians, Romans, Venetians, Ottomans and British have all left their footsteps on the island's soil.

In 1960, Cyprus gained its independence. Unfortunately, in July 1974, Turkey invaded the northern part of Cyprus and occupied 37% of the island's territory. In May 2004, Cyprus joined the European Union and became its easternmost and southernmost outpost while in January 2008, Cyprus joined the Economic and Monetary Union (EMU) and hence Euro (€) is the monetary unit in use.



2. HIGHER EDUCATION IN CYPRUS

2.1. The Ministry of Education and Culture

The Ministry of Education and Culture (MOEC), in its present form, includes a number of departments and services. In recent years the core policy of the MOEC is the overall Educational Reform, which spans all education levels. In brief, it states that the projects which have been implemented include the consolidation of dialogue on issues of education (the timetable schedule of secondary education, the assessment system of teachers and teaching), the establishment of an Agency of Quality Assurance and Accreditation in Higher Education, the accreditation of private universities, the development of the Medical School at the University of Cyprus and the establishment of post-secondary vocational training institutions, curriculum reform, teacher training, restructuring of secondary general and technical vocational education, the establishment of new private and public universities, restructuring of MOEC, etc.

2.2. The Department of Higher and Tertiary Education

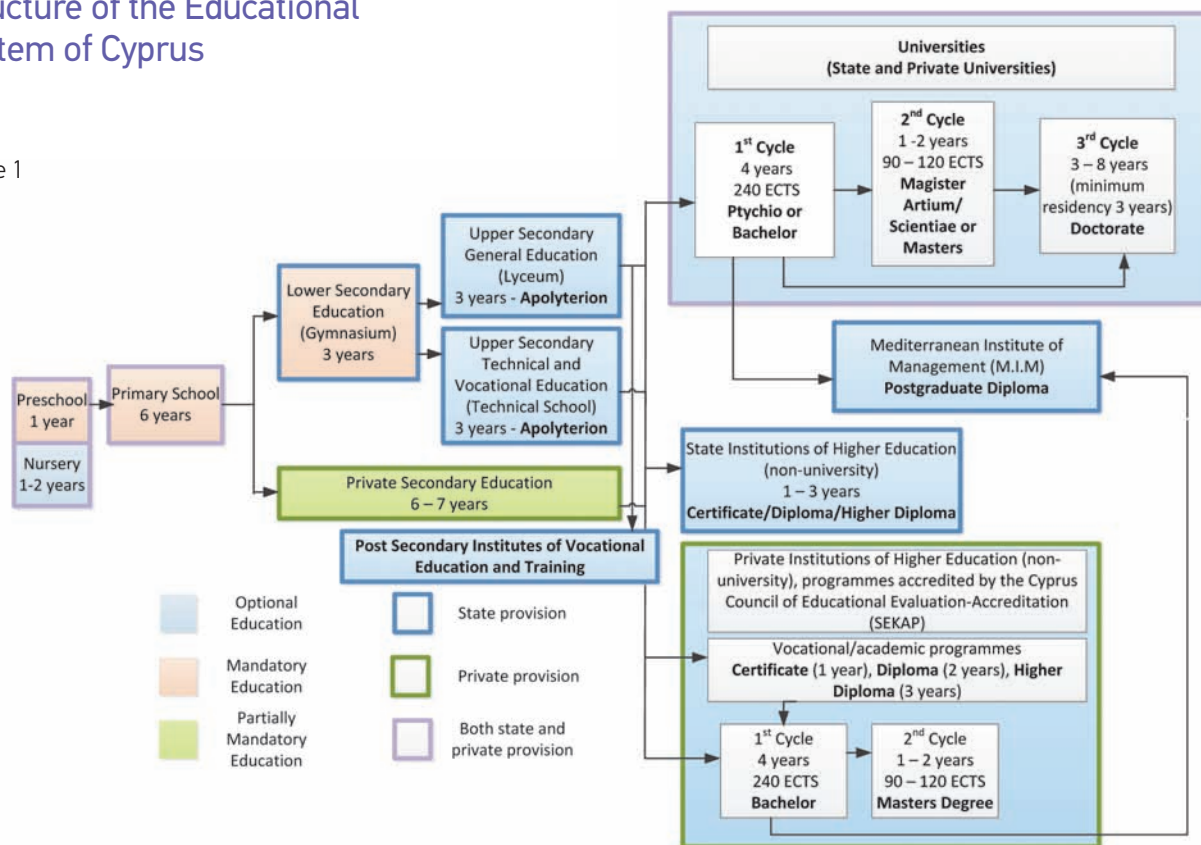
The Department of Higher and Tertiary Education (DHTE) is the competent authority within the MOEC regarding all sectors and issues linked to Higher Education (HE). The Department was established in 1984 and has played a leading role in the development of HE in Cyprus. The Department aims to further develop the appropriate conditions for the provision of high quality HE and training in academic and professional programmes of studies, increasing the capacity of provision as much as possible to the larger possible number of people. It is responsible for the budget, the legal matters of state universities, the registration of private universities, the development of international cooperation by developing bilateral/multilateral agreements, the establishment and operation of Higher Education Institutions (HEIs), etc.

However, right after the independence of the island in 1960 and several years before the establishment of the DHTE, a number of professionally oriented public and private non-university level institutions had been developed in Cyprus to cover educational, economical and societal needs. At the end of 80's the discussions about the establishment of universities in Cyprus matured and the DHTE had an important role in the establishment and development of these universities.

Specifically, the first university of the island, the University of Cyprus, was founded in 1989. This University received the first undergraduate students in 1992 and the first postgraduate students in 1997. The University of Cyprus is

Structure of the Educational System of Cyprus

Figure 1



still in course of development, both in building infrastructure and academic direction. For example, the work for the operation of its Medical School has intensified and now it has admitted the first medical students for the academic year 2013-2014.

In 2002, the Open University of Cyprus was founded and received its first students in 2006. It has been offering distance learning programmes which reflect the government's

policy to enable people to have access to lifelong learning and professional development. The following year, in 2007, the Cyprus University of Technology was established to offer fields of studies related to applied sciences and technology.

In 2007, three private universities were registered and given probationary license to operate based on the legislation regarding the establishment and operation of private

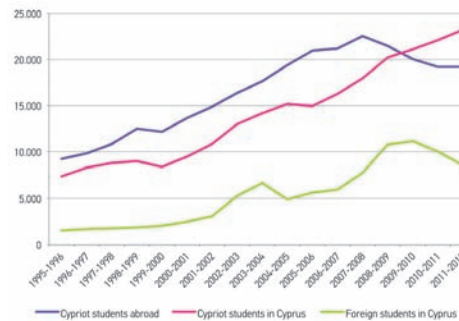
universities in Cyprus. These universities are: Frederick University, European University Cyprus, and University of Nicosia. It should be noted that these three universities were granted license (final) in 2011. In 2010, a fourth private university, Neapolis University Cyprus Pafos, started its operation on the basis of a probationary license. Two years later, in 2012, the University of Central Lancashire Cyprus (UCLan Cyprus) commenced its first academic year, offering British university experience within the Cyprus Educational Legislation, Framework and Culture. The programmes, the procedures and the buildings of all private universities were evaluated and accredited by the Evaluation Committee of Private Universities (ECPU). Private universities are to a great extent autonomous; however, new Schools and Departments as well as new programmes are submitted for evaluation and approval by the ECPU. Still, the private universities are autonomous to define their own goals and strategies.

It is important to note that all public and private universities have developed undergraduate and graduate programmes (first, second and third cycles) of high quality and are developing infrastructures for high quality research centres.

As mentioned above, in the early 60's, a number of private institutions of Higher Education were established. These institutions were operating without a legal framework till 1996. During that year an independent body, the Council of Educational Evaluation - Accreditation, was established and had the overall responsibility for organizing and

Graph 1

Cypriot and foreign students in Cyprus and Cypriot students studying abroad



overseeing the educational evaluation-accreditation process for the programmes of study of private institutions of Higher Education. Currently, there are 40 private institutions of HE operating on the island.

In this context, the number of students has been increasing rapidly over the last ten years. Graph 1 shows the number of Cypriot and foreign students in Cyprus from 1995-1996 until 2011-2012. There is an increase in the number of Cypriot students studying abroad and at the same time a rapid increase in the number of Cypriot students studying in Cyprus starting from 2007-2008. In 2008-2009, for the first time in Cyprus Education history, the number of Cypriot students studying in Cyprus started to exceed the number of those studying abroad.

The number of students has increased rapidly over the last ten years

'The fate of empires
depends on the
education of youth'

ARISTOTLE



In this framework, the main priority of the DHTE is the provision of high quality assurance and quality enhancement of the HEIs of Cyprus. For this reason, four independent bodies have been operating: (1) the Council of the Educational Evaluation - Accreditation, (2) the Advisory Committee for Tertiary Education, (3) the Evaluation Committee of Private Universities, and (4) the Council for the Recognition of Higher Education

Qualifications of Cyprus which is the competent authority of the Republic of Cyprus for the recognition of Higher and Tertiary Education qualifications obtained in Cyprus and abroad. The first three bodies will soon be replaced by an Agency of Quality Assurance and Accreditation in HE, which will be the new competent authority for quality assurance and accreditation in Cyprus (Quality Assurance and Recognition bodies are analysed on page 23).

3. THE DEVELOPMENT OF HIGHER EDUCATION

3.1. Vision

It is a well-known fact, both within Europe and internationally, that the key to a strong and viable economy as well as to prosperity amongst citizens lies in education. Following Aristotle's wise affirmation that 'the fate of empires depends on the education of youth', governments, worldwide, further increase their resources in education and support their HE systems, because they know that this will eventually result in strong entrepreneurship skills, high caliber international students, rich investments, technological and scientific development.

In light of the above, the MOEC via the DHTE aspires for Cyprus to be established as a technological and educational centre of excellence both within Europe and beyond. As such and in alignment with the policies and measures followed by the European Union (i.e. the Lisbon Strategy, Europe 2020, etc.), HE of Cyprus enters the second decade of the 21st century while aiming to promote excellence in teaching, to encourage quality assurance, and, at the same time, to safeguard diversity and university autonomy. It is believed that HE should be accessible to all, encompassing both those who are already at work and those who did not have the means to pursue university education. Therefore, the MOEC aspires to

further promote lifelong learning by gradually increasing the available options to the community regarding institutions of HE, programmes and methods of study.

Through the EU programme 'Youth on the Move', the DHTE intensifies its efforts to enhance mobility and thus to promote further the internalization of HE. It is believed that abolishing borders with regards to HE will not only benefit the lives of Cypriot and international students, but it will also enrich Cyprus' HE System, its universities, its industries, and its culture in general. Indeed, the role of HEIs in today's globalized world and the vital need for knowledge and innovating thinking make essential the application of diversity to all aspects of education.

Realizing the goals and facing the challenges with regards to HE is not an easy task. However, in collaboration with all international partners and EU member states, and in accordance with European policies, measures and directives, the DHTE, together with its stakeholders, aspires to prove that the Cypriot HE System can face present day challenges successfully and can provide students and society with an education that will prepare them for the future.

The MOEC aspires
for Cyprus to be
established as a
technological and
educational centre
of excellence

Following the
lifelong learning
paradigm, DHTE
aspires to make
learning accessible
to all people

3.2. Goals and Challenges of Cyprus Higher Education

3.2.1. Introduction

One of the main goals of HE in Cyprus is to satisfy local and international needs. During the past two decades, important developments have been noted in the area of HE with the establishment and operation of public and private universities, research centres, and quality assurance bodies, which provide and safeguard the HE System of Cyprus.

Building a solid foundation and yet with a flexible structure able to adjust according to local and international demands has become the Ministry's twofold challenge. This goal has provided the incentive for the Cyprus Government and its stakeholders to make important decisions with regards to the future of HE and, at the same time, implement them in order to create a strong HE System. Indeed, Cyprus HE is currently developing and progressing in full speed.

A brief overview of Cyprus HE System clearly shows that its goals and challenges are multidimensional. Defining and implementing HE policy, modernizing the HE System, developing a culture of quality assurance in education, fostering excellence in teaching that will ensure the expected learning outcomes are met, and at the same time attempting to increase the link between education and the labour market, while supporting a healthy framework of autonomy, are among the most important elements which constitute Cyprus HE development.

Satisfying local needs while at the same time envisioning and investing beyond Cypriot borders, universities and other HEIs, as well as governmental authorities are gradually intensifying their efforts to make Cyprus a regional centre of education, research and technology.

3.2.2. Modernization of HE in Cyprus

Within the broader EU strategies, policies and practices, and as the educational goals set by the member states for 2020, the MOEC has set the modernization of HE high in its agenda. Through continuous efforts, it aspires to a more transparent and socially inclusive HE, which will offer prospective students, academics and professionals the opportunity to make informed choices regarding which institution they wish to approach and why. Indeed, modernization equates with opening up to the world, building up contacts and international collaborations, and making students more employable in the current competitive markets. Despite being still in its infancy, Cyprus HE System seeks to link education to industry and ensure alignment of curricula with societal needs. Such achievements will have a positive effect on the number of graduates as well as on the number of students pursuing their studies further. Moreover, establishing and reinforcing links between education, industry and research will also affect the quality of HE and, as such, promote striving for excellence. Last but certainly not least, following the lifelong learning paradigm, DHTE together with all competent authorities aspires to make learning accessible to all people, regardless of age, sex, social and financial status.

3.2.2.1. Quality Assurance

As part of the European agenda for the modernization of HE, issues of quality assurance are constantly being revisited in an attempt to ensure that institutions of HE revolve around and build a culture of quality. Within this framework, Cyprus has placed quality assurance issues very high on its political and educational agenda.

Recent educational developments on the island, including the establishment of three public and five private universities, have urged the MOEC to form a new legislation that will establish an Agency of Quality Assurance and Accreditation in Higher Education. The agency's aim is to further enhance internal and external quality assurance procedures as well as accreditation matters, in accordance with the European Standards and Guidelines.

3.2.2.2. Autonomy

Institutional autonomy is crucial for HEIs. The MOEC and all the relevant authorities, acknowledge the need to provide an appropriate framework in which universities can fulfill their mission in the best possible way. Financial autonomy, organizational autonomy, academic autonomy, and staff autonomy are different aspects of university's autonomy in total. The MOEC will continue to monitor the progress of these aspects as they are considered important conditions for the modernization of universities.

3.2.2.3. Education and Industry

The link between education and business sector is becoming one of the most important challenges for Europe. The continuous economic changes taking place in the world demand that HE Systems take into account the industry in order to cope with the ever changing market and society. The MOEC, acknowledging the increased need for promoting cooperation between HEIs, research institutions, employers and enterprises (labour market), supports initiatives and actions that promote this link.

The Human Resource Development Authority of Cyprus (HRDA), a semi-government organization that reports to the government through the Ministry of Labour and Social Insurance, has set as its priority the promotion of lifelong learning of employees and the integration/reintegration of selected target groups to the labour market. 'Paramount pursuance is the employability and adaptability of human resources in the new socio-economic environment which is created by the emerging Knowledge Society' (HRDA Annual Report, 2010). Within this framework, the training of HE graduates (including those who are unemployed) and job placements are among its actions and schemes.

Nevertheless, further and continuous steps need to be taken in order to encourage partnerships and cooperation between businesses and HE stakeholders, so that academic qualifications reflect, as extensively as possible, the needs of the labour market and society.



Cyprus has placed quality assurance issues very high on its political and educational agenda



3.2.2.4. Excellence in teaching and learning outcomes in HE

The MOEC, along with all its partners, is committed to maintaining and developing European and international standards of excellence in teaching and learning environment. HEIs are encouraged to invest in the continuous professional development of their staff and to ensure that both their academic and research programmes are being distinguished for quality. Efforts are made in order to develop and support rewards of excellence in teaching, science and research.

HE Systems are increasingly referring to learning outcomes when setting overall goals and challenges. Taking into consideration that learning outcomes are gaining a prominent position in planning and implementing policies, Cyprus HE attempts to successfully combine excellence in teaching with what a learner knows and is able to do at the end of a learning process. Thus, identifying learning outcomes in a careful and transparent manner has become another challenge that the HE System of Cyprus and its stakeholders need to face successfully.

3.2.2.5. Funding

Public funding of HEIs is the main source of income for large parts of the higher education landscape in all EU member states. More than 70% of HEIs' funding comes from the public purse and for the EU member states, funding is a major steering mechanism for HE.

The public HE institutions (three universities and five non-university institutions) receive funding from the national budget. As far as the public universities are concerned, the biggest amount of public funding is input-based and according to their new infrastructure, they are allowed access to negotiated allocations. A specific amount is also given for research purposes. Public universities are also funded through the fees paid by their post-graduate students and through donations. In general, the use of private funds by public HEIs is included in the annual budget and, therefore, is monitored by the General Auditor.

Private institutions (five universities and 40 non-university institutions) are profit organizations and receive most of their funding through private sources: student financial contributions (fees), donations, funding through research contracts and through European Programmes.

University funding should be reformed so that a high level of teaching and research excellence can be achieved. The EU target for university funding is to allocate 2% of gross domestic product (GDP) to the modernization of the HE System. Cyprus invests 2,04% of GDP in HE.

The whole effort is to turn funding into a results-oriented procedure, rather than resources-oriented. There is a shift towards more diversification of funding and soliciting of more private funding, especially for research and industrial application. Moreover, funding must be based on performance indicators in order to clearly measure the relationship between resources invested (inputs) and results obtained, both economic and social (outputs). In this way, universities will be more responsible for their own financial viability.

The MOEC is committed to maintaining and developing European and international standards of excellence in teaching and learning environment





The issues of university autonomy and accountability are moving up the political agenda for national governments and the European Union. Autonomy is not an end to itself, but a vital means for universities to act quickly in a fast-changing globalised higher education environment. Greater autonomy and accountability is crucial for universities to respond to demographic changes, attract international talents, and raise necessary additional funding.

3.2.2.6. The EU dimension of Higher Education

The Bologna Process has paid particular attention to the European dimension of HE and specifically to the social dimension, which presents the most significant challenge to European modernization of HE. The aim is to have more countries which will link their policy on the social dimension to the Bologna Process commitment of raising the participation of under-represented groups to the point where the HE population mirrors the overall societal distribution.

Countries have already set specific targets to improve the participation of under-represented groups in higher education, but only about half of the Bologna countries systematically monitor their participation. The most common national measures to widen participation are greater fairness between students (in particular those coming from disadvantaged backgrounds), the provision of targeted financial support and the development of alternative access routes or admission procedures.

Since the end of 2010 and after the decision that Bologna Process should be continued under the name Bologna Beyond 2010, the countries of the Bologna group have widened their policies to include the new issues that need to be addressed. These issues set for a quality HE have the following four main goals for the present decade:

- Finalizing the structural reform and deepening its implementation through a consistent understanding and use of the developed tools.
- Implementing quality HE, connected with research and lifelong learning and promoting employability.
- Making the social dimension become a reality by ensuring that the student body entering and completing HE reflects the diverse student body of Europe's populations.
- Ensuring that at least 20% of those graduating in the European Higher Education Area (EHEA) have had a study or training period abroad.

The MOEC acknowledges the fact that opportunities to HE should include as large a proportion of the population as possible and has promoted national policies for the achievement of this goal.

3.2.2.7. Ranking

Given the large institutional diversity that exists in HE in Europe, there is a need for instruments that can help improve its transparency. Ranking systems are one of these tools that, despite criticism, are here to stay. However, they should

The Bologna Process has paid particular attention to the European dimension of HE and specifically to the social dimension



evolve in order to shape their methodologies, their frequency, the level of detail they provide to the public regarding the ranked universities. In this framework, the European Commission funded recently two programmes in order to create its own system of academic ranking: the U-Map and the U-Multirank. The objective of the European Commission is twofold: on the one hand, to create a European system of academic ranking and, on the other, to improve the academic classification of European universities in the global context and thus the economic power of Europe.

The U-Map aims to create a classification of European HEIs. This, in turn, will be a useful tool for all stakeholders involved in trying to learn the profile of a university. In this sense, the U-Map is a mapping tool for the EHEA. It provides a range of universities' dimensions where major similarities and differences between the European universities may be described and compared. Unlike the U-Map which is a classification project, the U-Multirank is a programme of academic ranking. It deals with what an institution of HE really offers. What differentiates the U-Multirank from other academic rankings is its multi-dimensional approach. HEIs are classified hierarchically in a multidimensional way, both by the level of their overall performance and by their level of performance for each programme of study.

Regarding Cyprus, it is difficult to create a national ranking system of academic institutions due to the fact that only eight universities operate in the island today. However, it is possible for the Cypriot universities to integrate in the European ranking system and specifically, to join the U-Multirank and the U-Map

programmes of the European Union. For this reason, the DHTE is encouraging all Cypriot universities to participate in the aforementioned programmes. The University of Cyprus participates in the U-Multirank programme and is evaluated according to the European Standards and Guidelines.

3.3. Implementation of the Bologna Process in Cyprus

The Bologna Process is the process of creation of the EHEA. The Process started on 19 June 1999 when Education Ministers from 29 European countries signed the Bologna Process in which they undertook the responsibility to create a EHEA that should be completed by 2010.

On 19 May 2001, Ministers met in Prague to review the progress achieved and to set out directions and priorities for the next stages of the Process. During that meeting, Cyprus together with Croatia, Liechtenstein and Turkey joined the Bologna Process.

Since then, DHTE is actively involved in the Bologna Process and its implementation in Cyprus. For this purpose, a national working group, headed by the Director of Higher and Tertiary Education, was established.

The members of this group include the Cyprus Bologna experts, representatives of universities, student unions, employer associations, the Director of the Foundation for the Management of the Lifelong Learning Programmes, and other stakeholders.

During the period since Cyprus signed the Bologna Process, a series of measures have

been promoted, targeting the quality assurance of HE, the enhancement of mobility, the promotion of the inclusion and the social dimension of HE in Cyprus. The most important of these measures are the following:

3.3.1. Quality Assurance

Over the last few decades, issues of quality assurance and quality enhancement have been a major focus of attention in Europe and the world. Since the establishment of its first university in 1992, Cyprus has also considered quality assurance and quality enhancement as a priority for the country. The quality assurance system of the country has developed gradually, together with the gradual development of the HE scene. As a result, quality assurance in Cyprus is currently carried out by four different bodies:

1. *The Council of Educational Evaluation - Accreditation (www.moec.gov.cy/sekap/)*

The Council of Educational Evaluation-Accreditation is the competent authority in the Republic of Cyprus for carrying out programme evaluation and accreditation of the private institutions of HE. It is an independent body, appointed by the Council of Ministers upon the recommendation of the Minister of Education and Culture, and consists of the Chairman, Vice Chairman and five members. At least five of them must be university professors. The purpose of the evaluations carried out by Council of Educational Evaluation-Accreditation is to build confidence and trust among local and foreign students concerning the quality of the offered programmes, to establish the

minimum possible criteria to be fulfilled for the award of an accredited degree from the Cyprus Government, and to provide a basis of comparison with degree titles granted from foreign institutions of Higher Education.

2. *The Advisory Committee for Tertiary Education*

The Advisory Committee for Tertiary Education is a consultative body to the MOEC, with a wide composition including all the social partners. Both the public and the private sector of HE as well as employer associations, student unions and trade unions are represented in the Committee. The aim of this body is to provide a spherical consultancy to the Minister regarding all issues of HE. It is also a body where the voice of all stakeholders of HE can reach the Minister and the decision makers in Education.

3. *The Evaluation Committee of Private Universities (www.ecpu.ac.cy)*

The Evaluation Committee of Private Universities is the competent authority in the Republic of Cyprus for the examination of the applications submitted for the establishment and operation of private universities. The Committee has seven members, three of which are members of the Council of Educational Evaluation-Accreditation and four are university professors from three different countries with extensive experience in university governance.

The procedure for the establishment, operation and control of a private university includes the following stages:

- Submission of an application for the establishment and operation of a private



Since the establishment of its first university in 1992, Cyprus has considered quality assurance and quality enhancement as a priority for the country

university by the founders, which have to be a body corporate registered in the Republic of Cyprus.

- Registration of the private university in the Universities Registry.
- Securing by the private university of an initial license for operation for a period of four years.
- Monitoring of the private university operating under initial license, during which the university must pursue constant improvement of the educational level of its students, research work, infrastructure, administration, and students' welfare.
- Securing by the private university of a license (final) for operation.
- Periodic evaluation of the private university.

4. The Council for the Recognition of Higher Education Qualifications of Cyprus (www.kysats.ac.cy)

The diversity in the quality of higher education offered by different institutions in Cyprus and all over the world, the increasing number of Cypriots studying and graduating from such institutions as well as the mobility of professionals and scientists within the European Union member states have led to the need for the establishment of a National Council for the recognition of degrees awarded by HEIs. The Council for the Recognition of Higher Education Qualifications of Cyprus is the competent authority of the Republic of Cyprus for the recognition of HE qualifications obtained at home and abroad. It also acts as the Education National Information Centre.

The Council for the Recognition of Higher Education Qualifications of Cyprus awards two types of recognition, namely 'Equivalence' and 'Equivalence and Correspondence'. Equivalence is awarded if the duration of studies, the conditions of admission, evaluation, promotion and graduation of students, and the teaching and learning procedures meet the requirements of the state HEIs of Cyprus. Furthermore, Equivalence is awarded if a programme of study has been conducted in a recognised educational institution or in an educationally evaluated-accredited programme of study and a substantial part of the studies has been conducted in the institution which awards the qualification.

Equivalence and Correspondence are awarded if, in addition to the prerequisites for recognition of Equivalence, the specific programme of studies includes at least two thirds of the required subjects, including the compulsory subjects of the corresponding programme of the institution which is used as the basis for evaluation.

Based on economic, social and educational changes in HE, the government has set as a priority the creation of an Agency responsible for quality assurance in HE. Thus, the Council of Ministers has initiated legislation for the establishment of the Agency of Quality Assurance and Accreditation in HE as the competent authority for quality assurance in HE in Cyprus. Through the establishment of this Agency, it is aimed to enhance the internal and external quality assurance procedures by also adhering to the European Standards and Guidelines.

All issues concerning evaluation of public and private universities as well as accreditation and recognition matters will be included in the Agency's tasks after the approval of the legislation by the Cypriot Parliament. The Agency, after its establishment and operation, will undertake all the responsibilities of the three existing bodies and will be the competent authority for:

- The periodical institutional and programme evaluation of the state universities.
- The periodical institutional and programme evaluation and accreditation of the private universities operating under initial and/or final license of operation.
- The evaluation and accreditation of all forms of cross- border education.
- The recognition of HE qualifications and the provision of information on recognised institutions of HE in Cyprus and abroad.
- The publication of the list of all the recognised institutions of HE operating in the Republic of Cyprus and the programmes of study they have been authorised to offer.
- Advising the Minister of Education and Culture on all matters under its jurisdiction.

It is also important to repeat that the Agency will comply with the European Standards and Guidelines and, therefore, will be eligible for membership in the European Quality Assurance Register (EQAR). Finally, the Agency will ensure that HE of high quality is offered through HEIs in Cyprus.

3.3.2. European Credit Transfer and Accumulation System

In order to make feasible one of the main aims of Bologna Process, that of the mobility of graduates around the EHEA, the transparency and recognition of degrees earned must be ensured. These can be achieved through increasing transparency and trust among educational systems.

The European Credit Transfer and Accumulation System (ECTS) is considered as the main tool to ensure transparency. In the past, ECTS was used only for credit transfer, while nowadays has become necessary to transform to a credit accumulation system, since students are encouraged to spend a study period at another institution. In addition, credit accumulation in regular HE programmes should also provide students with the possibility to gain credits within informal and non-formal education, thus taking on board lifelong learning.

In Cyprus, all public and private universities and most of the private institutions of tertiary education have introduced the ECTS. So far, the European University Cyprus has been awarded the ECTS Label. The institutions that have not yet introduced the system are in the process of adopting it.

3.3.3. The Three Cycles System

The Bologna Process adopted the three-cycle-degree structure in order to standardize academic degrees making it easier to achieve portability between countries. Across Europe, the early years of the Bologna Process were focused on introducing and consolidating the Bachelor and Master cycles. Doctoral education



ECTS is the main tool to ensure transparency. In Cyprus, almost all public and private universities have introduced ECTS

as third cycle was formally introduced to the Bologna Process by Ministers meeting in Berlin in 2003 and has since become an increasing priority.

Cyprus adopted a system of easily readable and comparable degrees, a system essentially based on three cycles (Figure 1). Cyprus never had a long integrated cycle. From the beginning, the HE System of the country has had three discrete cycles, which are fully implemented:

- Ptychio (Bachelor), which is four academic years of full-time study.
- Metaptychiako (Master), with duration of one to two years full-time study.
- Didaktoriko (Doctorate). The minimum length of fulltime doctoral studies is three academic years.

In addition, there are short cycles of duration of one to three academic years, as follows:

- The Certificate level, with one year duration.
- The Diploma level, with two years duration.
- The Higher Diploma level, with three years duration.

3.3.4. The mobility development

Student mobility and academic recognition are assumed to be necessary prerequisites for an open and dynamic European educational area that will aid European integration and labour market mobility. However, students can become mobile more easily if they have access to other countries HE Systems and the financial resources enabling them to study abroad.

Outgoing vertical mobility is very popular in Cyprus since around 50% of Cypriot students take a full undergraduate degree abroad. The majority of these students continue for their second degree abroad. In addition, many Cypriot students, who have completed their undergraduate studies in Cyprus, obtain their postgraduate degree abroad.

Incoming vertical mobility as well as horizontal mobility are still poor, mainly due to language barriers, transparency and funding problems. Some measures which are currently being taken, are expected to improve the situation. Such measures are the introduction of programmes of study in English in the public universities, the use of ECTS and Diploma Supplement by Cyprus institutions, the use of EU mobility funding programmes, the mobility of students for research programmes, etc.

As far as the degree mobility is concerned, there are more Cypriots studying abroad (outgoing students) rather than foreigners studying in Cyprus (incoming students). According to the Statistical Service of Cyprus, during the academic year 2011-2012, 19 199 Cypriots attended foreign universities and 8 540 foreigners attended institutions of HE in Cyprus.

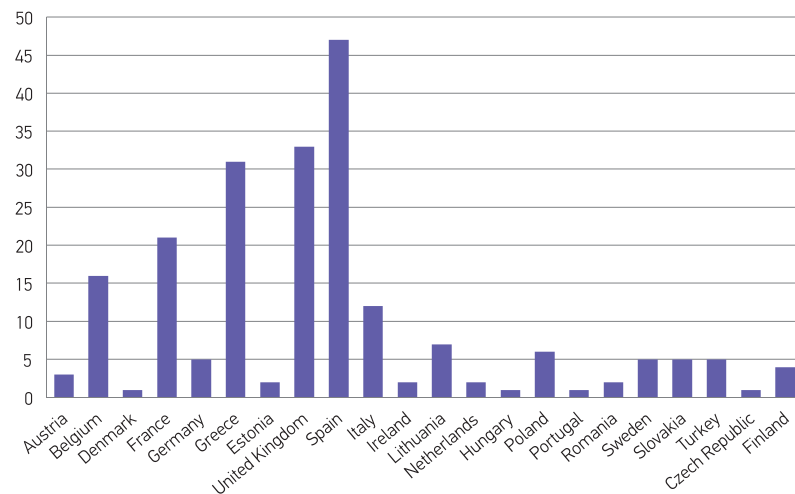
Cyprus has taken specific measures both at governmental and institutional level to enhance student and staff mobility to overcome main obstacles to mobility, as follows:

- The University of Cyprus and the Cyprus University of Technology operate Foreign Language Centres in order to facilitate mobility for incoming and outgoing students.

- The national Erasmus Coordinators are involved in mobility schemes.
- All universities participate in the Erasmus Mobility Programme and most of them operate Mobility Offices encouraging students, faculty and staff to participate in the Erasmus mobility programmes. Those Mobility Offices have also established several new bilateral agreements and try to get involved in mobility in the widest possible range of subject areas and host countries.
- In general, the universities have established various procedures to create more awareness on staff and student mobility, which include direct mail campaigns, promotional leaflets and posters, information sessions in various classes, promotion via websites, continuous promotion through the open-door policy of each HE institution Erasmus Office and the enhancement of close links with appropriate faculty members.
- At private institutions students are always provided with a Transcript of Records that corresponds to the period of studies completed under the Erasmus Programme. The Learning Agreement is also signed and stamped by the Host Institutional Coordinator as a confirmation of the ECTS credits awarded during the Erasmus period.
- The government of Cyprus provides an annual grant to the families of students studying in Cyprus or abroad, according to the financial criteria, and this subsidy is portable. The Cyprus State Scholarship

Graph 2

**Number of Cypriot students in Erasmus Programmes going to other countries
2011-2012**
first, second and third cycle



Foundation provides portable grants to high caliber students that can be used for studies at the universities in Cyprus or abroad.

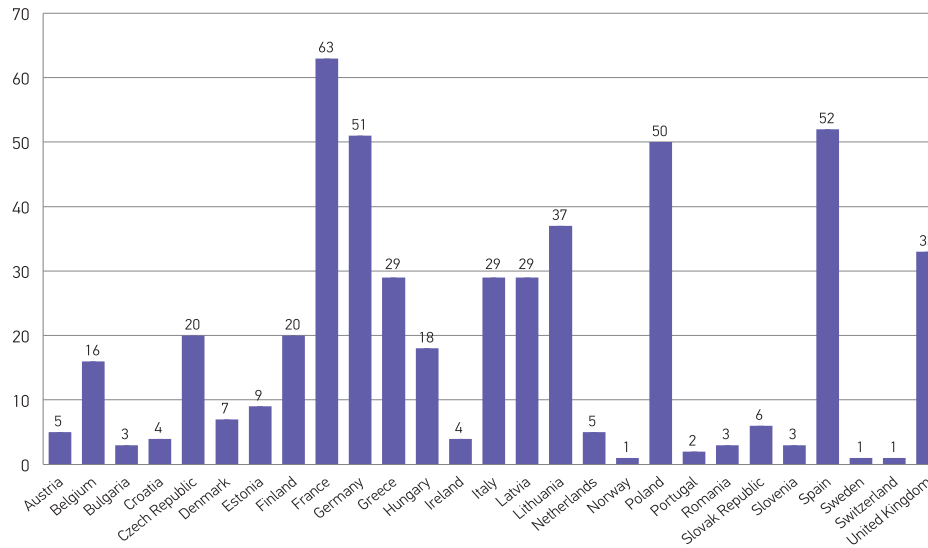
3.3.5. Diploma Supplement

The Diploma Supplement was developed by the European Commission, the Council of Europe and UNESCO/CEPES. The purpose of the Diploma Supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is



Graph 3

**Number of foreign students in Erasmus Programmes coming to Cyprus by country of study
2011-2012**
first, second and third cycle



designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

The MOEC strongly supports the issue of Diploma Supplement. All public and private universities of Cyprus issue to their graduates the Diploma Supplement. So far, the University of Cyprus, Frederick University and the

University of Nicosia have acquired the Diploma Supplement Label. Furthermore, most of the private institutions of higher education of non-university level are currently preparing for issuing the Diploma Supplement to their graduates.

3.3.6. Inclusion, social dimension

The Bologna Process pays particular attention to the social dimension of HE, considering it as the most significant challenge in the European agenda for the modernization of HE.

Many European students choose Cyprus for studies in Erasmus Programmes

The MOEC is working towards the establishment of equal opportunities to HE for all



The MOEC acknowledges the fact that opportunities to HE should be given to the largest possible proportion of the population and is taking measures to meet this target. In addition, the Ministry has set as a priority to enhance the participation of immigrants, disadvantaged and other under-represented groups in the HE System of the country.

The promotion of inclusive growth and the focus on ensuring equal access in quality HE are presented in the following national policies:

Widening access to university education

- The establishment of the Open University of Cyprus in order to encourage distance and e-learning for people already in jobs seeking further education.
- The establishment of a choice of options to university education (public, private, distance learning options).
- The encouragement of universities to offer short cycle courses to give more chances for studying to people who are already in

jobs or did not have the opportunity before to access HE.

- The payment by the state of 100% of the fees of undergraduate students of public universities.

Establishing equal access opportunities

- Specific measures are taken in order to ensure equal access rights for under-represented groups (based on socio economic status, disability and on their participation in religious groups) in public and private universities. For example, students with disabilities have the right of special treatment for exams which will define their admission at a university. Furthermore, a specific percentage of representation of some religious groups in the student population is set by the government.

Providing financial support

- The Ministry of Finance offers a specific grant to Cypriot students studying in Cyprus or abroad in accredited programmes of study, on the basis of economic criteria.
- Scholarships are offered by the Cyprus State Scholarship Foundation to Cypriot students based on merit and mainly, on socio-economic criteria in order to reach students from lower income backgrounds.
- Targeted financial support through government's Financial Support Package is available to eligible students to cover living, books, rental and computer expenses. The eligibility is based on socio-economic criteria.

3.3.7. National Qualifications Framework

National Qualifications Framework describe what learners should know, understand and be able to do on the basis of a given qualification as well as how learners can move from one qualification to another within a system.

National Qualifications Framework is developed to be compatible with the overarching framework of qualifications of the EHEA, which was adopted in 2005 and consists of three cycles (Bachelor, Master, Doctorate). The overarching framework makes recognition of qualifications easier since specific qualifications can be related to a common framework.

In Cyprus, the Council of Ministers with its decision on 9 July 2008 (number 67 445) decided to set up a Committee composed of representatives of all stakeholders with the objective of introducing a National Qualifications Framework for Cyprus, in line with the Qualifications Framework for the EHEA and the European Qualifications Framework for lifelong learning. There will be eight reference levels in the National Qualifications Framework defined by a series of indicators that measure the learning outcomes such as knowledge, personal and professional skills. The establishment of the National Qualifications Framework, together with the other transparency tools, facilitates mobility of students within the European Union and the rest of the world.



4. THE STRUCTURE OF HIGHER EDUCATION

At the present time, within the Cypriot HE System, there are 53 HEIs: three public universities, five private universities, five public and 40 private institutions of higher education of non-university level.

4.1. Universities

University education in Cyprus involves studies in one of the three types of accredited study programmes, Bachelor (Ptychio), Master (Metaptychiako) and Doctorate (Didaktoriko).

In the framework of the Bologna Process, Bachelor study programmes are being

introduced as an obligatory first stage of HE, making it possible for their graduates either to enter the job market or to continue their studies.

A Bachelor study programme lasts four years and has 240 ECTS. Upon successful completion of the study programme the academic degree of 'Ptychio' (Bachelor) is awarded.

Master study programmes are designed to deliver new theoretical findings based on scientific knowledge, research and development. The students are required to master application on these findings and to develop the skills necessary for performing creative and scientific activities. A Master level programme leads to the award of a Magister Artium Degree (Master of Arts) or Magister Scientiae Degree (Master of Science). A thesis is not an obligatory component of second cycle programmes. For courses requiring a thesis, the workload of a thesis must not be more than half of the overall workload of the Master course. The duration of a



full-time Master programme ranges from 12 to 24 months, whereas a part-time Master may last up to four years and it is worth 90 -120 ECTS. The minimal qualification for admission to a Master programme is a Bachelor degree. The academic degree of Master is awarded when the students successfully complete the second cycle of studies.

The third type of study programme, 'Didaktoriko' (Doctorate), takes three to eight academic years to complete and leads to the award of a PhD degree (Doctor of Philosophy). Doctoral study programmes aim at scientific research and independent creative activities. A Doctoral programme consists of a comprehensive examination, presentation of a research proposal to a three-member Committee and the defend of an original research thesis in front of a five-member Examination Committee, comprising at least of one external member. The minimum qualification for admission to a Doctoral degree is a Bachelor degree. A doctoral student that has a Master degree may be partially or fully exempted from some of the required courses that comprise the Doctorate degree.

Study programmes are offered in the face-to-face full-time, part-time or distance learning in the case of the Open University of Cyprus. The rules governing the studies and examinations are part of the internal regulations of each HEI. Study results are assessed by means of examinations, supervised papers, project work or colloquia.

4.1.1. Public Universities

Public universities are established by law and are financed mostly by the government. They are autonomous and self-governing bodies. At present, there are three public universities in Cyprus. Two of them operate in the capital city, Nicosia, and one in Limassol. The University of Cyprus and the Cyprus University of Technology are conventional type universities which have as a main goal to promote education and research to as many young students as possible. On the other hand, the Open University of Cyprus is an open and distance learning university which aims to include adult learners in further education.

Admissions:

The majority of undergraduate students are admitted to the universities on the basis of their results in the Pancyprian Examinations, the competitive entrance examinations organized centrally by the MOEC. Postgraduate students are admitted on the basis of other criteria which are also used by academic institutions in Europe and the United States. Overseas students, who are graduates of high-schools recognised by the appropriate education authority of their country and who possess a good knowledge of Greek, can be admitted based on GCE or GCSE or other equivalent examinations or based on the results of special examinations set by the above universities.

Prospective students of the Open University of Cyprus can proceed with their application online. The selection process is based on a random selection.



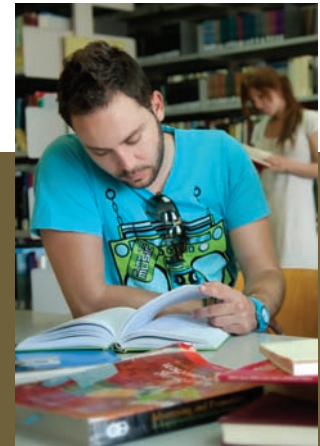
Since the establishment of its first university, in 1989, Cyprus has considered quality assurance and quality enhancement as a priority for the country





Πανεπιστήμιο Κύπρου
University of Cyprus

The University of Cyprus (UCY) was established in 1989 as the first public university of Cyprus and accepted its first students in 1992. Although newly established, UCY has managed to become the leading educational institution in Cyprus and one of the most respected institutions in the Mediterranean, hosting today more than 7000 students. UCY is a vigorous community of scholars engaged in the generation and diffusion of knowledge. Despite its brief history, UCY has earned the respect of the international academic community and the appreciation of Cypriot society.





4.1.1.1. UNIVERSITY OF CYPRUS

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Although newly established, UCY has managed to become the leading educational institution in Cyprus and one of the most respected institutions in the Mediterranean, hosting today more than 7000 students. UCY is a vigorous community of scholars engaged in the generation and diffusion of knowledge. Despite its brief history, UCY has earned the respect of the international academic community and the appreciation of Cypriot society.

Vision

University of Cyprus has consistently pursued excellence, fulfilling its mission to the Cyprus society via its twofold objectives:

1. The promotion of scholarship and education through teaching and research.
2. The enhancement of the cultural, social and economic development.

UCY aims to establish itself as a pioneer research institution achieving international scientific recognition in European Higher Education, offering competitive programmes and to become a centre of excellence in the wider Euro–Mediterranean region.

Five Pillars of Action



Faculties and Departments

<p>Faculty of Humanities</p> <ul style="list-style-type: none"> ● Department of English Studies ● Department of French Studies and Modern Languages ● Department of Turkish and Middle Eastern Studies ● Language Centre 	<p>Faculty of Pure and Applied Sciences</p> <ul style="list-style-type: none"> ● Department of Biological Sciences ● Department of Chemistry ● Department of Computer Science ● Department of Mathematics and Statistics ● Department of Physics 	<p>Faculty of Social Sciences and Education</p> <ul style="list-style-type: none"> ● Department of Education ● Department of Social and Political Sciences ● Department of Law ● Department of Psychology
<p>Faculty of Economics and Management</p> <ul style="list-style-type: none"> ● Department of Economics ● Department of Business and Public Administration ● Department of Accounting and Finance 	<p>Faculty of Engineering</p> <ul style="list-style-type: none"> ● Department of Architecture ● Department of Civil and Environmental Engineering ● Department of Electrical and Computer Engineering ● Department of Mechanical and Manufacturing Engineering 	<p>Faculty of Letters</p> <ul style="list-style-type: none"> ● Department of Byzantine and Modern Greek Studies ● School of Greek Language ● Department of Classics and Philosophy ● Department of History and Archaeology
<p>Medical School</p>	<p>Graduate School</p>	



Medical School

UCY Medical School accepted its first 30 students in September 2013. The School offers a complete six-year undergraduate medical programme (MD) based at the University of Cyprus in Nicosia and at affiliated hospitals throughout Cyprus (predominantly within Nicosia). The programme has drawn from well-regarded and long-established European medical schools and has developed its own comprehensive and unique medical sciences curriculum, adapted to the needs and environment of Cyprus. The expertise and resources of UCY will be supplemented with newly appointed international experts, who will help develop the educational, research and administrative components of the new Medical School.

By offering an innovative undergraduate curriculum underpinned by the academic

excellence of UCY, the new programme will train medical doctors fully qualified to practice in today's world.

Graduate School

The Graduate School was formally established in January 2012. It differs from the other Faculties of the University in that it does not comprise of Departments, but of the graduate programmes of all Departments instead. As such, the Graduate School does not have its own academic staff, but an administrative staff that provides support for the development, evaluation and promotion of the graduate education throughout UCY, without intervening in the academic work of the Departments. All matters that were hitherto handled by the Senate Postgraduate Studies Committee are now under the remit of the Graduate School. UCY offers Master's programmes in English Language and joint programmes with international universities.

UCY at a glance

- 2013-2014: 7048 students → 2020 objective: 10 000 students
- 302 Academic personnel
- 58 Visiting professors
- 118 Research personnel
- 336 Special scientists
- 67 Teaching staff
- 508 Administrative personnel
- 11 Research Units/Centres
- The Campus in m²: Total 132000 m², New University Campus 90 000 m², Future plan 280 000 m²

- 41 undergraduate programmes and 103 programmes at both the Master and PhD levels.
- School of Modern Greek: teaching the Greek language to non-native speakers.
- University Business Liaison Office: aims to attain a better and stronger communication and cooperation between universities and the Industry.
- Language Centre: currently offers courses for the learning seven languages.
- Centre for Teaching and Learning: aims to the support/development of teaching/ learning, so that these may correspond to modern needs and internationally compatible and competitive quality criteria.
- Centre for Continuing Education, Assessment and Development: operates since 2002 and its aim is the essential contribution to the upgrading of education, assessment and development of personnel in Cyprus and abroad.

International Relations

Internationalization is among the priorities of UCY. The University is supporting the development of a multicultural student body. It has been actively participating in the EU Erasmus Programme since 1998-1999, as well as in other exchange programmes. As a result, UCY was the main actor in placing Cyprus first in Europe for the years 2009 until 2012, with the highest rate of increase in student mobility. Since 1998, the total number of incoming Erasmus students has risen to 1089, whilst the total number of outgoing

students to 1414. UCY implements the ECTS System and was awarded the Diploma Supplement (DS) Label in 2009.

Academic excellence at UCY is supported by well established, global associations. UCY is an active member in more than 50 university associations/networks world-wide. The participation of the academic staff in workshops/seminars organized by these associations, positions the University of Cyprus favorably in the international scholarly community. Notably the former Rector of the University of Cyprus has been re-elected as President of the UNICA - Network of Universities from the Capitals of Europe for a second term of office for the period 2011-2014. Moreover, a number of the University's academic and administrative staff participate in UNICA working groups to promote issues of topical interest to universities worldwide. In addition, in June 2011 the European Union Universities of Small States Association (EU²S²) was established with the initiative of the Rector of the University of Cyprus. The Rector has been elected as the first President of EU²S². Also, other members of academic and administrative staff have held leadership positions in other important networks.

UCY has signed more than 150 Agreements of Cooperation with institutions and organisations in Cyprus, Europe, Australia, the Middle East, Asia, the USA, and Canada. These Agreements, which can be either inter-university or inter-departmental provide for, amongst others, the exchange of faculty and students, joint scientific activities as well as the co-organization of and the participation in lectures, seminars and conferences.

Every year an intensive learning and cultural programme for the study of the Greek language is organized at the University of Cyprus, which is intended for young Cypriots from Canada, the USA, Australia, the United Kingdom, South Africa and Greece. The Programme is co-organized with NEPOMAK (The World Organization of Young Overseas Cypriots), the Cyprus Youth Board, the School of Greek Language, and the Research and International Relations Service of the University of Cyprus and it is financed by the Republic of Cyprus.

At the same time, during the year, UCY welcomes delegations from foreign universities and international organizations, embassies and student organizations of the Diaspora.

An important development for UCY is the establishment of the Aula Cervantes on its premises. The Aula Cervantes offers Spanish lessons both to the students of UCY as well as to the public in general, and organizes the DELE exams in cooperation with the Instituto Cervantes.

UCY has developed an international profile in teaching and research, with its priorities geared towards creativity and innovation, acting



catalytically in transferring applied research results to the society.

Student Life

Student services – Student life

All students are assigned an academic advisor who assists them in academic matters. The Academic Affairs and Student Welfare Service is responsible for registration, documentation, accommodation, student Clubs, information on graduate studies, and employment.

Orientation of new students

At the beginning of the academic year, the Academic Affairs and Student Welfare Service provides extensive briefing to new students regarding the various Departments and programmes of study, the services that are available to students, study regulations, the rights and responsibilities of students, etc. Students are introduced to the staff of the Academic Affairs and Student Welfare Service and their academic advisors. They are also given material relevant to their studies and life at UCY. Overseas students are offered a sightseeing tour of Lefkosia.

Information Office

The Information Office provides information on all student issues including studies, housing, welfare, counseling, career, sports. The information is provided by phone and by email (fm@ucy.ac.cy). The Office provides students with various information handouts, transcripts, certificates and application forms regarding financial aid, exemption from military obligations, change of major degree, housing, etc.

Careers Office

The Careers Office aims to be the link between UCY students with the labour market and their postgraduate studies. The connection with the labour market is mainly realized through the organization of various events like the annual 'Career Day', company presentations and recruiting days, public discussions on current issues, an internship programme and much more. Furthermore, the Careers Office publishes a newsletter entitled 'Career and Studies' that includes a section with vacancies for both students and graduates of UCY. Graduates can also send to the Office their Curriculum Vitae (CV), which will be forwarded to interested employers. Moreover, the Careers Office organizes throughout the year various seminars and workshops on relevant topics like 'Preparing the CV and the Accompanying Letter', 'Personal Statement Preparation', 'Improving Communication Skills,' etc. Last but not least, the Careers Office offers information on postgraduate studies abroad, scholarships and funding sources. It also demonstrates ways of online searching via certain websites, informs students for contact details of universities worldwide and distributes written material that helps students make an informative decision.

Employment opportunities

UCY has a limited number of positions available for student employment. The Careers Office informs students of temporary positions both within and outside the University. Graduate assistantships are sometimes available, depending on individual departmental needs.

Counseling and psychological support services

UCY provides free of charge counseling and psychological support services for all its students through the Office for Psychological Support. The primary aim of the Office is to contribute to the personal development and well-being of students so as to enable them to maximize their experience during the course of their studies and benefit from acquired skills and knowledge later in life. Services are offered through short-term individual or group counseling and psychotherapy sessions. Common concerns for students visiting the Office include anxiety and stress, mood and depression, adjusting to academic life, relationships, losses such as grief or separation as well as academic difficulties and personal or career decisions. The Office for Psychological Support also organizes presentations, workshops and discussions on current issues, launches prevention and sensitization campaigns on topics related to psychological health and well-being and it periodically publishes and disseminates relevant informative material in print or through its website.

Financial aid

The Social Support Office of the Academic Affairs and Student Welfare Service provides guidance on financial problems. Students experiencing serious financial problems may be subsidised by the Student Welfare Fund. The Fund is supported financially by UCY, external contributions and donations.



Services for students with special needs

Every effort is made to offer practical solutions to students with special needs, such as access to university facilities or assistance on academic issues.

Student accommodation and catering

UCY began operating a number of student dormitories (208 bed spaces) on the new

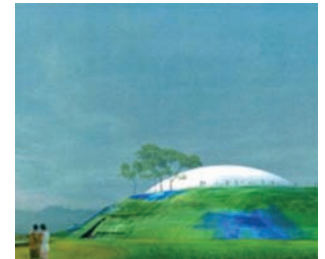
campus in September 2003. Due to their limited number, the Housing Office maintains a list of flats and houses for rent. UCY has many restaurants and canteens that operate on commercial terms but on controlled prices. There are also many small private restaurants located near the University.

Student Clubs

There are 25 student Clubs at UCY, involved in educational, cultural, artistic and entertainment activities. Students wishing to form a Club must draft a statute, which must then be approved by the University authorities. The 'Club Evening' is a yearly event organized by the Clubs' Coordination Committee at which students have the opportunity to learn about the activities of the various clubs from their representatives and can register in the Clubs of their preference. The Student Life Office offers support in the formation and functioning of the clubs. There are also periodic workshops related to administrative and communication matters which aim at develop leadership abilities and improve communication and administrative skills.

Sports

To encourage the university community (students and personnel) to participate in sports activities, UCY has developed a state-of-the-art athletic centre, offering a wide variety of activities.



*Learning Resource Centre 'Stelios Ioannou'
(Development plans)*



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The Open University of Cyprus (OUC) is a state institution of Higher Education, which was established in 2002. It is the first and only Higher Education institution in Cyprus that provides open and distance education at the undergraduate (Bachelor) and postgraduate (Master and PhD) level. OUC also offers training and vocational programmes aiming to satisfy the increasing demand for lifelong learning and continuing education.



4.1.1.2. OPEN UNIVERSITY OF CYPRUS

The Open University of Cyprus (OUC) is a state institution of Higher Education, which was established in 2002. It is the first and only Higher Education institution in Cyprus that provides open and distance education at the undergraduate (Bachelor) and postgraduate (Master and PhD) level. OUC also offers training and vocational programmes aiming to satisfy the increasing demand for lifelong learning and continuing education.

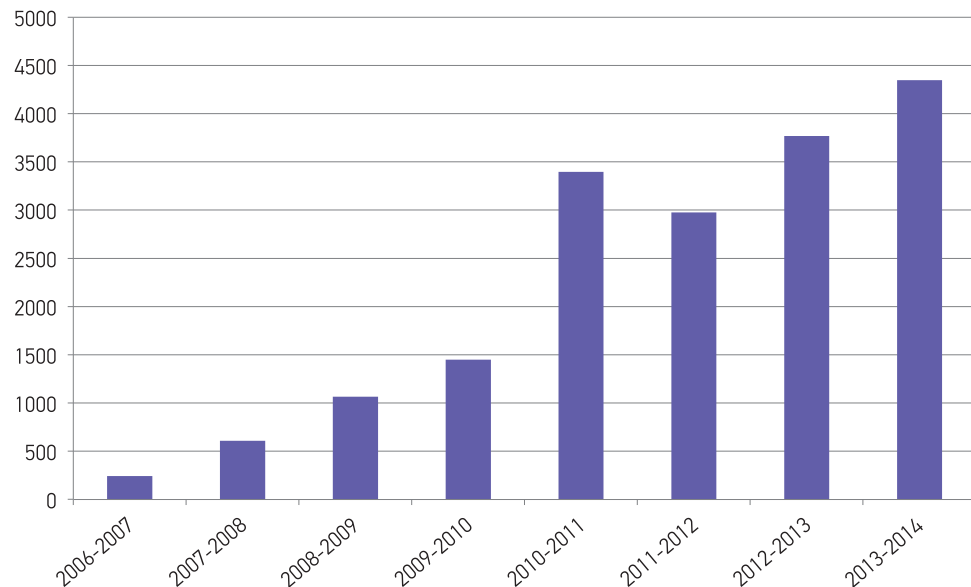
The Open University of Cyprus is comprised of the following Faculties:

- Faculty of Economics and Management
- Faculty of Humanities and Social Sciences
- Faculty of Pure and Applied Sciences

Each Faculty is offering specific undergraduate and graduate courses, which follow a thematic structure. An academic advisor is responsible for each programme of study, while the monitoring and operation of the modules that

Graph 4

Number of students studying at the Open University of Cyprus per academic year





Students can efficiently utilise the distance-learning teaching methodology by means of an innovative high-technology

comprise all programmes are the responsibility of Modules Coordinators. Until it reaches autonomy, OUC is governed by an interim Governing Board, which exercises the duties of the Council and the Senate that will be formed in due time. The administrative work is the responsibility of the Director of Administration and Finance who also assumes the duty of the Secretary of the Council and Senate.

In open and distance learning, students have the opportunity to study at their own time, location and place without attending formal lectures, as is the case for conventional universities. Students can efficiently utilise the

distance-learning teaching methodology of OUC within the aforementioned context, by means of an innovative high-technology electronic platform providing the educational material in an interactive environment among students and professors. Moreover, at OUC, students are given the opportunity to pursue or complete university education that for any reason (work, family, special needs) they were not able to do in the past; they can further enhance their studies at any of the three cycle programmes offered in several subject areas, aiming at career progression through the open and distance-learning methodology.



OUC promotes research programmes aiming towards the development of methodologies for open and distance learning

The degrees awarded by OUC are equivalent to those of all accredited universities worldwide, regardless of their teaching methodology.

All programmes at OUC are structured on the basis of the European Credit Transfer System. In this way, students have the opportunity to interchange between conventional universities and OUC (for example, through the Erasmus Programme). Part of what makes a successful university is a strong record in research and OUC places great emphasis on this. Among other projects, OUC promotes research programmes aiming towards the development of methodologies and corresponding high technologies for open and distance learning. One of OUC's major strategic goals for the future is to increase the number of research projects undertaken by the University at both

national and European level.

OUC provides distance education using a range of forms of technology, from print to the computer:

- Educational material, tailored to the specifications of distance learning) that students receive either in print or in digital form over the Internet or on CDs and DVDs.
- The possibilities of teleconferencing and virtual classrooms are exploited so that students can effectively communicate with the Faculty and fellow students and attend virtual lectures.
- The effectiveness of telephone and e-mail as a means of direct communication with the Faculty.
- The potential of the electronic portal, which students can use to:
 - Identify all relevant information concerning the programmes and their modules.
 - Contact the Faculty using synchronised and unsynchronised technologies, such as chat and forums.
 - Exchange ideas, thoughts and opinions with fellow students.

Once students are registered to the programme of study, they are placed in groups and their supervision is assigned to a particular member of the Faculty of OUC, whose role is to provide distance learning, constant support and monitoring of the students' progress. As face-to-face interaction cannot be entirely eliminated, Group Advisory meetings take place at regular time intervals and at predetermined places (3-5

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times per academic year). Although attendance to these meetings is not mandatory, students are encouraged to attend in order to directly communicate with their tutor, solve enquiries and problems, and discuss the content of the course. The final examination also takes place at a predetermined time and place and requires the physical presence of the student. Where possible, both Group Advisory meetings and the final examinations take place at the students' home towns.

In summary, OUC is a new and dynamically expanding university, operating on the principles of open and distance learning and consistently promoting lifelong learning, in an innovative, high-technology and pedagogically sound learning environment. OUC aspires to accommodate the ever-growing needs of modern society for quality-driven university programmes at all levels in key sectors of the economy, and to become one of the best universities in the geographic area around Cyprus.





The Cyprus University of Technology was established by law in December 2003 and accepted its first students in September 2007. It is a new, public and autonomous university. The University aspires to develop itself into a modern, pioneering university, able to offer education and high level research in leading branches of science and technology.





4.1.1.3. CYPRUS UNIVERSITY OF TECHNOLOGY

The Cyprus University of Technology (CUT) was established by law in December 2003 and accepted its first students in September 2007. It is a new, public and autonomous university.

In the academic year 2013-2014, approximately 2500 students study at the University's five Faculties and student numbers are expected to gradually rise up to 7000 in the next twelve to fifteen years. Lectures are mostly held in Greek. At present, courses in English are offered through the Cyprus International Institute for Environmental and Public Health (CII), which undertakes research and offers graduate courses in collaboration with the Harvard School of Public Health. CII offers an MSc course in Environmental Health and an MSc course in Epidemiology and Biostatistics. Most of the Departments also run postgraduate programmes. The University is located at the city centre of Limassol and most of its premises consist of neo-classical buildings that have undergone extended renovation and restructure.

Vision and Mission

The University aspires to develop itself into a modern, pioneering university, able to offer education and high level research in leading branches of science and technology which have high impact on the economic, technical and scientific sectors. With its orientation towards applied research, CUT aspires to establish a role in support of the state and society in their efforts to confront problems, which cover all areas of science and technology. The programmes of CUT to a large extent

complement scientific areas, which are not currently covered by any other institution of Higher Education in Cyprus.

Basic aims

The development of all academic departments is characterized by the following strategic objectives:

- To offer education to students of a high scientific, technological, and professional level.
- To produce high quality research that will transcend the traditional boundaries between basic and applied research, so that solutions may be offered to major problems of the society and the economy.
- To allow Cyprus to achieve an important position as a partner in a modern, European setting and to secure significant external research funding.
- To promote university cooperation with local industry in order to participate in the national effort to innovate and constantly improve products and services.

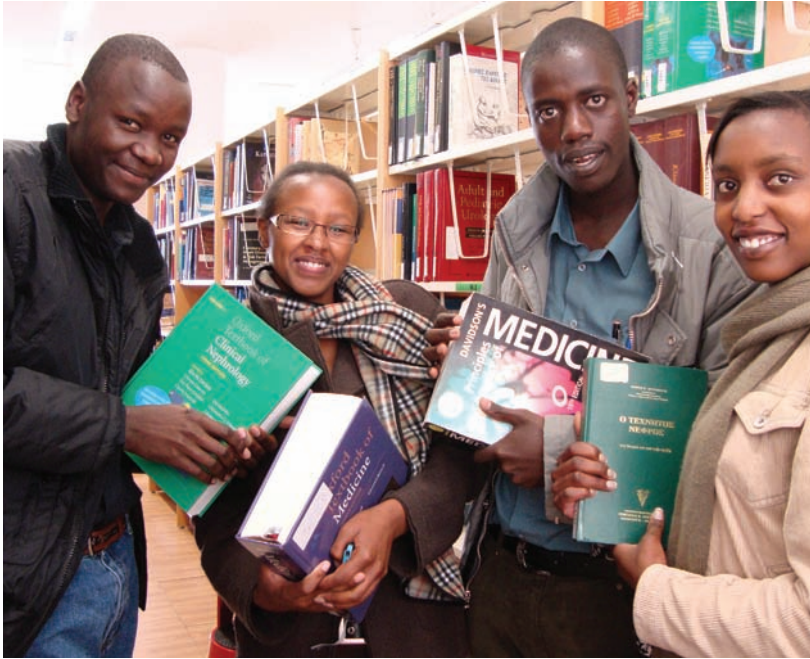
International Relations

CUT is already a member of 70 international and European organizations such as EAEC, EAIE, ELIA, EuroCALL, UNWTO, ATLAS, HUMANE and UNIMED.

The University also participates actively in networks such as EARLINET, RMEI, EMUNI, EARMA and ENMA. In addition, CUT maintains general or departmental bilateral agreements with many European and other universities.



Since 2008, CUT is actively participating in the Erasmus Exchange Mobility Programme and has established consequently numerous Erasmus bilateral agreements and collaborations with several universities and organizations in most European countries.



CUT is currently working in promoting its international and European outlook by adopting European programmes under LLP and by joining external programmes such as Erasmus Mundus, Tempus and sectoral programmes such as Leonardo da Vinci, Comenius and Grundvig. Following the Bologna Process, the University has applied the ECTS to all taught and research study programmes and has taken all necessary provisions to offer the Diploma Supplement to all its graduating students. In cooperation with the Language Centre, the Erasmus Office is organizing an Erasmus Intensive Language Course of Greek language and culture for incoming Erasmus students in the beginning of each academic year. Finally, at the local level, collaboration with public

Services or non-profit organizations is accomplished through the signing of numerous Memoranda of Understanding.

University Departments

Six Faculties are currently operating within CUT, hosting 12 academic departments:

- FACULTY OF COMMUNICATION AND MEDIA STUDIES
 - Department of Communication and Internet Studies
 - Department of Multimedia and Graphic Arts
- FACULTY OF MANAGEMENT AND ECONOMICS
 - Department of Commerce, Finance and Shipping
 - Department of Hotel and Tourism Management
- FACULTY OF GEOTECHNICAL SCIENCES AND ENVIRONMENTAL MANAGEMENT
 - Department of Agricultural Sciences, Biotechnology and Food Science
 - Department of Environmental Science and Technology
- FACULTY OF ENGINEERING AND TECHNOLOGY
 - Department of Civil Engineering and Geomatics
 - Department of Electrical Engineering, Computer Engineering and Informatics
 - Department of Mechanical Engineering and Materials Science and Engineering
- FACULTY OF FINE AND APPLIED ARTS
 - Department of Multimedia and Graphics Arts

- FACULTY OF HEALTH SCIENCES
 - Department of Nursing
 - Department of Rehabilitation Science
 - Cyprus International Institute for Environmental and Public Health

The academic year consists of two semesters and the expected time for the completion of studies is eight semesters. The programmes of study of CUT are based on the European Credit Transfer and Accumulation System. One credit represents 25-30 hours of student workload. The amount of student workload for an undergraduate programme of studies (4 years)

is 6000-7200 hours. Attendance at CUT is obligatory and continuous.

Student life

The University offers a complete programme of athletic activities that, includes among others, internal championship, recreational sports and competitive sports. Based on the students' programme of study, the various activities are adapted in such a way that the students have the opportunity to participate in their free time.

Moreover, the student Clubs in CUT cover cultural, artistic and recreational activities such as music, dance, journalism, theatre, etc.



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4.1.2. Private Universities

Currently five private universities operate in Cyprus. Three of them have already been granted a license (final) and two of them have been granted an initial license to operate. All universities follow an academic evaluation and accreditation process by the Evaluation Committee of Private Universities. Private universities are established and financed by non-governmental institutions or founders.

Admissions

All five private universities follow similar guidelines on admissions. High school grades, competence in computers and English language, and other qualifications and diplomas are the main criteria of acceptance to the universities Departments.

Candidates for a Bachelor degree program should submit a school leaving certificate from a recognized six-form secondary school. In addition, a good knowledge of the English language is required for all programmes of private universities taught in English. Applicants may also be asked to take placement tests developed by the Departments before the decision on the admission status is made.





**FREDERICK UNIVERSITY**

Frederick University is a private university operating in Cyprus. Frederick University was established after a decision by the Council of Ministers of the Republic of Cyprus on 12th September 2007. Frederick University operates from two campuses: the main campus in Nicosia, the capital of Cyprus, and the other campus in Limassol, the second largest city.

The mission of Frederick University is the provision of learning opportunities through teaching and research in the areas of science, technology, literature, and the arts as well as a systematic contribution to the wider social context.





4.1.2.1. FREDERICK UNIVERSITY

Mission and Main Objectives

Frederick University is an energetic and vibrant private university operating in Cyprus. Frederick University was established after a decision by the Council of Ministers of the Republic of Cyprus on 12th September 2007 and obtained its final official license in January 2012. Although the establishment of the University is relatively recent, the organization has a long history of more than 40 years in higher education. Frederick University operates from two campuses: the main campus in Lefkosia, the capital of Cyprus, and the other campus in Limassol, the second largest city.

The mission of Frederick University is the provision of learning opportunities through teaching and research in the areas of science, technology, literature, and the arts as well as a systematic contribution to the wider social context. The education offered is of high quality and leads to recognized qualifications that ensure the University's graduates professional career and advancement in Cyprus and abroad.

The main objectives of Frederick University are:

- (a) the promotion of science, knowledge and education through teaching and research aiming at the enhancement of society in general;
- (b) the dissemination, application and scientific exchange of knowledge;
- (c) the provision of high-quality, internationally-recognized undergraduate and postgraduate education.

Programmes of study

At present, Frederick University comprises of 18 Departments organized in six Schools. It currently offers 54 programmes of study. These cover a wide range of fields from several academic domains and are offered at undergraduate, postgraduate and doctoral level. All programmes of study operate under the European Credit Transfer and Accumulation System.

Frederick University focuses on the development of close links with the public and private sector in order to facilitate the graduating students' entrance in the labour market and in this respect considers the cooperation with professional bodies of paramount importance. All undergraduate programmes of the School of Engineering and Applied Sciences and of the School of Architecture, Fine and Applied Arts are recognized and accredited by the Cyprus Scientific and Technical Chamber (E TEK). E TEK is by law the accreditation and registration body for Engineering and Architecture in Cyprus, thus granting its graduates all relevant professional rights for legal practice in Cyprus. Similarly, postgraduate level engineering programmes provide the educational base for supplementary qualification for registration/accreditation purposes by E TEK.

Further to the above, graduates of the Social Work programme of study are accepted by the Social Workers Registration Board, and graduates of the Nursing programme of study are eligible for registration with the Nursing and Midwifery Council of Cyprus. The Pharmacy programme satisfies the requirements for registration as a pharmacist and/or practicing



pharmacy in Cyprus. Furthermore, the Law programme complies with the requirements for registration of its graduates to the Cyprus Bar Association, following successful completion of the exams of the National Law Council. Finally, graduates of the Business Administration programme of study are exempted 12 exams for AIA and eight exams for ACCA, and for the Accounting and Finance program of study graduates are exempted 12 exams for AIA, nine exams for ACCA and eight exams for ACA (ICAEW).

All programmes offered by Frederick University are recognized, nationally by the Cyprus Council for the Recognition of Higher Education Qualifications (KY.S.A.T.S.) and internationally. The University has been recognized by the Hellenic National Academic Recognition and Information Center (Hellenic NARIC) as equivalent to the Greek higher education in the university sector. Furthermore, the University has been awarded by the European Commission the Diploma Supplement Label and the ECTS Label, which is the highest recognition for the excellent application of the European Credit Transfer and Accumulation System.

University Schools and Departments

SCHOOL	DEPARTMENT
Engineering and Applied Sciences	Electrical Engineering
	Mechanical Engineering
	Civil Engineering
	Computer Science and Engineering
	Civil Engineering
	General Department
Economic Sciences and Administration	Business Administration
	Economics, Finance and Accounting
	Maritime Studies
Health Sciences	Nursing
	Pharmacy
Architecture, Fine and Applied Arts	Architecture
	Fine and Applied Arts
Education	Primary
	Pre-primary
Humanities and Social Sciences	Social Work
	Journalism
	Law



The School of Greek Language

The School of Greek Language commenced its operation in 2009 and offers courses of Modern Greek Language and Civilization to foreign and local students in three different stages.

Certificate of Attainment in Greek Language

Frederick University is the only university in Cyprus that has been validated and authorized by the Centre for the Greek Language, which is supervised by the Ministry of Education and Religious Affairs of Greece, as an Examination Centre for the Certificate of Attainment in Greek Language. The examination procedures fall under the responsibility of the Centre for the Greek Language.

Student services

Frederick University provides most of the student services through its Studies and Student Welfare Service. The aim of the Service is to contribute towards the development of an academic environment that promotes constructive learning, academic success and the socialization of the University students.

The Service includes the following Offices: Studies Office, Admissions Office, Mobility Office, Career Office, International Students Office, Alumni Office, Student Ombudsman, Protection of Health Office, Counseling Center (Social and Psychological Support), Academic Support Office, Sports Office, and Housing and Accommodation Office.

Student life

In addition to the numerous opportunities that Cyprus offers for leisure activities, Frederick University aims at supporting students in order to enjoy an active and vibrant social life. The University organizes various cultural and leisure activities such as excursions to the countryside, theatrical plays, and musical evenings. Furthermore, the Student Welfare Office supports students to participate in student Clubs and Societies. Additionally, the University considers athletics as an integral part of the educational process. It is a member of the Cyprus University Sports Federation and participates each year in the championships organized by the Federation.

Student mobility for studies and for work placements (Erasmus)

The Mobility Office aims to promote student exchange and thus enhanced student life experience. Through the Erasmus Program, students are able to either complete part of their study in a partner university or work in Europe between 3 to 12 months. As lots of students are showing great interest, the University is promoting this opportunity by constantly developing new bilateral agreements and partnership projects with other European universities.

International Association for the Exchange of Students for Technical Experience

Frederick University is a member of the International Association for the Exchange of Students for Technical Experience (IAESTE) Cyprus National Committee. Frederick University students are eligible to funding for their participation in the IAESTE Program, which offers them the opportunity to obtain practical training abroad during the summer vacations. International students are also eligible to participate in this Program.

Graduates mobility for professional skills development (Leonardo da Vinci)

Through Leonardo da Vinci Program Frederick University graduates have the opportunity to acquire their first professional experience in another European country for a period of 2 to 26 weeks, having the chance to apply from a pool of reputable companies and organizations that are in close cooperation with Frederick University. In the past years, more than 80



graduates have benefited from this Program. Frederick University is the only private university in Cyprus that participates in the Program and was recently given an honourable recognition by the Cyprus Lifelong Learning Foundation for the high quality and excellent results obtained for the Leonardo da Vinci Program.

Erasmus Mundus

In the next four years, Frederick University will be coordinating the Erasmus Mundus project 'INTACT-It's Time for CollaboratioN TowArds Close CooperaTion'. The project is one of four proposals that were approved for funding in the geographical group Lot11 and involves 13 leading universities from eight countries of Central Asia and six prominent European universities. The fields of interest cover a wide range of the engineering sector as well as information technology and communications.

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**European
University
Cyprus**

European University Cyprus is an independent, autonomous university offering nationally and internationally recognized degrees.

Its vision is to be a leading university in the region, offering excellence in teaching, research and service with a strong student focus. Its mission is:

- To educate students for successful careers and life achievement.
- To understand and serve the needs of the society.
- To create knowledge through research.





4.1.2.2. EUROPEAN UNIVERSITY CYPRUS

European University Cyprus (EUC), following a decision of the Council of Ministers, is officially registered with the University Registry of the Ministry of Education and Culture of the Republic of Cyprus and offers fully accredited programs at undergraduate (Bachelor degrees), graduate (Master degrees) and Doctorate (PhD) levels.

Today, European University Cyprus is the choice for thousands of young people from Cyprus, Greece, Europe, the Middle East, and Asia. Structured on European and American standards, EUC provides a diverse and comprehensive education by ensuring the fulfillment of our students' personal, academic and professional aspirations.

At EUC, core values are the advancement of teaching, learning and research. University aims at respond positively to the needs of the members of the university community and society by investing in centers and institutes, rewarding ambition and drive in staff and faculty and continually developing facilities and resources.



The new campus with its recent expansion and upgrading can accommodate up to 7000 students and consists of modern facilities, well equipped laboratories, amphitheater lecture halls, student apartments, and entertainment venues.

EUC is located in Nicosia, the capital of Cyprus. Nicosia is the largest city of the island and is considered the center of economic and cultural activity.

EUC operates with five Schools (nine Departments) offering a total of 30 undergraduate programs (Bachelor degrees), eight graduate programs (Master degrees) and six doctoral programs (PhD), as follow:

- **School of Humanities and Social Sciences**
 - Department of Humanities
 - Department of Social Sciences and Behavioural Sciences
 - Department of Law
- **School of Arts and Education Sciences**
 - Department of Arts
 - Department of Education
- **School of Sciences**
 - Department of Computer Science and Engineering
 - Department of Health Sciences
- **Ioannis Gregoriou School of Business Administration**
 - Department of Accounting, Economics and Finance
 - Department of Management and Marketing
- **School of Medicine**

Vision

EUC vision is to be a leading university in the region, offering excellence in teaching, research and service with a strong student focus. Its mission is:

- To educate students for successful careers and life achievement.
- To understand and serve the needs of the society.
- To create knowledge through research.

Member of Laureate International Universities

EUC is part of the largest international university organization, Laureate International Universities. Laureate International Universities has selected European University Cyprus to be part of its network of universities, based on and as a result of the University's continuous goal for academic upgrading, expansion and its establishment as an international university of high academic standard in the East Mediterranean region. This international network consists of 66 universities operating in 29 countries with a total of 740 000 students, creating a new dimension to the mobility of students through various exchange programs.

As a student of Laureate International Universities, you will enjoy the benefits of being part of a truly global community through its student exchange programs, dual and joint degrees, the Global Career Center available to Laureate graduates and alumni, and a global network of accredited universities. For more information on Laureate, please visit the website www.laureate.net



Awards/Membership in Associations

EUC is a member of:

- The European Association of Institutions in Higher Education (EURASHE)
- European University Association (EUA) via the Cyprus Rectors Conference

European University Cyprus has been certified by renowned quality models to assess the organization's aim towards excellence. Such models include:

- Investors in People (IIP)
- European Foundation for Quality Management (EFQM)

- The MBA programme of the University has been accredited by the UK Association of MBAs (AMBA)
- Awarded with ECTS and DS Supplement Label

ECTS Label is awarded to European University Cyprus by the European Commission

European University Cyprus received the highest award, the ECTS Label (European Credit Transfer and Accumulation of Credits), by the European Commission. This is an important distinction in the field of Higher Education recognizing, through this process, the excellent performance of European University Cyprus.

EUC is committed to being a knowledge entrepreneur - capable of empowering the community and the region through the application of learning





ECTS is a 'learner-centered' system involving the accumulation and transfer of credits, and aims to achieve transparency of learning outcomes and learning processes. More broadly, it aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility.

Participation in Erasmus Programme

EUC participates in Erasmus Programme, which focuses on educational mobility through exchange of students, academics and administrative staff of universities in the member countries of the European Union.

Erasmus aims to familiarize one with the culture of the member countries of the European Union. The University applies ECTS, which ensures the mutual recognition of studies between universities that have signed exchange agreements. European University Cyprus has signed 253 agreements under the Erasmus Programme in 26 EU countries. All international students studying at EUC are eligible to participate in the Erasmus Program.



A truly international student body

EUC has a student body of more than 4500 students, with the majority being local students, and including around 800 international students coming from over 25 countries such as Bangladesh, Brazil, Bulgaria, Chile, China, Greece, Jordan, India, Iran, Lithuania, Mexico, Moldova, Morocco, Nepal, Nigeria, Peru, Poland, Romania, Russia, Serbia, Spain, Syria, UAE, Ukraine. The University takes extra care in providing all the necessary services for the smooth integration of international students into academic life.



Student life and services

Student life is an integral part of the experience a student will get at EUC, as it offers unique opportunities to develop leadership and communication skills. The University has 26 student Clubs that organize various educational, cultural, artistic and recreational activities. The Clubs are sponsored by the Office of Student Affairs and organize several events and activities such as music nights, ethnic festivals, field trips, a student newspaper and more. EUC places great importance on sports as it participates in university competitions and championships. There are currently futsal, handball, volleyball and basketball EUC teams, while the University has its own indoor sports centre and gym.

The Office of Student Affairs is focused on offering a large variety of services for better support, guidance and empowerment of our students in order to properly address the challenges of the new era. Such services include pick up from the airport, orientation of new students, personal advising, career counseling, and other.

The Office of Employment and Career Services aims to correctly guide the students on their career choices and support them in the job search process. The Office of Employment and Career Services invites distinguished professionals from a wide range of local enterprises to inform students about career prospects in their chosen field and to advise students on their job search strategy. The most important activity of the Office of Employment



and Career Services is the organization of the annual 'Career Exhibition' where students are informed on the current trends in the labour market and employment opportunities.

Advising Center

The main objective of the advising center is to assist students to realize their maximum educational benefits by helping them to plan their academic path and to learn to use the resources of the University. The academic advisors provide students with frequent feedback about their academic progress and development, and are helping students to improve their academic achievement.

Personal counseling

Qualified counselors are available to help students cope with personal and emotional problems that are sometimes difficult to bear alone. The Counseling Center guarantees that all counseling contacts are kept in the strictest confidence.

Alumni may use the services of the Career's Office for either finding employment or changing from their present jobs to new ones. The Office arranges on-campus university recruiting by interested companies, organizes a Career Day exhibition every spring, and places all job openings on the announcement boards and the website of the University.

Special Needs Unit

EUC has long supported equal opportunities in education for all sectors of society. Taking this further, the University has a specialized Committee to formally promote the culture of disabilities awareness and good practice at the University.



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UNIVERSITY OF NICOSIA

The University of Nicosia is a private university in Cyprus, combining a dynamic student- oriented learning environment with quality standards and an international philosophy. The University's roots date back to 1980 and to predecessor institution, Intercollege. The University of Nicosia emerged in 2007, following changes in the relevant national legislation and a comprehensive accreditation process. This was the culmination of an ongoing journey, which began over 30 years ago, and has since established the University of Nicosia as a leading tertiary education provider in Cyprus - in line with the enduring motto of the institution: 'Excellence in Education'.



4.1.2.3. UNIVERSITY OF NICOSIA

A leader in excellence

The University of Nicosia is a private university in Cyprus, combining a dynamic student-oriented learning environment with quality standards and an international philosophy. The University's roots date back to 1980 and to predecessor institution, Intercollege. The

University of Nicosia emerged in 2007, following changes in the relevant national legislation and a comprehensive accreditation process. This was the culmination of an ongoing journey, which began over 30 years ago, and has since established the University of Nicosia as a leading tertiary education provider in Cyprus, in line with the enduring motto of the institution: 'Excellence in Education'.



A vision for the future

The University of Nicosia aspires to be a leading contributor to excellence in education and research. Its mission is to assist its students in becoming educated individuals, in achieving their academic and professional goals, and assuming responsible roles in a changing world of international cooperation and global interdependence. In pursuit of the above, the University strives to strengthen its facilities, resources and services, and to promote research and the generation of knowledge for the benefit of Cyprus and the wider world, while being of service to society through the dissemination and application of knowledge and through innovative partnerships with business and civil society institutions.

A range of study options

The University of Nicosia pursues excellence in education through its four Schools: (i) Business; (ii) Sciences; (iii) Education; (iv) Humanities, Social Sciences and Law. Through these, the University offers a range of academic programmes of study, leading to Bachelor (4 years), Master's (18 months - 2 years) and PhD Degrees – modeled on European and American higher education and continually reviewed and updated in order to keep pace with changing trends. An increasing number of programmes are also offered via distance learning.

Intercollege remains an associate institution, complementing the University's study offerings through its vocational programmes.



A variety of student services

The Department of Student Affairs offers a wide range of services to its students, assisting them to make a smooth and productive transition into university life. The aim of the Department is to offer every possible assistance to students, not only during their studies at the University of Nicosia, but also after they graduate. The Department assists students in finding suitable accommodation, organizing the orientation day and facilitating

The University of Nicosia offers a range of academic programmes that keep in pace with changing trends

UNIC earned prestigious awards, such as the UN Global 500, UNESCO Chair, Gold Medal in business Ethics excellence



the various activities of the numerous social and sports Clubs.

Additionally, the University runs a Career Centre to help students explore their career options, enhance their awareness on professional choices, and develop their skills to reach their full potential. A Counseling Centre is also operational on campus, on call to offer important and impartial advice to new and old students.

A lifetime of recognitions

Along the way, the University has distinguished itself on multiple fronts - earning prestigious awards, such as the United Nations Global 500 Award for its contribution in the protection and improvement of the environment; and establishing the first UNESCO Chair in Cyprus for the promotion of cultural diversity and intercultural dialogue. Additionally, the University has been honoured by the Cyprus

Employers and Industrialists Federation (OEB) with two entrepreneurial Excellence Awards, including the Excellence Award in Educational Services.

More recently, the University was awarded with a Gold Medal in Business Ethics Excellence (BEE) by the European Business Ethics Network (EBEN), in recognition of its sound corporate governance and corporate social responsibility; it also received the Investors in People (IIP) Certification, in recognition of the practices that it follows in the area of human resource management and development.

The University has also been recognized by the European Commission, being awarded with an Erasmus University Charter and the Diploma



Supplement Label. The University of Nicosia is a member of the European University Association (EUA).

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The vision of Neapolis University Pafos is to be a student-centred, forward-looking, research-led institution; contributing to the economic, social and cultural life of the district of Pafos, Cyprus, and the wider region. Its fundamental objective is to produce graduates who will be able to develop enduring and relevant skills and who will be able to succeed professionally in the international labour market. Its mission is to be established as an international university attracting students from Cyprus, Europe, the Middle East and Asia.



Neapolis University Pafos offers a number of undergraduate and postgraduate programmes covering a wide range of popular disciplines

4.1.2.4. NEAPOLIS UNIVERSITY PAFOS

Vision

The vision of University is to be a student-centred, forward-looking, research-led institution; contributing to the economic, social and cultural life of the district of Pafos, Cyprus, and the wider region. Its fundamental objective is to produce graduates who will be able to develop enduring and relevant skills and who will be able to succeed professionally in the international labour market. Its mission is to be established as an international university, attracting students from Cyprus, Europe, the Middle East and Asia.

The University's strategy to realise its vision and to meet its objectives is based on four pillars. Academically rigorous and professionally relevant programmes that respond to the needs of the regional economy and job market; high-quality academic staff with long experience in teaching and research at leading overseas universities; extensive use of the latest teaching and learning technologies; complete and fully equipped teaching and student facilities.

Programmes of study

Neapolis University Pafos comprises of three Schools (School of Architecture Land and Environmental Sciences, Business School, School of Health Sciences) offering a number of undergraduate and postgraduate programmes and covering a wide range of popular disciplines, such as Business Administration, Finance, Accounting, Architecture, and Psychology. It also offers some innovative and unique programmes in

the fields of Real Estate and Construction Management. All undergraduate programmes have duration of four years, except the programme in Architecture, which continues to a fifth year that leads to the Diploma in Architecture - a necessary qualification for securing professional accreditation by the Cyprus Scientific and Technical Chamber.

Campus life

The university campus in the busy area of Pafos only 300 metres from the beautiful beach and a stone's throw from the archaeological sites, offers students a unique environment conducive to their academic and personal development.

Campus life revolves around the 'Ariston', the University's large cafeteria, situated in front of the swimming pool and featuring sofas, loungers and TV screens with digital services. Beyond its main use as the student meeting place, its vast space is frequently used by Cinematography and Sports Student Clubs to host cinema and sports nights with snacks and beverages. There are Wi-Fi routers around campus, enabling free access to wireless internet both indoors and outdoors.

Neapolis students live a busy student life by attending lectures, working in the library or in studios and laboratories, writing essays or engaging with their tutors and fellow students. A respite to their work is provided by the two large outdoor areas of the campus, the 'Pool Garden' and the 'Quadrangle', that offer to the students a relaxing environment in which they can rest, meet their friends and socialise. During their free time, students can play chess



and other board games under the shaded and landscaped areas around the pool and the snack bar or in the gardens.

Students live and study in diverse multilingual, multicultural and international but safe campus community that fosters understanding, tolerance and friendships that last for life.

Student Union

The Student Union is the hub of the student life at Neapolis University Pafos with its rich cultural, social and athletic activities and Clubs. The Union arranges frequent extra-curriculum activities and trips that accommodate most interests and hobbies. In addition, the city of Pafos hosts numerous cultural, social and

The campus offers students a unique environment conducive to their academic and personal development

Students live and study in diverse multilingual, multicultural and international but safe community



sporting events throughout the year, enabling the young to take part. The University co-organizes and collaborates in a number of these events and students have a chance to get actively involved in the local community.

Student housing

All freshmen are guaranteed housing. Student housing is en-suite rooms, fully-furnished, with balconies overlooking the interior landscaped gardens and swimming pool or offer a seaside

view. The rooms are supported by communal fully-furnished kitchens. The low monthly rent includes electricity provision, water supply, and unlimited wireless internet.

Sports facilities

The university campus has its own sports centre with indoor swimming pool, gym, weights room, fitness room, shower and changing rooms as well as outdoor tennis courts and a swimming pool. The students can also use, free of charge,



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the facilities of the near-by Geroskipou Municipality Sports Centres, that include an Olympic-size swimming pool, gym, football, tennis, basketball and beach-volley courts.

Living in Pafos

Living in Pafos is a unique experience for a student. Pafos is a UNESCO World Heritage Site, where you come across history and tradition at every step. At the same time it is a vibrant and bustling modern and multicultural city that offers a myriad of things to do and some amazing places to see. The mild climate, the beautiful natural landscapes in and around the city make living in Pafos an enjoyable experience.

The city's position along the shoreline and its close proximity to the rolling foothills of the Troodos Mountain Range, the Pafos Forest and the natural reserve of the Akamas Peninsula, offer great and exciting recreational outdoor activities. The restored harbor square, the southern waterfront esplanade and the lighthouse promenade in Kato Pafos, are excellent places for leisure walks. Those inclined in more demanding peripatetic ventures can visit the Mouttallos and Moussallas districts, located on rocky outcrops overlooking the city and the coastal valley.



THE UNIVERSITY CAMPUS MASTERPLAN

PHASE 1

PHASE 2

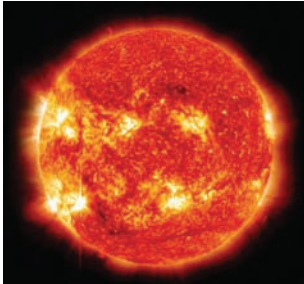
30 AREAS OF WORLD CLASS RESEARCH & TEACHING

- Energy
- Sustainability
- Engineering
- Physics
- Mathematics
- Nanotechnology
- Food Security
- Law
- Health Sciences
- Biotechnology



The University of Central Lancashire, Cyprus (UCLan Cyprus) started its operation in 2012 and is located in Pyla, Larnaka. It offers students the advantage of an honours or postgraduate degree recognised both in the United Kingdom and in Cyprus; truly international qualifications to enhance employability at home and overseas. Our qualifications are joint awards from the two Universities of UCLan in the UK and UCLan Cyprus.





'EX SOLO AD SOLEM' – 'FROM
THE EARTH TO THE SUN'

A motto that has been
UCLan's focus from 1828 and
ever since

4.1.2.5. UNIVERSITY OF CENTRAL LANCSASHIRE, CYPRUS

The University of Central Lancashire, Cyprus (UCLan Cyprus) started its operation in 2012 and is located in Pyla, Larnaka. It offers students the advantage of an honours or postgraduate degree recognised both in the United Kingdom and in Cyprus; truly international qualifications to enhance employability at home and overseas. Our qualifications are joint awards from the two Universities of UCLan in the UK and UCLan Cyprus.

The University brings to Cyprus a world-class reputation for academic excellence and innovative thinking, with strengths in applied research and the provision of practical solutions for business. It offers a unique blend of knowledge, practical experience and modern relevance to equip students with the qualifications and skills for the international market in employment.

As well as benefiting from the highest British and Cypriot academic standards, students at UCLan Cyprus have the advantage of a superlative student experience in every aspect of their university life, whether it is learning, personal support, facilities and accommodation, employability or enjoyment and fun. University's commitment to this ethos is at the heart of everything.

Vision

UCLan Cyprus aims to be a leading, modern university with a global reach at the crossroads of three continents (Europe, Asia and Africa),

providing British and Cypriot undergraduate and postgraduate higher education.

UCLan Cyprus is committed to excellent student experience, outstanding research, innovative learning and engagement with industry and communities within Cyprus, the Eastern Mediterranean, the Middle East and the rest of the world.

Mission

- To promote access to excellence, enabling students to develop their potential.
- To strive for excellence in all we do: locally, regionally, nationally and internationally.
- To work in partnership with business, the community and other educators.
- To encourage and promote research, innovation and creativity.

Values

- The advancement and protection of knowledge, freedom of speech and enquiry.
- The promotion of educational opportunity for all.
- The protection of the rights and freedoms of individuals and respect for diversity.
- A commitment to health, well-being, sustainability and technological advancement.
- To value and practice equality of opportunity, transparency and tolerance.
- A commitment to teaching, research and innovation.

University Departments

School of Business and Management

The largest School of UCLan Cyprus, the School of Business and Management, aims to be enterprising and innovative in shaping developments at the forefront of the learning society and knowledge economy. The School offers an extensive range of undergraduate and postgraduate courses, but also, in cooperation with UCLan UK and other partners, it offers doctorate and continuing professional development programmes.

The Faculty strive for excellence in learning, teaching, research and in building partnerships with UCLan Cyprus' stakeholders, seeking to unlock growth opportunities in business, management and entrepreneurship.

School of Law

The School of Law offers Undergraduate and postgraduate courses in cooperation with UCLan UK and other partners. With the quality of academic staff and with library and IT facilities, the Law School at UCLan Cyprus aims to become one of the leading institutions for legal research in the wider region. Its courses are designed to satisfy the requirements of the local professional market, whilst retaining the necessary international focus demanded of an internationally top-ranked Law School.

In addition, Law students at UCLan Cyprus have a digitally-driven multi-million Euro campus and facilities (including Cyprus' first Moot Court Room) to help them realise their academic potential.

School of Sciences

UCLan Cyprus provides courses and research programmes in the sciences, not only produce the scientists that the world increasingly requires, but also to ensure that all students have at least a basic grounding in computing and numeracy. These skills, in addition to literacy, are expected of all graduates regardless of their area of study, and are becoming ever more important as technology develops.

Computing infrastructure and resources are world-class, as acknowledged through the award of the InAVation Award, and this is a strength of UCLan Cyprus on which it will continue to build to ensure that its graduates are well prepared for employment and careers in our changing modern world.

The School of Sciences is staffed by research active academics here in Cyprus, who are supported by similar academics at UCLan in the UK, and it is the quality of these staff that is the greatest strength of the School.

The international agenda committed to student mobility

Internationalization is a central tenet of University's philosophy and Cyprus is the first in series of overseas UCLan campuses across the world. Committed to international student mobility, University's vision is to deliver a superlative student experience in carefully selected educational hubs worldwide, with further university campuses in Thailand and Sri Lanka. UCLan students have access to a wide range of opportunities across the world, taking advantage of University's huge international partnership,





networks and facilities abroad for a global experience or study period. Students can transfer between UCLan Cyprus and UCLan UK, without interruption to their studies, as the University delivers the same modules and courses at each of the campuses. Many of the courses feature work placement opportunities in Cyprus or overseas and some funding may be available.

Student support

The Student Support Office is a modern and friendly place where students can get support and information on various issues concerning student life and study. The Student Support staff is available to all students and aims at enhancing students' higher education experience in every way possible: advice on study skills, advice on disability issues, advice on health and well-being issues, support for setting up Clubs and Societies, assistance with finding volunteering and employment opportunities and advice on student life.





The Student Support Office offers:

- Workshops to enhance study skills.
- One to one support.
- Guidance on obtaining online information on study skills (e.g. WISER and Skills 4 Study).
- Guidance on how to avoid plagiarism.
- Support to students with physical or learning disabilities.
- Information on provisions and assessment procedure.
- Information about local hospitals, doctors and pharmacies.
- Information on alcoholism, drug use, sexual health and other issues related to youth wellbeing.
- Guidance on coping with life changes that occur during university years: stress, money issues, homesickness, etc.
- Psychological well-being and mental health guidance.
- Life in Pyla and surrounding areas.
- Accommodation.

The UCLan Cyprus Campus: at the cutting edge of technology

UCLan Cyprus is set in a modern, purpose-built university campus with state-of-the-art academic and non-academic facilities. Individual and group study spaces allow students to work alone or collaborate on projects.

Students learn in specially designed lecture theatres and seminar rooms and in flexible teaching spaces. The campus also includes a 300 seat maximum capacity theatre for teaching and performances on a large scale.

IT infrastructure is second to none, with a student portal leading to all on-line resources, lecture rooms equipped to include an interactive whiteboard facility, access to 300 000 UK and Cyprus e-books and e-journals, more than 300 software applications, the loan of laptops and PCs and full wireless broadband across campus.



The most innovative
educational facility
for technical
infrastructure



Contact Details:

Website:

www.uclancyprus.ac.cy/en/

E-mail:

info@uclancyprus.ac.cy

Tel.: (+357) 24 81 21 21

4.2. Institutions of Higher Education

4.2.1. Public Institutions of Higher Education

The Cyprus Government has the responsibility for the operation of the Public Institutions of Tertiary Education. They operate under the supervision of four Ministries: Ministry of Labour and Social Insurance, Ministry of Agriculture, Natural Resources and Environment, Ministry of Energy, Commerce, Industry and Tourism, and Ministry of Justice and Public Order. Each Ministry is responsible for the organization and administration of one institution, yet the academic supervision and the responsibility comes under the MOEC. The main objective of these institutions is to provide education and training in professional disciplines to satisfy the local demands. Each institution has a different structure and offers programmes of studies in specific technical - professional fields which lead to a Higher Diploma.

The Public Institutions of Tertiary Education are:

- **THE HIGHER HOTEL INSTITUTE OF CYPRUS**
Tel.: (+357) 22 404800,
www.mlsi.gov.cy/hhic
- **THE CYPRUS FORESTRY COLLEGE**
Tel.: (+357) 25 81 3606, www.moa.gov.cy/fc
- **THE MEDITERRANEAN INSTITUTE OF MANAGEMENT**
Tel.: (+357) 22 806000, www.kepa.gov.cy



- **THE POLICE ACADEMY**
Tel.: (+357) 22 808030, www.police.gov.cy
- **THE TOURIST GUIDE SCHOOL**
Tel.: (+357) 22 691142

4.2.2. Private Institutions of Higher Education

The private institutions of higher education were established mainly during the last three decades. They are non-university institutions of higher education, which offer a wide range of academic and professional programmes of study at various levels, as follows:

- Certificate (One Year)
- Diploma (Two Years)
- Higher Diploma (Three Years)
- Bachelor Degree (Four Years)
- Master Degree (One to Two Years)

Private institutions of higher education offer a wide range of academic and vocational programmes of studies in the various fields of:

- Business Studies
- Hotel and Tourism Administration and Management
- Engineering
- Education
- Secretarial Studies
- Social Sciences
- Culinary
- Computer Science
- Aesthetics
- Graphic Design
- Music - Arts & Drama

The language of instruction at the private institutions of higher education is English for 95% of the programmes of studies offered, thus attracting scholars and students in a multicultural environment.

The establishment and operation of private institutions of higher education is regulated by law, according to which all such institutions should be registered in the Register of Private Higher Education Institutions of the MOEC.

The registration of private institution of higher education does not imply recognition of the degrees awarded by it. The evaluation - accreditation of a programme of study is possible only after successful educational evaluation - accreditation by the Council of Educational Evaluation and Accreditation, the competent authority responsible for this purpose. In January 2000, the first programmes of study were educationally evaluated - accredited and the results were published in the Official Gazette of the Republic of Cyprus. The evaluation continued in the following years and as of January 2014, 158 programmes of study offered by the private institutions of higher education have been educationally evaluated - accredited by the Council of Educational Evaluation and Accreditation. The evaluation is valid for a period of four years. For more information regarding accredited programmes of study please visit www.moec.gov.cy/sekap



The law regulating the establishment, control and operation of Institutions of Tertiary Education in Cyprus has been amended to allow the collaboration of foreign institutions of higher education with local colleges for the provision of cross border education. Any private institution of HE in Cyprus may now award qualifications from European Union member state HEIs and/or they can allow European Union member state HEIs to award their qualifications within the Republic of Cyprus, provided that they follow certain criteria.

The following Private Institutions of Higher Education operate in Cyprus:

1. **A.C. AMERICAN COLLEGE**
Tel.: (+357) 22 661122, www.ac.ac.cy
2. **AIGAIA SCHOOL OF ART AND DESIGN**
Tel.: (+357) 22 445757, www.aigaia.com.cy
3. **ALEXANDER COLLEGE**
Tel.: (+357) 24 532373, www.alexander.ac.cy
4. **ARTE MUSIC ACADEMY**
Tel.: (+357) 22 676823, www.artemusic.org
5. **ATLANTIS COLLEGE**
Tel.: (+357) 23 819664, www.atlantiscollge.com
6. **C.D.A. COLLEGE (Lefkosia)**
Tel.: (+357) 22 661104, www.cdacollege.ac.cy
7. **C.D.A. COLLEGE (Larnaka)**
Tel.: (+357) 24 656676, www.cdacollege.ac.cy
8. **C.D.A. COLLEGE (Lemesos)**
Tel.: (+357) 25 356810, www.cdacollege.ac.cy
9. **CASA COLLEGE**
Tel.: (+357) 22 681882, www.casacollege.com
10. **COLLEGE OF TOURISM
AND HOTEL MANAGEMENT**
Tel.: (+357) 22 462846, www.cothm.ac.cy
11. **CYPRUS COLLEGE (Lefkosia)**
Tel.: (+357) 22 713000, www.cycollege.ac.cy
12. **CYPRUS COLLEGE (Lemesos)**
Tel.: (+357) 25 867300, www.cycollege.ac.cy
13. **CYPRUS COLLEGE OF ART**
Tel.: (+357) 99 452757, www.artcyprus.org
14. **CYPRUS INTERNATIONAL
INSTITUTE OF MANAGEMENT**
Tel.: (+357) 22 462246, www.ciim.ac.cy
15. **CYPRUS INTERNATIONAL
INSTITUTE OF MANAGEMENT (Lemesos)**
Tel.: (+357) 25 878782, www.ciim.ac.cy
16. **CYPRUS SCHOOL OF MOLECULAR MEDICINE -
THE CYPRUS INSTITUTE OF NEUROLOGY
AND GENETICS**
Tel.: (+357) 22 358600, www.cing.ac.cy
17. **FREDERICK INSTITUTE
OF TECHNOLOGY (Lefkosia)**
Tel.: (+357) 22 431355, www.fit.ac.cy
18. **FREDERICK INSTITUTE
OF TECHNOLOGY (Lemesos)**
Tel.: (+357) 25 730975, www.fit.ac.cy
19. **GLOBAL COLLEGE**
Tel.: (+357) 22 814555,
www.globalcollege.ac.cy
20. **INSTITUTE OF PROFESSIONAL STUDIES AT
UCLan CYPRUS (Pyla)**
Tel.: (+357) 24 694050,
www.uclancyprusips.ac.cy
21. **INTERCOLLEGE (Lefkosia)**
Tel.: (+357) 22 841500, www.intercollege.ac.cy
22. **INTERCOLLEGE (Larnaka)**
Tel.: (+357) 24 747500, www.intercollege.ac.cy
23. **INTERCOLLEGE (Lemesos)**
Tel.: (+357) 25 381180, www.intercollege.ac.cy
24. **INTERNAPA COLLEGE**
Tel.: (+357) 23 829840, www.internapa.ac.cy
25. **KES COLLEGE**
Tel.: (+357) 22 875737, www.kes.ac.cy
26. **LARNAKA COLLEGE**
Tel.: (+357) 24 828899,
www.larnacacollege.com
27. **LEDRA COLLEGE**
Tel.: (+357) 22 514044, www.ledra.ac.cy
28. **MESYOIOS COLLEGE**
Tel.: (+357) 26 937300, www.mesoyios.ac.cy
29. **M.K.C. CITY COLLEGE LARNACA**
Tel.: (+357) 24 818571, www.citycollege.ac.cy

30. P.A COLLEGE

Tel.: (+357) 24 021555,
www.pacollege.ac.cy

31. SUSINI COLLEGE (Lemesos)

Tel.: (+357) 25 366196, www.susini.ac.cy

32. SUSINI COLLEGE (Lefkosia)

Tel.: (+357) 22 676663, www.susini.ac.cy

33. THE C.T.L. EUROCOLLEGE

Tel.: (+357) 25 736501, www.ctleuro.ac.cy

34. THE CYPRUS INSTITUTE

Tel.: (+357) 22 208600, www.cyi.ac.cy

35. THE CYPRUS INSTITUTE

OF MARKETING (Lefkosia)

Tel.: (+357) 22 778475, www.cima.com.cy

36. THE CYPRUS INSTITUTE

OF MARKETING (Lemesos)

Tel.: (+357) 25 343556, www.cima.ac.cy

37. THE LIMASSOL COLLEGE - T.L.C.

Tel.: (+357) 25 381095,
www.thelimassolcollege.ac.cy

38. THE PHILIPS COLLEGE

Tel.: (+357) 22 441860, www.philips.ac.cy

39. VLADIMIROK KAFKARIDES

SCHOOL OF DRAMA

Tel.: (+357) 22 312940, www.satiriko.com

40. WHITE CITY COLLEGE

Tel.: (+357) 22 590900,
www.whitecitycollege.ac.cy



5. LIFELONG LEARNING

5.1. Implementing EU Policy for Lifelong Learning in Cyprus

Education and training, through the policy of Lifelong Learning (LLL) are, in recent years, the focus of the economic and social development policies. Today they constitute an integral part of the overall effort to address the global economic recession. In the EU, knowledge is the key to building the future and it constitutes a deterministic component of the triptych vision of the new development strategy of Europe 2020 for smart, sustainable and



inclusive growth. Four out of the ten integrated EU guidelines in the sectors of the economy and employment for the implementation of the new Strategy, on which any recommendations from the Council to the member states will be based, are directly applicable to lifelong learning.

The EU in order to give its citizens the opportunity to participate in lifelong learning has established the European Lifelong Learning

Programme (LLP) 2007-2013 (Decision of the European Parliament and Council No. 1720/2006/EC dated 15.11.2006). Furthermore, in the European Council Conclusions (European Council, Conclusions on new Skills for new Jobs, 9.3.2009) is stated that the development of a coherent and comprehensive LLL strategy, including investments in education and training, is the key to building future capabilities.

Within the above development framework, Cyprus Council of Ministers approved the National Lifelong Learning Strategy 2007-2013. The Strategy has been developed through collaboration of the Planning Bureau with the MOEC, the Ministry of Labour and Social Insurance, the Cyprus Productivity Centre, and the Human Resource Development Authority.

Cyprus' vision for lifelong learning has been defined in line with the EU Communication (COM (2001) 678), according to which the lifelong learning is every learning individuals' activity throughout their whole life, aiming at strengthening their ability to face the challenges of the knowledge based society, moving freely between learning frameworks, professions, regions and countries for the accomplishment of learning, for combating exclusions, and for more prosperity, tolerance and democracy.

Within this policy framework, Cyprus' vision for lifelong learning is the development of a system which ensures that all individuals will be motivated and supported and will be provided with resources and time to participate in training activities throughout their lives, with the purpose of creating a society in which all citizens will participate actively and equally and contribute to the reinforcement of productivity,

Lifelong learning constitutes one of the main goals of the government policy regarding HE in Cyprus





innovation, competitiveness and the dynamism of the country.

The National Strategy for Lifelong Learning focuses on four priorities in order to achieve its targets:

- Access and participation for all in LLL: Targeted promotion of access in education for all.
- Infrastructure for LLL: Enhancement of the quality of LLL by strengthening infrastructure and content of education and training, and also promotion of a national qualifications framework.
- Research and Development: Diverse research and development on key issues for lifelong learning in Cyprus.
- Effective Governance: Diverse actions to strengthen governance systems and mechanisms of LLL within the education system and the training system through the active participation of all stakeholders in the LLL process.

For the participation of the citizens of the Republic of Cyprus to the European Lifelong Learning Programme 2007-2013, the Cyprus Government established the Foundation for the Management of the European Lifelong Learning Programmes.

The Foundation for the Management of the LLP aims at the promotion of the objectives and policies of the European Union in the fields of Education and Professional Training, as well as the promotion of the objectives and policies of the Cyprus Republic in these fields. Promoting the above objectives is successful through:

- Providing information to the public about the European education/training programmes and about the relevant policies.
- Subsidy of mobility of individuals towards other countries for training purposes.
- Encouragement of people from all ages for attendance to LLP, including people who belong to minority groups.
- Exchange of good practices in the educational/professional fields between the countries that take part in the LLP.
- Distribution and treatment of the results of the LLP.

5.2. Lifelong Learning in Cyprus Higher Education

Lifelong learning consists one of the main goals of the government policy regarding higher education in Cyprus. For this purpose, the DHTE has developed a strategy for promoting LLL in Cyprus HE.

The establishment of the Open University of Cyprus (www.ouc.ac.cy) constitutes the most important step of the island towards the promotion of LLL. With continuously increasing in number programmes of study and continuously widening the spectrum of covered areas, the Open University of Cyprus gives the opportunity to working people and adults to study in a distance learning mode.

At the same time, all HE institutions introduced lifelong learning programmes of study. These programmes are addressed to a wide range of people groups:

- To people already in the labour market that need to get a higher qualification.
- To unemployed people who are willing to attend a training course in order to widen their professional status and find a job.
- To unskilled manpower who wish to acquire new skills.

The programmes of study are offered in part-time, distance learning or other modes of study to suit the groups' lifelong education needs.

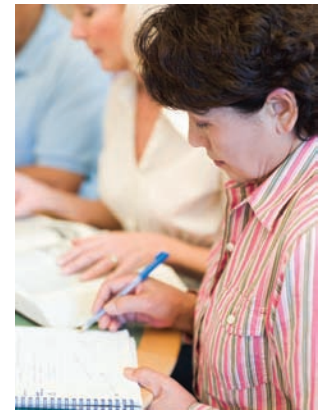
Some other popular LLL opportunities that are offered by the HE System of Cyprus are:

- Undergraduate and postgraduate programs of study offered by private universities, in a part-time mode and in evening courses.
- Postgraduate programs of study offered by public universities, in a part-time mode and in evening courses.
- Undergraduate and diploma level courses offered by HEIs in evening courses and in part-time or in modules, in vocational subjects, for working adults and unemployed people.
- Special professional subjects offered by the HEIs in areas like banking, accounting, finance, shipping, etc. designed to assist professionals to improve themselves or to cope with new professional requirements.
- Short courses mainly in professional subjects offered by private institutions and the Open University of Cyprus.

In addition to the above, lifelong learning in HE is promoted by the Law and Regulations of

HEI's and the government policy on funding LLL, since:

- The laws applicable to students are the same for LLL and for young students.
- A number of students older than 30 years old can be accepted by public universities on the basis of special criteria.
- Students from public and private universities are funded by the government regardless their age.
- Funding of LLL activities promoted by the government is based on European and on public funds.
- Incentives are given to employers who give 0,5% of their employees salary directly to the Human Resources Development Authority. The Authority then organizes free training courses for these employees or sends them abroad for seminars related to their professional sector.
- Public universities offer LLL programmes through state funding and private universities offer LLL programmes through private funding.
- The government funds private providers to offer LLL programmes. More specifically, computer afternoon lessons for employees are publicly funded.
- The students of LLL programmes offered by approved private universities receive public grants.



The Open University of Cyprus gives the opportunity to working people and adults to study in a distance learning mode



6. RESEARCH AND INNOVATION

6.1. EU Policy for Research and Innovation

The landscape of EU research and innovation programmes has been developed over recent decades and now constitutes a significant share of the EU budget (7,41 % of the EU budget was devoted to research and innovation in 2013).

Delivering on the widely supported Europe 2020 objectives of smart, sustainable and inclusive growth depends on research and innovation as key drivers of social and economic prosperity and of environmental sustainability. This is why the European Union has set, in the context of the Europe 2020 Strategy, the objective to increase spending on research and development to reach 3% of GDP by 2020. The Innovation Union flagship initiative advocates a strategic and integrated approach to research and innovation. This sets the framework and objectives to which future EU research and innovation funding should contribute, based on the provisions of the Treaties.

The Council of the European Union called for future EU funding programmes to focus more on Europe 2020 priorities, address societal challenges and key technologies, facilitate collaborative and industry-driven research, streamline the instruments, radically simplify access and further strengthen excellence.

The EU new programme for research and innovation, Horizon 2020, is part of the drive to

create new growth and jobs in Europe. Horizon 2020 is the financial instrument implementing the Innovation Union, a Europe 2020 flagship initiative aimed at securing Europe's global competitiveness. Running from 2014 to 2020 with an €80 billion budget, it will combine all research and innovation funding previously provided through the Framework Programmes for Research and Technical Development, the innovation related activities of the Competitiveness and Innovation Framework Programme (CIP) and the European Institute of Innovation and Technology.

The adoption of Horizon 2020 will:

- Strengthen the EU's position in science with a dedicated budget of €24.598 million. This will provide a boost to top-level research in Europe, including an increase in funding of 77% for the very successful European Research Council (ERC).
- Strengthen industrial leadership in innovation with €17.938 million. This includes major investment in key technologies, greater access to capital and support for small and medium-sized enterprises (SMEs).
- Provide €31.748 million to help address major concerns shared by all Europeans such as climate change, developing sustainable transport and mobility, making renewable energy more affordable, ensuring food safety and security or coping with the challenge of an ageing population.

During these times of global economic turbulence, with the crisis that started at the end of 2008 now peaking in many EU economies, there is a need for sustainable policy responses in order to get the European economy back to

track. It is widely accepted that the main way out of crisis is through increased investment in research and innovation, which will stimulate economic growth, increase the levels of employment and drive the European competitiveness forward. It is for this reason that EU funding programmes need to have an ambitious and at the same time targeted approach, facilitating the member states efforts to exit the crisis and enabling them to gradually move towards sustainable economic growth in the next few years.

6.2. Implementing EU Research and Innovation Policy in Cyprus

Research, development and innovation constitute an integral part of the economic development target of Cyprus. Investing in knowledge and innovation is considered as a factor of major importance for economic development in the country.

The medium and long-term strategic objectives of Cyprus for research and innovation are:

- To upgrade existing and develop new research infrastructure, allowing high-level research activities in cutting-edge fields to be carried out.
- To involve enterprises in research and innovation activities and to increase their contribution to the total research and development spending.
- To increase the number of human capital employed in research.
- To attract experienced researchers and scientists from abroad as a means of utilising their research experience and know-how.
- To encourage the participation of Cypriot organizations in European research programmes.
- To promote international networking and cooperation.

Research is at the centre of the academic activities of public and private universities which aspire to become centres of excellence. The universities have adopted a dynamic and proactive strategy on research, aiming to reach out to all stakeholders and to work with them in developing ideas for basic and applied research for the betterment of the community, the country and the wider region. Aiming at the advancement of scientific knowledge and at facilitating the study and solution to real life problems, a wide collaboration network is established between research centres and universities in Cyprus and abroad.

Research is one of the main activities of the academic staff at the universities in Cyprus. Postgraduate students and postgraduate assistants are also important contributors to research conducted at the universities. Research programmes are funded either through the budget of the universities or by various organizations in Cyprus and abroad and especially, by national and EU research funding programmes. Collaborations, through inter-state or inter-university agreements, with universities and research centres abroad are promoted in order to enhance scientific research, cooperation and exchange of

Research is at the centre of the academic activities of public and private universities which aspire to become centres of excellence



information. Research is also partly funded by the Research Promotion Foundation, which allocates public funds on a competitive basis.

In 2008, the University of Cyprus was awarded a project funded by the European Social Fund. The Project is titled 'Development and operation of Industry Liaison Offices with the Universities operating in the Republic of Cyprus' and it involves six public and private universities. Its purpose is to develop the infrastructure and support the cooperation between the universities (academics, students, research centres and laboratories) and the industrial environment of Cyprus, which are both now fully operational.

The Project concerns the establishment and operation of Offices for the Liaison with Business in the universities involved, with the aim of attaining a better and stronger communication and cooperation between business and the universities on subjects such

as technology transfer, promotion of applied research responding to specific industrial problems, collaboration in research programmes, placement of students in Industry and generally the promotion of innovation in business and the universities in Cyprus.

The main strategic aims of the Project are:

- The establishment of a network of model offices for liaison between the academic and business worlds.
- The utilisation and exploitation of the results of university innovation by Cypriot business.
- The enhancement of the employment potential of students and graduates resulting from their contact with business during their studies.

The professional qualifications and the status of the staff as well as the physical arrangement and appearance of the Offices, standardised to meet such quality specifications that will contribute towards establishing a recognisable identity for the Project. At the same time, an additional aim is the spread of an entrepreneurial culture that will promote cooperation with other entities supporting technologically innovative business in Cyprus. By means of a wide publicity campaign, the Project will come to the attention of the business community and public. In this way, the work of the Liaison Offices and the significant benefits derived from securing finance from EU Structural Funds shall have a substantial contribution to the progress and development of our society.

Apart from universities, several research centres contribute to research development in a very important way. The research support activities of the Cyprus' universities, the main research centres and the Research Promotion Foundation are described, in brief, below.

6.2.1. University of Cyprus (www.ucy.ac.cy)

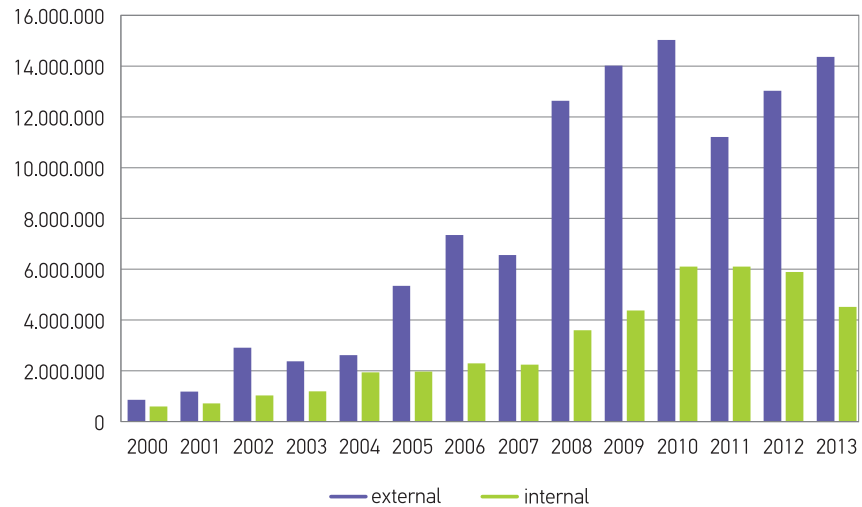
Research has been one of the main pillars of the University of Cyprus (UCY) since its establishment. The University's research programmes cover a wide range of fields that correspond to existing specializations and departments and employ over 400 scholars. Research programmes are funded either through the University's budget or by institutions in Cyprus and abroad. The majority of the externally funded research programmes are EU programmes, such as the Framework Programmes (FP6, FP7), Lifelong Learning Programmes and programmes of the newly established European Research Council. The University also participates in programmes funded by the Cyprus Research Promotion Foundation, an independent organization that promotes and funds scientific and technological research in Cyprus. UCY has recently received extensive funding for four strategic grants for research infrastructure.

The University of Cyprus:

- Has increased its external funding by eight times in the last five years.
- In the year 2010 it ranked first in the total external funding and for the number of projects as coordinator or partner institution.
- Currently there are 10 Research Units operating at UCY, while the University plans the establishment of a Research and Innovation Institute, with the aim to further promote the development of research and innovation and its active participation in the programme Horizon 2020.
- Disseminates research results since 2004, through the 'Diogenes' Business Incubator.
- Was included in the 'Production and Operations Management' Scientific Journal among other 343 leading universities in the world for its research activity in the field of business administration, in the period 1990-2006.
- Researchers submitted proposals to ERC (2007) resulting in Cyprus coming first in Europe in success rate of ERC programmes.
- Has been running a Jean Monnet Centre of Excellence since 2007, as a proof of its dedication to European Integration teaching.
- Received the UNESCO Chair in Gender Equality and Women's Empowerment (2009).
- Is developing the Institute of Research and Innovation.
- Coordinates NARNIA, a New Archaeological Research Network for Integrating Approaches to Ancient Material Studies, which is the largest European Research Programme that Cyprus has won, with a budget of €4.6 million (FP7).
- Coordinates iSENSE: Making Sense of Nonsense, which is a project with a budget of €4 million on the reliable operation of large-scale distributed systems in the presence of errors (FP7).



Internal vs External funding for research of UCY



- Coordinates six European projects of a total budget of around €15 million.
- 22 Marie-Curie funded Programmes have been approved in 2013.
- Is the first university in Cyprus and Greece to receive the HR Excellence in Research Award from the European Commission in 2012.

Patents

Several outstanding advances and innovations have been achieved through university applied research. UCY registered its first patents in 2005

and eleven patents in total by 2013. It is currently working towards their commercialization. This is a significant achievement since the transfer of technology in the global market results in important economic benefits. What is more, the inventions patented by the academic researchers at the University constitute an integral part to the progress of the science and technology in Cyprus and in Europe; such achievements strengthen the economy, create new jobs and enhance the welfare of the Cypriot population. A full list of the patents and their inventors can be found in www.ucy.ac.cy

6.2.2. Open University of Cyprus (www.ouc.ac.cy)

The Open University of Cyprus (OUC) places great importance on the field of research programmes which aim towards the development of methodologies for distance learning education and the promotion of the corresponding high technologies. The academic character of OUC is based on the continuous and systematic challenge to develop the triptych Education – Training – Research. Essentially, the overall objective is the establishment of a modern European Open University.

OUC, as a university which aspires to join the European sphere of HE, aims principally towards a close collaboration with other HEIs of both the European Union and of other countries, organizations, businesses and high technology companies. Collaborating with international organizations and research centres, networks of universities and esteemed enterprises, will produce a notable impact to the advancement of Cyprus, within the framework of a European environment of economic, social, cultural and scientific development.

Although newly founded, OUC is participating as a coordinator or partner in various programmes undertaken with other European universities for the promotion of research, technology and innovation in the fields it serves, thus contributing to the growth of Cyprus economy.

The Section on Research Programmes engages with the monitoring of the invitations to submission of proposals to the European

Union, aiming to improve open and distance learning education, both in terms of methodology and technical implementation.

Research proposals have been prepared in collaboration with other universities and organizations, such as Helmholtz Centre for Environmental Research (Germany), Intrasoft International (Luxemburg), American University of Beirut (Lebanon), German-Jordanian University (Jordan), National Research Council of Italy concerning the use of new technology in the field of open and distance education and the evaluation of the corresponding educational methodology.

OUC actively participates in university networks and international organizations. This initiative encourages the exchange of views on higher education and research at the European and international level. By participating in these networks, OUC promotes policy positions relating to lifelong learning and the development of distance education and establishes partnerships for the exchange of academic staff, administrative personnel and students with other universities, members of the networks. OUC is a member of the following international university networks and educational organizations:

- European Association of Distance Teaching Universities (EADTU.)
- European Distance and e-Learning Network (EDEN).
- European Foundation for Quality in eLearning (EFQUEL).
- European Association of Erasmus Coordinators (EAEC).
- European University Association (EUA).



Research programmes are funded either through the budget of the universities or by various organizations in Cyprus and abroad, and especially, by national and EU research funding programmes



- European Association of Institutions in Higher Education (EURASHE).
- International Council for Open and Distance Education (ICDE).
- European Union Universities of Small States (EU²S²).
- Ευρωπαϊκό Γραφείο Κύπρου (European Office Cyprus) (EOC).
- Réseau d'Excellence des Territoires Insulaires (Excellence Network Island Territories) (RETI).

6.2.3. Cyprus University of Technology (www.cut.ac.cy)

The Cyprus University of Technology (CUT) has as its strategic target the design and development of research activities both within the University and in cooperation with other research institutes in Cyprus and abroad. The research emphasis of CUT is reflected in the substantial funding provided to academics for the establishment of research centres and laboratories.

CUT aims at transferring knowledge (education) and producing new knowledge through basic and applied research in all the academic fields of its five Faculties. Research at CUT is carried out in each different Department or between two or more Departments, under the responsibility of one or more members of the academic staff. University research activities are realized through funding secured from the following two major sources:

- from the University's state funded budget;
- from different organizations, entities or private sources at national, European and

international level who award, with or without a competition, specific research projects to research groups and/or individual members of the academic staff.

Strengthening of the research management, support and infrastructure with the aim of securing externally funded projects is another major objective of CUT. The University has adopted the following principles in relation to Research, which conform with the European Union's declarations relating to the creation of a European Research Area:

- Effective access and information support.
- Equal research opportunities to all members of academic staff.
- Effective support of research activities.
- Promotion of competition, quality and support of research projects.
- Start-up funding for new members of the academic staff for the setting-up of research infrastructure, mainly for the creation of research laboratories.

CUT research and academic staff is involved in various Research Programmes, which are covered by internal and external research funding. CUT managed to secure a significant number of Research Programmes funded by the Research Promotion Foundation, the European Research Framework Programmes (FP6 and FP7), the LIFE Programme, the European Territorial Cooperation Programmes such as Interreg IIIB Archimed, Interreg IVC, MED, and others.

6.2.4. Frederick University (www.frederick.ac.cy)

Frederick University puts great emphasis in enhancing its standing as a significant research institution by creating a vibrant research centre of international recognition. The research initiatives and activities that are being carried out at the University, within the context of national and international research programmes, place Frederick University among the most important and successful research organizations of Cyprus. The University has developed an integrated strategy for the promotion and support of its research activities, which involves main administrative and academic bodies, such as the University's Council, the Senate, the Research Committee, the Research Service and the Finance Service.

Over the last few years, the academic staff of the University has participated in more than 100 research projects with external funding of several million Euros by national or international programmes, most of which have been coordinated by the University's staff. This funding has been acquired in a very competitive environment by the Cyprus Research Promotion Foundation, the European Union, the Cyprus Government, the United Nations, business and industry. Frederick University supports the implementation of these projects by providing administrative and financial support. The University's own contribution to most of these projects is approximately 20-25% of the budget.

In an effort to develop a research culture among students, the University has incorporated research oriented courses in many

undergraduate programmes of study. This endeavor is strengthened by the post graduate programmes offered by the University. With these programmes Frederick graduates are well trained in contemporary research methodologies and thus able to contribute to the socioeconomic, scientific, and technological development. The research activities of the University cover a wide range of disciplines, such as Engineering, Information Technologies, Applied Sciences, Economics, Maritime, Business, Humanities, Social Sciences, and Environmental Sciences.

Frederick University is equipped with contemporary research facilities, which are vital for the successful implementation of research projects in cutting edge fields and for the education and training of its students. A number of the University's research labs have become point of reference in Cyprus. This infrastructure provides to the University the opportunity to participate in advanced international research networks and seek new funding sources for research through competitive programmes.

Frederick University collaborates with other universities, research centres and the productive sector in Cyprus and around the world. Within the framework of its research projects, the University has collaborated with 69 universities and research centres and 93 organizations from 31 countries all over the world. Moreover, the University has developed research cooperation with all private and public universities in Cyprus and 65 organizations and enterprises from industry.





6.2.5. European University Cyprus (www.euc.ac.cy)

EUC has become partner in three ESFRI (European Strategy Forum on Research Infrastructures) projects funded under the FP7 Capacities Programme. These three major research projects are:

- (a) ESS (European Social Survey) Project, the first social science project to win Europe's top annual science award, the prestigious Descartes Prize for excellence.
- (b) 'Preparing DARIAH' (Digital Research Infrastructure for the Arts and Humanities) with an estimated budget of €3 million.
- (c) The CLARIN (Common Language Resources and Technology Infrastructure) Project (€5 million).

Since 2007, EUC has developed an intense action in a wide spectrum of disciplines through coordination and/or participation in national/international and European Union-funded research programmes. All Faculties are active and innovative in many areas of research and have established renowned research clusters. In addition, cutting-edge research based on researchers' open ideas is being promoted in inter-university research centres and laboratories or units. With external research (total) funding exceeding €25 million in the last five years, the EUC is supported by several funding agencies both in Cyprus and abroad. Moreover, EUC faculty staff extensively get published, cited and/or bibliographed in high ranking academic publications; plethora of faculty staff are members of the Editorial Boards of high ranking academic journals.

Meanwhile, EUC has both hosted and organized or co-organized plentiful international refereed conferences workshops, performances and/or workshops of learning societies and academic foundations. EUC researchers are affiliated with over 60 major research centres and networks.

6.2.6. University of Nicosia (www.unic.ac.cy)

Over the years, the University of Nicosia has adopted a dynamic research strategy with an aim of reaching out to all its stakeholders, to work with them in developing ideas for academic and applied research and to benefit the local community, country and wider region. Within these parameters and through its proactive role in research, the University is involved in funded projects at national, EU and international level. Faculty and researchers work towards developing and implementing these grants with the support of the Research & Innovation Office. This buildup of support, through the pooling of expertise, has led to successful bids and outcomes, in particular in the fields of Sciences, Education and Humanities. As of 2007, Faculty and researchers of the University have been actively involved in funded projects with a total budget of over €30 million. Furthermore, the University has played a pivotal role in the development of a network of academically affiliated centres, founded predominantly by University Faculty:

- University of Nicosia Research Foundation (UNRF).
- Cyprus Academic Research Institute (CARI).

- Centre for the Advancement of Research and Development in Educational Technology (CARDET).
- Cyprus Centre for European and International Affairs (CCEIA).
- Centre for Leisure, Tourism and Sport Research Development (CLTS).
- Mass Media & Communication Institute (IMME).
- Centre for Therapy, Training and Research (KESY).
- Mediterranean Institute of Gender Studies (MIGS).
- Research Unit in Behavior and Social Issues (RUBSI).

In addition to the network of academically affiliated centres, the University plays a key role within society through parallel research consortiums alongside many civil society associations, government bodies and industry. Moreover, the University has sought and developed links within the economy through active bodies, such as the University of Nicosia Business Centre, the Helix Business Incubator, the Law Clinic and the Business School Advisory Council, working together towards industry- based solutions and projects.

6.2.7. Neapolis University Pafos (www.nup.ac.cy)

Research & Innovation Infrastructure has been established at Neapolis University Pafos (NUP) in order to facilitate:

- The dissemination of the relevant information among its academic staff and the submission of research proposals.

- The involvement of the academic staff in research and innovation.
- The development of collaboration with other academic and research institutions and the management of approved research projects.

In particular, there have been established:

1. The NUP Research Committee.
2. The NUP European Programmes Office.
3. The NUP Entrepreneurship and Innovation Office.

Up to now, Neapolis University Pafos has been:

1. A partner to an approved research project in the context of 7th F.P. titled 'New microbial carbonate precipitation technology for the production of high strength, economical and Ecological Cement', with the acronym 'ECO-CEMENT' and Grant Agreement Number 282 922. The implementation of the project started on 28/10/2011.
2. The coordinator of a project under the context of Leonardo da Vinci - Transfer of Innovation, titled 'Identification and sustainable exploitation of wild edible mushrooms in rural areas', with the acronym 'MYCOT.I.CO.N.' and the approval code 2011-1-GR-LEO05-06802. The implementation of the project started on 18/11/2011.
3. A member of the 3rd cohort of the Institutional Human Resources Strategy group that the European Commission is running to support the implementation of the 'European Charter for Researchers and Code of Conduct for the Recruitment of Researchers' at institutional level.

NUP purports to submit joint innovative research proposals to national and European funding organizations in the near future.

6.2.8. University of Central Lancashire, Cyprus (www.uclancyprus.ac.cy)

The University of Central Lancashire, Cyprus (UCLan Cyprus) placed academic research at the core of its activities from its inception and has established a research-oriented culture amongst its staff and students. The University is expanding its research activities, in part through collaboration with its partner institution, the University of Central Lancashire (UCLan) in the United Kingdom.

All Schools organize a series of research workshops and seminars, open to all scholars and members of the public, involving renowned scholars and partners from the local, European and international academia institutions and industry. The University also hosts international and regional conferences, such as the 2nd Annual International Conference on 'Legal Issues in Aviation' delivered by its Law School in cooperation with the Law Department of the University of Cyprus and ALSTCO Aviation Consultancy.

Centre for Entrepreneurial Development and Research

The Centre for Entrepreneurial Development and Research (CEDAR) is the first interdisciplinary research centre of UCLan Cyprus and the pioneering Centre for Entrepreneurship in Cyprus. Its mission is to act as a catalyst for entrepreneurial development by building

synergies between different areas of expertise in education, training, research, outreach, and policy.

CEDAR faculty and associate fellows are credited with local, regional and global initiatives seeking to promote teaching, executive education, research, consulting and outreach activities in the entrepreneurship discipline and other interdisciplinary fields, including the following themes:

- Start up Entrepreneurialism.
- Strategic Corporate Entrepreneurship.
- Innovation (at industry, enterprise, and policy level).
- SMEs - Growth gazelles.
- SME strategies in the context of the recession.
- Entrepreneurial Finance: Business Angels-Venture Capital, and Small Business Banking.
- Capital Structure and Performance.
- Governance.
- Family Businesses and Business Families.
- Internationalisation Strategies of SMEs.
- Value-creating Entrepreneurship and Sustainable Ownership.
- Regional Development –clustering e.g. agro-tourism, wineries and other heritage ventures.
- All types of Entrepreneurship (e.g. familial entrepreneurship; green entrepreneurship, social enterprising, intrapreneurship, etc.).
- Interdisciplinary focus e.g. innovations in education and training across life cycles; family structure and social capital influencing youth entrepreneurship.

Panorama of Entrepreneurship

In cooperation with a series of stakeholder organizations interested in the promotion of entrepreneurship, CEDAR hosted the Panorama of Entrepreneurship Support Schemes. The Forum was a showcase of programmes and initiatives in Cyprus and beyond, geared to support the country's rich seam of aspiring entrepreneurs.

CEDAR also successfully organized BIC 2013 - the Business Idea Competition for aspiring young entrepreneurs and supported the Cyprus Entrepreneurship Competition lead by the University of Cyprus.

Research Projects

CEDAR is undertaking a research project on behalf of TEVEA (Tourist, Commercial, and Industrial Association of Famagusta) looking into the touristic product of the region.

Other research projects across the University include the areas of:

- Dark Tourism.
- Performance of UK Quoted Family Controlled Companies.
- Computer based English Language Teaching and Learning.
- Entrepreneurial learning.
- Cloud Computing in ICT.
- Educational Software for STEM Education.
- Multimedia Technologies for E-marketing.
- The Legal Framework of Remotely Piloted Aircraft Systems.
- Access to Justice in Europe.
- The Legal framework of exploitation of natural resources.

- Value Provision and Governance in Public Sector.
- Transformational Leadership.
- Corporate Social Responsibility.

6.2.9. Cyprus Institute of Neurology and Genetics (www.cing.ac.cy)

The Cyprus Institute of Neurology and Genetics (CING), was established in 1990 by The Cyprus Foundation for Muscular Dystrophy Research, as a bi-communal, non-profit, private, academic, medical and research institute.

Following a generous donation from the United States through the Cyprus Office of the United Nations High Commission for Refugees, in 1995, CING built its own premises made up of an area of 10 000m². The Institute is equipped with the latest high-tech laboratory and clinical equipment. Its personnel numbers 180 individuals.

The vision of CING is to function as a National Centre of Excellence and a Regional Referral Centre. Its mission is to develop and pursue advanced research, provide postgraduate education and develop and provide specialized medical and clinical laboratory services in the areas of neurology, genetics, biomedical, medical and other related sciences to all Cypriot citizens, irrespective of ethnicity and religion. CING's ultimate scopes are to improve and upgrade the quality of life of patients, and strengthen its international role in the areas of its specialties.

CING is comprised of eight Departments, six Clinics and a research team, providing highly specialised services and the most competitive and pioneering biomedical research, aiming towards early detection and prevention of disease. CING offers diagnosis and treatment for many common and rare diseases, some of which are unique to the Cypriot people and the region. The services are offered to doctors, clinics, hospitals and the police authorities, in the government and private sector.

Since its establishment, CING has also functioned as a centre of education providing training programmes for students, doctors and scientists. This function has been further developed with the establishment of CING's postgraduate school, the Cyprus School of Molecular Medicine (CSMM, www.cing.ac.cy/csmm). The CSMM which opened its doors to students in September 2012, has come to provide an unrivalled educational experience to the highest achieving students who are taught by the leading Biomedical Scientists in Cyprus while also working alongside them in their respective laboratories.



The Institute has achieved many internationally renowned accomplishments with huge scientific, medical and social benefits. In 2012, CING was granted the prestigious HR Excellence in Research logo, awarded by the European Commission to research institutions and funding organizations abiding by the principles provided for in the European Charter for Researchers and the Code of Conduct of Recruitment of Researchers.

The Institute is dedicated to lessening the suffering of patients and their families and preventing diseases through patient care, research and educational programmes. The Institute carries out basic as well as translational research in the areas of medical and biomedical sciences. Research activities are focused on areas such as neurological and neuromuscular diseases, genetic diseases and syndromes, inherited cancer, cardiovascular diseases, nephrological diseases, thalassemia, neurodegenerative disorders, autism, chromosomal syndromes, syndromes associated with mental impairment, inborn errors of metabolism, infectious diseases, rare and common genetic diseases, forensic sciences, mouse models, etc.

CING has the largest and most technologically developed research infrastructure in Cyprus and the neighboring area in the areas of neurology, genetics and biomedical sciences. CING scientists obtain research grants from funding organizations in Cyprus and abroad, such as the European Commission, 5th, 6th and 7th Framework, DG for Health and Consumers, DG Enlargement, The Muscular Dystrophy Association (USA), Association Française Contre Les Myopathies (France),



National Multiple Sclerosis Society (USA), Glaxo Smith Kline Pharmaceutical Company (UK), Middle East Cancer Consortium (MECC), UNOPS (United Nations), Anastasios G. Leventis Foundation (Cyprus), Muscular Dystrophy Campaign (UK), Human Frontiers Science Programme (Japan), Research Promotion Foundation (Cyprus), etc. There are around 50 on-going research grants with a total funding of approximately €8 million. CING has established more than 100 international research collaborations with universities and research institutes abroad.

The results of the successful completion of research programmes are depicted in the number of original scientific publications and book contributions. The publications in high impact factor journals of peer reviewed articles are approximately 45 per year. The scientists of CING have received a large number of invitations to provide lectures in academic centres abroad and at international scientific conferences.



More than 35 national and international awards for scientific work have been granted to CING by organizations such as the Research Promotion Foundation, Cyprus Medical Association, European Science Foundation, European Union Networks of Excellence, US State Department and others.

The research output of the Institute is outstanding. This is depicted in the large number of publications of scientific peer review high impact factor papers in international journals; publication of books; obtaining of competitive external grants for research; invitations for lectures; the establishment of international scientific collaborations; and the number of national and international awards received. CING's achievements during its short 20-year history, fully justify it to be considered as an International Centre of Excellence.

6.2.10. The Cyprus Institute (www.cyl.ac.cy)

The Cyprus Institute (Cyl) is a non-profit science and technology research and educational institution. Research at the Cyl is carried in cross-disciplinary Research Centres that address problems of great scholarly relevance, global significance and regional focus. The overall goal of its research programme is to apply rigorous scientific and technological methodology in order to address issues that are of clear relevance to Cyprus, the EU, the Eastern Mediterranean and the Middle East. Multi-level founding partnerships with internationally prominent institutions, such as MIT, the University of Illinois and the Centre de Recherche et de Restauration des Musées de



France, ensure the development of the Cyl Research Centres in close collaboration with world leaders in their respective fields.

Additional collaborations with other research and academic institutions together with local authorities further enhance its development.

Individual Research Centres are structured around thematic areas, not scientific disciplines. Each Centre initiates research projects, consistent with the overall strategy and priorities of the Cyl. Shared infrastructures incorporating state of the art technology support all research activities. Currently, there are three operational Research Centres:

1. The Energy, Environment and Water Research Centre (EEWRC)

The Energy Environment and Water Research Center (EEWRC) is actively researching problems facing the Mediterranean and Middle East regions such as:

- Regional climate change. Significantly dryer and warmer conditions, direct implications on air quality, human health, land and marine ecosystems, as well as energy and water demand.
- Energy and water shortage-Solar Energy. A plant for co-generation of

electricity and desalinated sea water based on solar power is being researched and prototyped on an experimental- scale, allowing for a test-bed where ideas and concepts for the various subsystems are being tested under realistic conditions.

- Atmospheric and earth observations. An autonomous flying platform has been developed to yield an unprecedented monitoring ability for changes in atmospheric and earth-surface conditions, yielding measurements that are boundary conditions in climate prediction algorithms.

2. The Science and Technology in Archaeology Research Centre (STARC)

The Science and Technology in Archaeology Research Center (STARC) is devoted to the introduction, development and effective use of advanced science and technology in archaeology and cultural heritage. Center

activities aim to contribute to these fields through the development of rigorous, broad and scholarly research questions that enhance our knowledge of the past through cross-disciplinary collaborations with the natural, material, digital and social sciences. STARC research is enhanced through partnerships and joint activities with leading regional and international institutions.

Research topics are broad and varied, allowing for interdisciplinary exchange and scholarly discourse. They include:

- Natural and Material Sciences applied to Archaeology and Cultural Heritage.
- Digital Heritage, Information and Communication Technologies, digital documentation and semantics, scientific visualization and virtual reality methods.
- Diagnostics for heritage conservation, such as chemical and physical analyses for the preservation of heritage items.



- Interdisciplinary approaches to architecture and the built environment, art and material culture, historic urban and rural landscapes.

3. The Computation-based Science and Technology Research Centre (CaSToRC)

The Computation-based Science and Technology Research Center (CaSToRC) promotes the use of high performance computing and enable the computational and simulation needs in various fields in Cyprus and the Eastern Mediterranean region. To this end, the center is participating in PRACE and LinkSCEEM European projects and has created a Tier-1 research facility, including HPC infrastructure to support cutting-edge scientific applications in fields such as computational fluid dynamics, high- energy and plasma physics, material science and chemistry, 3D visualization, and financial and economic modeling.



Educational mission of Cyl

As part of its educational mission, the Cyprus Institute offers Doctoral programs approved by the MOEC to young scientists in the following fields:

- Computational Sciences
- Digital Cultural Heritage
- Environment and Atmospheric Sciences

The language of instruction is English. The programs are intensive, rigorous, very demanding and are intended for those eager to shape and drive the international knowledge economy of tomorrow.

Admissions requirements are available on the Cyl website www.cyi.ac.cy/education.html

The Doctoral candidates admitted can expect to become members of a vibrant, truly international research community operating in Cyprus and partnered with some of the leading universities and Research Centres of the world. Research assistantships and fellowships could be awarded to the admitted candidates.

They can also expect to experience:

- An educational environment where excellence in education and research are fostered through interdisciplinary collaborations addressing regional problems of global significance.
- Cooperation with prominent scientists and researchers who excel in their disciplines and who are committed to promote regional and global cooperation and understanding through education and research.
- A collegiate spirit which understands the Institute as a centre of excellence for students and scholars from all countries regardless of race, religion or nationality.
- Tutorship in exceptional and demanding curricula that will provide them with the theoretical and applied knowledge necessary to equip them to lead tomorrow's knowledge frontier.
- Be challenged with a wide variety of concepts and approaches and enforce international standards of excellence in their relevant field of studies.



6.2.11. Research Promotion Foundation (www.research.org.cy)

The Research Promotion Foundation (RPF) was established in 1996 at the initiative of the Government of the Republic of Cyprus with the mission to serve as the official national body for the management and promotion of research and innovation in the country. The establishment of RPF was realized as an acknowledgement of the fundamental importance of research and innovation in the contemporary society and economy, the high educational level of the human resources of the country as well as the significant need for support of the national research and innovation activities and capacities.

RPF is an independent organization governed by a twelve-member Board of Directors, which is appointed by the Council of Ministers for a five-year period. In order to achieve the Foundation's mission to support scientific and technological research and innovation in Cyprus, several specific objectives and priorities have been defined by the Foundation's Statute and the decisions of its Board of Directors, including the following:

- To monitor and coordinate the scientific and technological research and innovation in Cyprus.
- To identify appropriate thematic areas for conducting demand-driven research, taking into consideration the long-term national strategy for research and innovation.

- To design and manage research programmes for the funding of research and development projects and innovation activities.
- To promote the participation of Cypriot research organizations in European research programmes.
- To evaluate the potential of organizations or individual researchers for carrying out research.
- To advise the government and other relevant bodies on research and innovation issues.
- To upgrade research infrastructure and to develop new research and technology centres.
- To facilitate support mechanisms in the business sector for technological upgrading, promotion of innovation, technology transfer and exploitation of research results.





- To promote public awareness in Cyprus on the importance of research and innovation in contemporary societies.

In the context of its core objectives and priorities, RPF has developed a wide range of activities, which fall into two main categories:

- Design and Management of Research Programmes for the Subsidisation of Research and Innovation Activities.
- Management of European Programmes and Promotion of International Cooperation Activities in the Field of Research and Innovation.

For more than fifteen years now, RPF designs and announces programmes for the subsidisation of research activities on a competitive basis. RPF Research Programmes are announced within the context of the DESMI Framework Programme and are divided into five strategic areas:

- The support of high-level multi-thematic research in a wide range of scientific fields which are directly related to the Cyprus reality and the national strategy on research and innovation.
- The upgrading of research infrastructure.
- The development of human resources in research and the enhancement of research and innovation culture.
- The support of research and innovation activities in the business sector.
- The development of international networking and research collaboration.

Since 1997, RPF's competitive Research Programmes have provided funding to more than 1400 research projects, with a total funding reaching €142 million.

The related funds for RPF's Research Programmes come from the Cyprus government budget and, as from 2007, also from the European Union's Structural Funds.

The second category includes several activities to facilitate networking between Cypriot and foreign research teams. The majority of these activities refer to the promotion of Cypriot research teams' participation in European research programmes, cooperation with international organizations supporting research and innovation activities, and the preparation and implementation of bilateral agreements between Cyprus and other countries in the field of research and technological development. Some key activities of the Foundation currently include:

- The promotion of Cypriot research teams' participation in the '7th Framework Programme for Research and Technological Development 2007 -2013 (FP7)' and its successor, Horizon 2020, the new Framework Programme for Research and Innovation (2014-2020).
- The participation of Cypriot researchers in the European Programme for 'Cooperation in the Field of Scientific and Technical Research' (COST).
- The design of measures for the participation of Cypriot organizations in the Industrial Research Programme of EUREKA Organization.

- The promotion of Cypriot researchers' participation in the activities of the Joint Research Centre (JRC) and the European Science Foundation (ESF).
- The promotion of Cyprus' participation in the European Service Network 'EURAXESS - Researchers in Motion', which supports the mobility of researchers among European countries.
- Coordination and operation, since 2008, of the Business Support Centre Cyprus (www.bsccyprus.org.cy - member of the Enterprise Europe Network), for the provision of support services to Cypriot organizations on topics including technology transfer, development of businesses in new markets and access to EU finance and EU funding.

As a result of the above, a considerable number of Cypriot teams have participated in international cooperation and research activities, whereas by the end of the second half of 2013, Cyprus had managed to attract almost €72 million of funding from the European Commission's FP7, through more than 200 funded projects.



7. INTERNATIONALIZATION OF HIGHER EDUCATION



7.1. EU Policy

Internationalization of higher education includes the policies and practices undertaken by governments, educational systems and institutions to cope with the global academic environment and to develop an international higher education strategy, which is aimed at improving coherence and complementarity between existing international cooperation initiatives at both EU and national level.

In the Council of the European Union Conclusions of 11 May 2010, the member states were invited to adopt measures, in coordination with HEIs, which are aimed to foster a truly international culture within institutions, to increase the international attractiveness of higher education institutions, and to promote the global dimension and awareness of the social responsibility of higher education institutions. Such actions would include:

- Promotion of cooperation, networking and interaction with the research world and the business sector at international level.
- Establishment of institutional environment which encourages the participation of students, teaching staff and researchers in international programmes, joint, double degrees and research projects.
- Training for jobs in an open international environment and high quality curricula

along with application of teaching methods which take the international dimension into account.

- Enhancement of mobility of international students, teachers, researchers and other staff.
- Promotion of academic excellence of European campuses and improvement of their international visibility.
- Improvement of quality of services supporting the reception, stay and return of international students, teaching staff, researchers and other staff.
- Establishment of mechanisms for recognition of qualifications and study periods abroad.
- Promotion of new and innovative forms of transnational cooperation and improvement of equity in access to higher education and international mobility schemes through the provision of adequate incentives and support.

Accordingly cross-border collaborative arrangements in teaching and learning as well as in research, programmes for international students and student mobility, establishing English- taught programmes and degrees in universities, and developing branch-campuses abroad and other similar developments, would help towards internationalization of HE.

7.2. Implementation of EU Policy in Cyprus

Over the last 15 years, the international dimension of higher education in Cyprus has become more central on the agenda of the government, HEIs and their representative bodies, student organizations and accreditation agencies. The main policy of the Republic of Cyprus as regards to HE is to fulfill not only the local needs for HE, but to establish Cyprus as a regional educational and research centre and as a hub for international scholars and students. Towards the above policy, specific measures have been taken or are still in progress, while many others are in the agenda for future action as part of the internationalization of HE. Some of them are the following:

7.2.1. Cross-border collaborative arrangements

The MOEC and HEIs in Cyprus have been developing agreements to create channels of communication and collaboration with countries and institutions from all over the world. International co-operation among HEIs is primarily based on bilateral agreements organized by individual institutions. Universities in Cyprus have already developed cross-border collaborative agreements mainly with universities from Europe and EHEA countries, the USA and Asia.

Co-operation has also been developed within the framework of Inter-governmental Educational and Cultural Agreements. These official agreements include academic exchanges of staff and students, exchanges of

administrative staff, exchange of good practices and expertise as well as policy-based decisions on mutual recognition of degrees, development of programmes and more.

Cyprus co-operates also with UNESCO. Through this cooperation, two Cyprus universities have been nominated with UNESCO Chairs.

7.2.2. Programmes for international students and student mobility

The MOEC places great emphasis on promoting learning mobility in HE for students, teaching staff and researchers. Such mobility contributes to the enrichment of human capital and to the strengthening of employability through the acquisition and exchange of knowledge and intercultural competences.

Considering that international cooperation programmes with third countries in the field of HE contributes to enhancing the quality and international visibility of HE and to fostering mobility and intercultural dialogue, the MOEC encourages and supports HEIs of Cyprus to actively participate in European and international cooperation programmes.

Erasmus +

Erasmus + is the new European Programme for Education, Training, Youth and Sports which began its operation on 1st January 2014. It replaced the Lifelong Learning Programme, the Youth in Action and other international programmes, such as Erasmus Mundus and Tempus. Erasmus+ continues to support activities in all fields of Lifelong Learning

Mobility contributes to the enrichment of human capital and to the strengthening of employability through the acquisition and exchange of knowledge and intercultural competences





(School Education, Tertiary Education, Vocational Education and Training, Adult Education) as well as Youth and Sport activities.

The aim is to foster learning mobility in Europe, institutional exchanges and cooperation between educational institutions, businesses, youth organizations, local and regional authorities and NGOs. More than four million young people will be eligible for funding to study, train, carry out volunteer work or take part in youth or sports activities in an EU country other than their own during the programme's seven-year period.

Erasmus + is an integrated programme that is based on Key Actions rather than on sectors of Education. Specifically, it has the following Key Actions:

- Key Action 1: Learning Mobility of individuals
- Key Action 2: Co-operation for innovation and good practices
- Key Action 3: Support for Policy Reform

More information about Erasmus + can be found on the website of the European Commission, at the following link:
http://ec.europa.eu/education/erasmus-plus/index_en.htm.

The MOEC encourages and supports the participation of Cyprus HEIs in all Key Actions of Erasmus+ as it did in the past with the previous EU programmes, such as Erasmus Mundus and Tempus. Cyprus HEIs actively participated in these programmes as it can be seen in the following.

● Erasmus

Since 1998-1999 Cyprus joined Erasmus programme which addresses the teaching and learning needs in HE, including transnational student placements in enterprises and training institutions. In the academic year 20011-2012, the total number of outgoing students joined the Erasmus Programme in Cyprus was 212 (see Graph 2, p.27).

● Erasmus Mundus

Erasmus Mundus (2009-2013) was a cooperation and mobility programme in the field of higher education that aimed to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third Countries. In addition, it contributed to the development of human resources and the international cooperation capacity of higher education institutions in Third Countries by increasing mobility between the European Union and those countries.

Since the establishment of the programme, Erasmus Mundus National Structure of Cyprus has been working for the implementation of Erasmus Mundus. For this purpose, a national supporting team to the Erasmus Mundus National Structure (EMNS) was created in order to support participation of Cyprus HEIs in consortia for Erasmus Mundus Master Courses and Doctoral Courses.

The EMNS of Cyprus, in order to support the participation of HEIs of Cyprus in the Erasmus Mundus Programme, has been participating in the project Erasmus Mundus Active Participation (EMAP 1 and 2) which is a common project of Erasmus Mundus National Structures,





aiming to enhance the participation of HEIs from countries which have been less well represented in the Erasmus Mundus Action 1.

In order to achieve this aim, the project partners identified and selected consortia of HEIs as potential applicants for Erasmus Mundus Joint Programmes and organized training seminars in order to help them prepare good quality applications.

- **Tempus**

Tempus EU Programme supported the modernisation of higher education in the partner countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. It aimed to promote the cooperation between European universities and universities from Third Countries and focused on the development of higher education systems in these countries through co-operation with institutions from the member states of the European Community.

In order to promote and support the participation of Cyprus HEIs in Tempus Programme, Cyprus Tempus Contact Point organized its national supporting team through which information on possible collaborations with eligible countries were disseminated to HEIs of Cyprus.

- **Marie Curie**

The Marie Curie actions, under the 7th Framework Programme for Research and Technological Development, promote excellence and mobility in European research and provide broad support for the development of dynamic world-class human resources in the European research system.

The MOEC encourages and supports the participation of Cyprus HEIs in the Marie Curie programme. The level of this participation will be an important factor towards the government's aim to develop a knowledge-based society. In particular, the training of early career researchers through the Marie Curie programme will contribute to shaping the development of career structures for researchers in Cyprus universities.

7.2.3. Regional Co-operation Programmes

Cyprus supports participation and collaboration in the framework of Regional Co-operation Programmes such as:

- **Asia-Europe Meeting (ASEM)**

Asia - Europe Meeting (ASEM) is an informal process of dialogue and co-operation bringing together the 28 European Union member states and the European Commission with 18 Asian countries, Australia, New Zealand, Switzerland and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues with the objective of strengthening the relationship between our two regions in a spirit of mutual respect and equal partnership.

The MOEC, in order to establish a sound relationship between Asian and European experts regarding higher education issues, organized, on the 6th and 7th of December 2010, the Conference 'Quality Assurance and Recognition in Higher Education: Challenges and Prospects'. The aim of the Conference was to enhance the dialogue between Europe and Asia on issues regarding quality assurance and recognition. Moreover, the Conference gave the opportunity to senior

officials and experts to exchange experiences, expertise and good practices.

- **Euro-Mediterranean Partnership (Euromed)**

Euro-Mediterranean Partnership (Euromed) is a partnership to strengthen Europe's relations with countries in the Mashriq and the Maghreb regions. Euromed is in fact a European programme in which countries within the European Union and non-EU Mediterranean countries can collaborate in several areas such as higher education and research and innovation. Cyprus is actively involved in the partnership. It participates in most of the activities and in the operation of the Euromediterranean University Institute (EMUNI). The Rector of the Technological University of Cyprus is a member of the committee of EMUNI.

- **The Union for the Mediterranean (UfM)**

The Union for the Mediterranean (UfM) is a multilateral partnership of 44 countries from Europe and the Mediterranean basin: 28 EU member states, the European Commission and 15 Mediterranean countries from North Africa, the Middle East and the Balkans. It was created in July 2008 as a relaunched Euro-Mediterranean Partnership (the Barcelona Process), when a plan to create an autonomous Mediterranean Union was dropped. The UfM aims to promote cooperation of non-European Mediterranean countries with European Union member states in a wide area of subjects such as environment, energy, maritime, pollution of the Mediterranean, education, telecommunications, etc. Cyprus is actively involved in the UfM participating in a number of projects in different areas.

7.2.4. Establishing programmes in English in public universities

The official languages of the Republic of Cyprus, as stipulated by the Constitution, are Greek and Turkish. Within this framework, according to the public universities' laws, their languages of instruction are Greek and Turkish. Considering the fact that the language of instruction is one of the main tools for attracting foreign students, there is an initiative from all the relevant bodies to establish targeted programmes of study offered by public universities in English. This initiative is among the efforts conducted in order to further promote the internationalization of Cyprus HE. Nevertheless, based on the same laws, the postgraduate programmes of study may be offered in another language, if they are offered in one of the official languages of instructions. The private institutions (private institutions of HE and private universities) offer most of their programmes in English, due to flexibility as stipulated by the Private Universities (Establishment, Operation and Control) Law and the Institutions of Tertiary Education Laws.

7.2.5. Attracting international students to study in Cyprus

Making European education systems more visible and more attractive to international students is one of the primary objectives of the Bologna Process. Within this framework, Cyprus has adopted certain policies to attract international students, such as:

- **Information provision**

Cyprus is making information regarding its education system and HE, in particular, available to international students by:



Cyprus aspires to become a regional educational and research centre, a hub for international scholars and students alike

(a) Translating information material regarding higher education in Cyprus in various languages, such as Arabic and Chinese.

(b) Publishing information on its official website www.highereducation.ac.cy

(c) Marketing Cyprus as an attractive destination for excellent students, scholars, researchers and investors in HE, primarily through the Ministry's participation in Higher Education Fairs abroad. Hence, DHTE, as well as the public and private universities and other HEIs, participate in international fairs in Europe (e.g. Greece, Russia), in Asia (e.g. China, India) and the Middle East (e.g. Abu Dhabi, Oman). Additionally, the MOEC addresses or receives invitations by foreign countries for official visits in order to exchange information and promote the collaboration regarding the education system of Cyprus as well as the education systems of other countries.

● **Scholarships**

Opportunities for international students to study in Cyprus have been broadened. EU students can spend certain time period in universities in Cyprus through the Erasmus programme. It is important to note that studying in undergraduate courses in public universities is free for all Cypriot and European citizens.

Cyprus offers a number of short-term and long-term scholarships to international students. Scholarships are provided through Bilateral Executive Programmes of Cultural, Scientific, and Educational Collaborations, signed with various countries including Asian countries. HEIs in Cyprus have also been applying their own scholarship policy on international students. In private universities, international students receive a subsidy up to 30% of their tuition and they are eligible to receive grants based on their academic performance.

● **Institutional activities**

The universities of Cyprus have signed international agreements for research collaboration with high ranking European universities and Erasmus agreements to equip students with the knowledge, skills and international perspective required by all professions.

POSTER AND
LOGO DESIGNS
BY UNIVERSITY
STUDENTS OF
CYPRUS



Logo designed by Vasilis Vasiliou and Theodora Georgiadou, undergraduate students at European University Cyprus

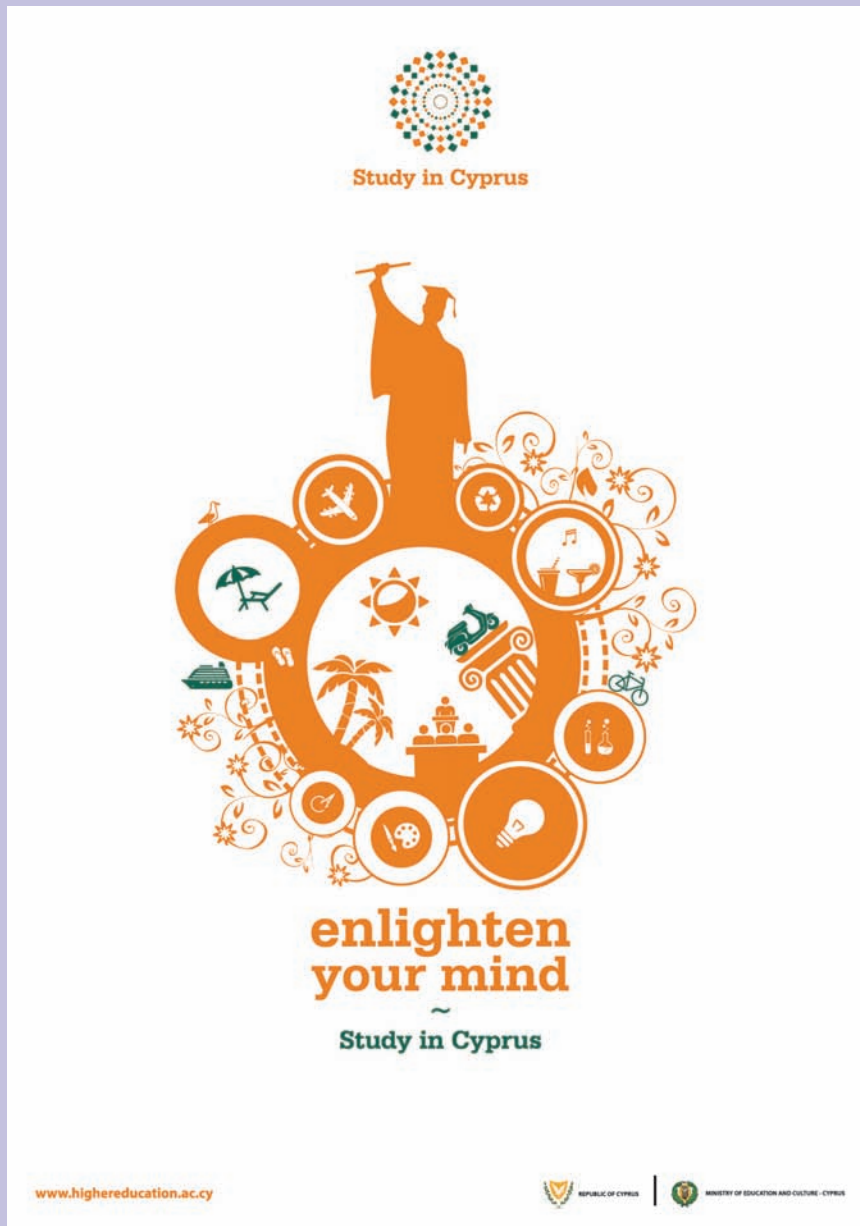
The logo depicts an open book through which the sun rises. The visual expresses in a simple, but powerful manner, the idea of education in Cyprus. The sun symbolizes creativity, development and inner strength; only some of the elements an individual can experience through their education received in Cyprus.

Designed by Stephanie Papadopoulou, undergraduate student at Cyprus University of Technology

A pictorial composition that represents the dominant characteristics of Cyprus versatile student life in contrast to other countries. The memories (camera), hot weather (cold coffee, flip-flops), sunny weather (sunglasses), etc. are depicted as inseparable parts of a students' life in Cyprus combined with their daily study.

The logo depicts through a minimal visual form, a book's front view (turning pages) and at the same time the sun's rays. A graphic emblem that features both the academic values of Cyprus' Education (book) as well as the strikingly sunny climate of Cyprus.





Designed by Maria Hadjidavid, undergraduate student at the Cyprus University of Technology

The poster represents what a foreign student should expect from studying in Cyprus. A high level of education and a comfortable life in a European country where the sea and the sun are protagonists.

The logo is inspired by the traditional Cypriot "tsestos", a round, flat, tray like basket. Its characteristics (circular and weave form) can be associated with the complexities and qualities of education. The contemporary approach of the design, in combination with the colour palette of the Cypriot flag and the artistic process of creating the "tsestos", generate additional visual messages associated with the sun, completion and enlightenment.

Designed by Emily Avraamidou,
undergraduate student at
Frederick University

The poster is inspired by Cyprus' unique geographical location, its environment and the high quality that is offered in higher education.

The logo is inspired by the individual features of Cyprus such as its location which is ideal for international students.





Designed by Elina Glafkou,
undergraduate student at
Frederick University

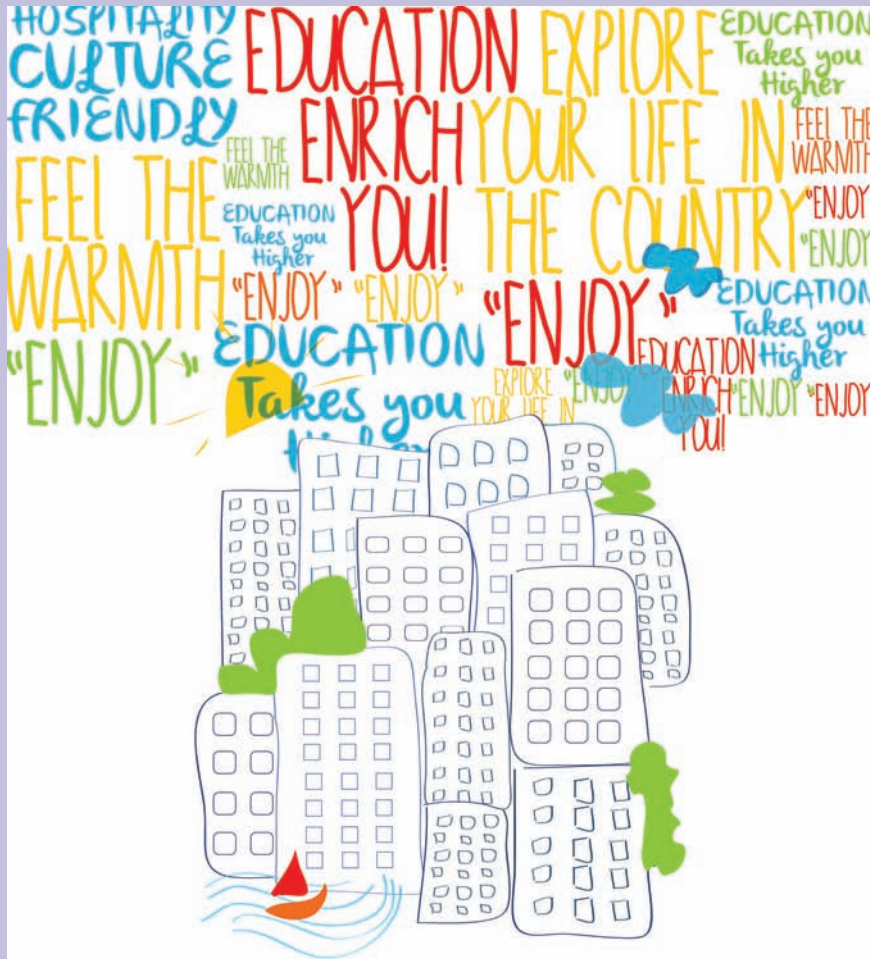
The poster shows a part of a pencil in a graphic artistic manner, while a dove symbolizes the Republic of Cyprus. The minimal yet powerful use of black and yellow has a visual impact on the viewer; showing immediacy in communicating the conveyed messages while quoting Nelson Mandela's words.

The logo reflects the friendly environment of Cyprus with regards to education. It portrays an open book. The dynamic of education is expressed by placing the book aside. The choice of colours indicates the abundant light and the geographical dynamic position of Cyprus in the Mediterranean.

Designed by Rafaella
Nikodemou, undergraduate
student at European University
Cyprus

The poster promotes in creative
and unique way higher
education in Cyprus. The olive
tree branch symbolizes a solid
foundation and the bird which is
ready to fly communicates the
urge for a new beginning. The
pattern and the colours used are
inspired by Cypriot culture.





STUDY IN CYPRUS

Ministry Of Education And Culture

WWW.highereducation.ac.cy



Designed by Athina Tsiolaki,
undergraduate student at
European University Cyprus

The poster portrays a colourful
and dreamlike city. The sun, the
bright colours, the sea waves
and the playful sky full of
positive slogans compose the
message.

Designed by Louiza Argyrou,
undergraduate student at the
University of Nicosia

The poster portrays the
personal and professional
evolution of individual through
higher education in Cyprus. That
is achieved through cooperation,
teamwork, peace, friendship.
The pictograms present the
acceptance of multiculturalism.

The logo shows the graduation
hat, the tuft, the pyramid of
education and a closed book. By
repeating them, they form a
circle symbolizing teamwork
and collaboration. The colours
symbolize peace, power,
cuprum (copper) of Cyprus and
an olive branch.



STUDY IN CYPRUS



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