



REPUBLIC OF CYPRUS



MINISTRY OF EDUCATION  
AND CULTURE



# Higher Education in Cyprus

DEPARTMENT OF HIGHER AND TERTIARY EDUCATION

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AND CULTURE

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DEPARTMENT OF HIGHER AND TERTIARY EDUCATION

Nicosia, 2012

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## FOREWORD



In this fast changing, competitive world, where technological advancements and scientific developments are the norm, governments know that the fate of a country lies in its people and its education. 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 people with the skills and the knowledge required to prepare them for the future.

In a very short time, higher education in Cyprus has managed to come a long way, rising up to the needs of Cypriots, as well as other European and International students. Offering high quality education through a wide spectrum of programs of study, our higher education institutions have gained a reputation of excellence, both nationally and worldwide. Through the pursuance of their studies, as well as through the knowledge and skills they display within the labor market, our graduates have proven that our higher education system is currently on the right track. Indeed, it is especially rewarding and encouraging to see our students –both local and international- flourish academically and professionally, equipped with the knowledge and experience they have been given by our Universities.

Undoubtedly, the road ahead is long and challenging. The process of self-fulfillment on behalf of the universities is endless and full of dares. However, I am certain that, with the help and the support of the Ministry, our partners and society, they will manage to overcome any obstacles and grow, both in quantity and in quality. Indeed, I believe that Cyprus is gradually fulfilling its aspiration to become a technological and educational center of excellence. On our part, the Ministry of Education and Culture, via the Department of Higher and Tertiary Education, will support their initiatives and will help prove that the Cypriot higher education system can face the dares of today and the challenges of tomorrow.

A handwritten signature in black ink, which appears to read 'George Demosthenous'.

George Demosthenous  
*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 km<sup>2</sup>.

Cyprus' estimated population is 840.000 of which eighty percent (80%) have Cypriot Nationality. Apart from the capital, 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 Paphos 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 also 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 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 while in July 1974 Turkey invaded in the Northern part of Cyprus and since then occupies 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 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. Briefly, 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, Accreditation and Recognition of Qualifications 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, teacher training, restructuring of secondary general and technical vocational education, the establishment of new private and public universities, restructuring of MOEC, etc.

Figure 1 illustrates the structure of the Educational System of Cyprus.

### 2.2 The Department of Higher and Tertiary Education

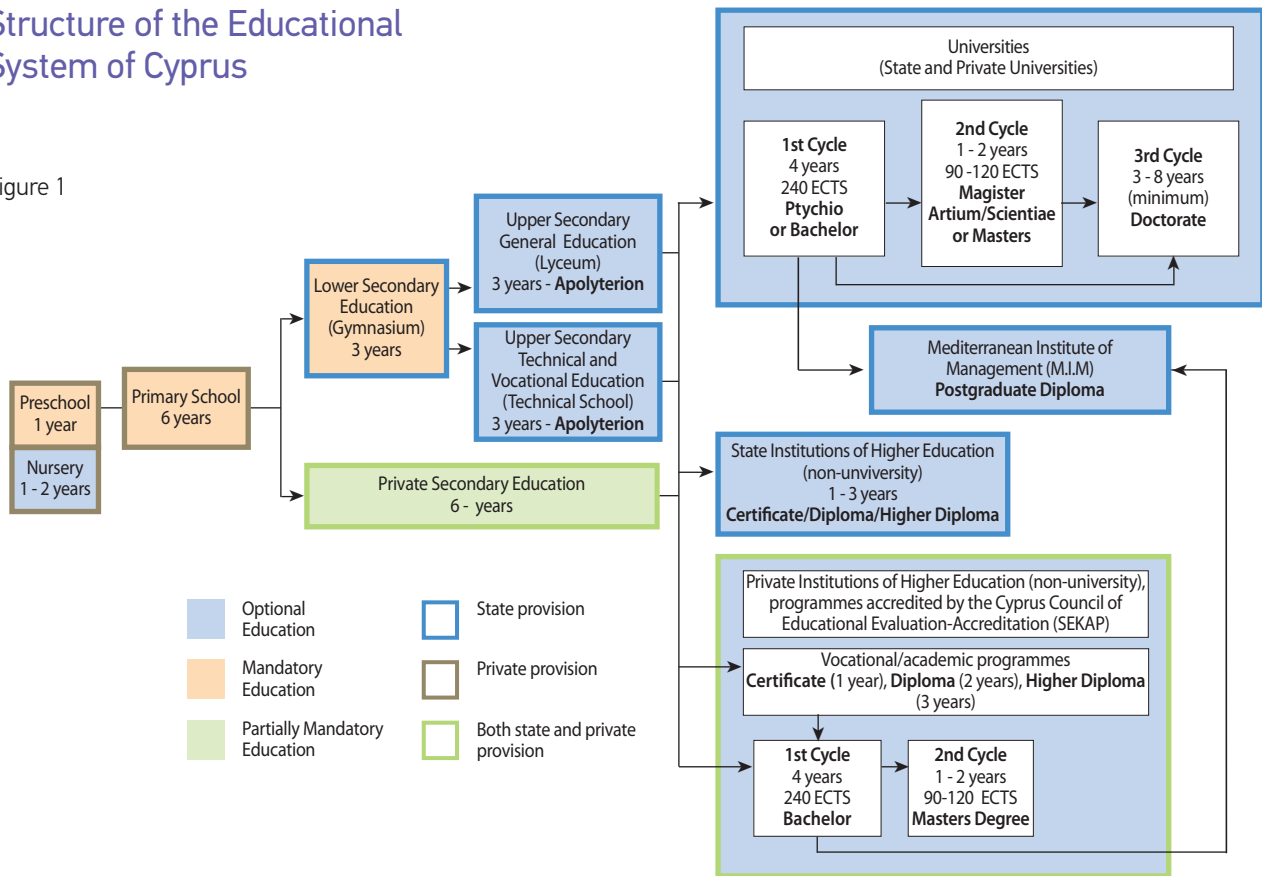
The Department of Higher and Tertiary Education (DHTE) is the competent authority within the MOEC regarding all sectors and issues linked to Higher Education (HE). The Department was established in 1984 and has played a leading role in the development of HE in Cyprus. The Department aims to further cultivate 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 HEIs, etc.

However, right after the independence of the island (1960) and several years, before the establishment of 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 had matured. DHTE had an important role in the establishment and development of universities in Cyprus.

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 as it is planned to admit the first medical students in 2013.

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

to have access to lifelong learning and professional development. The following year, 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',

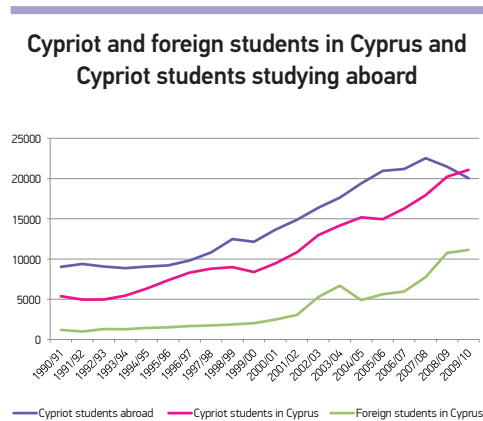
'European University-Cyprus' and 'University of Nicosia'. In 2010, a fourth private university, 'Neapolis University-Cyprus' started its operation on the basis of a probationary license. The programmes, the procedures and the buildings of all private universities had been evaluated and accredited by 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 overseeing the educational evaluation-accreditation process for the programmes of study of Private Institutions of Higher Education. Currently, there are 36 Private Institutions of HE operating on the island.

In this context, the number of students is increasing rapidly over the last ten years. The following graph shows the number of Cypriot and foreign students in Cyprus from 1990-91 until 2009-10. Graph 1 shows the rapid increase in the numbers of students.

Graph 1



In this framework, the main priority of the DHTE of the MOEC is the provision of high quality assurance and quality enhancement of the HEIs of Cyprus. For this reason, four independent bodies have been operating: the Council of the Educational Evaluation – Accreditation, the Advisory Committee for Tertiary Education, the Evaluation Committee of Private Universities, and 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. These bodies will soon be replaced by an Agency of Quality Assurance, Accreditation and Recognition of Qualifications in HE which will be the new competent authority for quality assurance and recognition in Cyprus (these Quality Assurance and Recognition bodies are analysed in page 23 further down).

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



“The fate of empires  
depends on the education  
of youth”

ARISTOTLE





## 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, EU2020 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. Mrs Androulla Vassiliou, the Commissioner responsible for Education, Culture, Multilingualism Youth and Sports, in her speech at an EUA Conference in Palermo (2010), very wisely said that "higher education serves the common good best when it escapes uniformity". 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, the 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 the public and private universities, as well as the 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 institutions of HE, as well as governmental authorities are gradually intensifying their efforts to make Cyprus a regional centre of education, research and excellence.

### 3.2.2 Modernization of HE in Cyprus

Within the broader EU strategies, policies and practices, as well 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 will seek 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, the DHTE together with all competent authorities aspires to make learning accessible to all people, regardless of age, sex, societal 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 four private universities, have urged the MOEC to form a new legislation which will establish an Agency of Quality Assurance and Accreditation and Recognition of Qualifications in Higher Education, which will aim at further enhancing internal and external quality assurance procedures, as well as accreditation and recognition matters, in accordance with the European Standards and Guidelines (Quality Assurance is further analysed below).

### 3.2.2.2 Autonomy

Institutional autonomy is crucial for HEIs. The MOEC, as well as 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 Universities' autonomy in total. The MOEC will continue to monitor the progress of these aspects since they are considered important conditions for the modernization of Universities.

### 3.2.2.3 Education and Industry

The link between education and the 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 (labor 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, as well as science and research.

Furthermore, 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 yet another challenge that the Cypriot HE System and its stakeholders need to, successfully, face.

### 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 rough percentage of overall public funding for HEIs in Cyprus is coming from National level at 98% and from European level at 2% (reference year 2010). 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 and a specific amount is also given for research purposes. Public universities are also funded through the fees paid by their post-graduate students, and also 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 (four universities and 36 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 Union.

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



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





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 issues of university autonomy and accountability are moving up the political agenda for national governments and the European Union. Autonomy is not an end in 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, to attract international talents, and to 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 commitment of raising the participation of underrepresented 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 by the so called “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, and
- ensuring that at least 20% of those graduating in the 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.

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

### 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 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 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.

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 programme 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 seven universities operate on 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 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, consequently, is evaluated according to the European Standards and Guidelines (ESG).

## 3.3 Implementation of the Bologna Process in Cyprus

Bologna Process is the process of creation process of the EHEA. The Process started on June 19, 1999 when 29 European Ministers responsible for HE signed the Bologna Declaration 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, the DHTE is actively involved in the Bologna Process and its implementation in Cyprus. For this purpose a national working group is established, which is headed by the Director of Higher and Tertiary Education.

The members of this group include the Cyprus Bologna Experts, representatives of universities, students unions, Employers Associations, the Director of the Foundation for the Management of the Lifelong Learning Programmes and other stateholders.

During the period since Cyprus signed The Bologna Declaration, 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/](http://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 and six members, at least five of which 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 the employers', the students' and the trade union organisations 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](http://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



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

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 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 period 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 final license 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 and the increasing number of Cypriots studying and graduating from such institutions, as well as the mobility of professionals and scientists within the European 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, Accreditation and Recognition of Qualifications 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 four 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 (ESG) 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 System (ECTS)

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.

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



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

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 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 (see Figure 1). Cyprus never had a long integrated cycle. From the beginning, the HE system of the country had three discrete cycles, which are fully implemented:

- Ptychio (Bachelor), which is four academic years of full time study.
- Masters, with duration of one to two-years full time study.
- Doctoral – PhD. The minimum length of full-time 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 and
- 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 is 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).

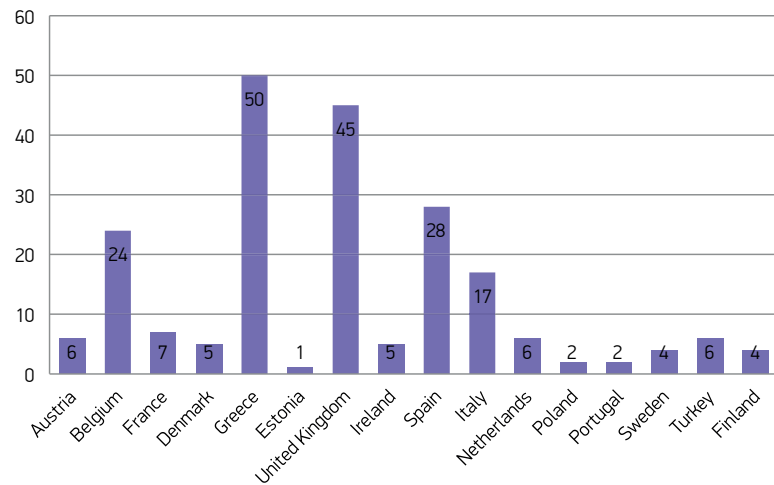
According to the Statistical Service of Cyprus, during the academic year 2009-2010, 20,051 Cypriots attended foreign universities and 11,138 foreigners attended Institutions of HE in Cyprus.

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,

Graph 2

**Number of Cypriot students in Erasmus Programmes, going to other countries, 2009/2010**  
*first, second and third cycle*



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.

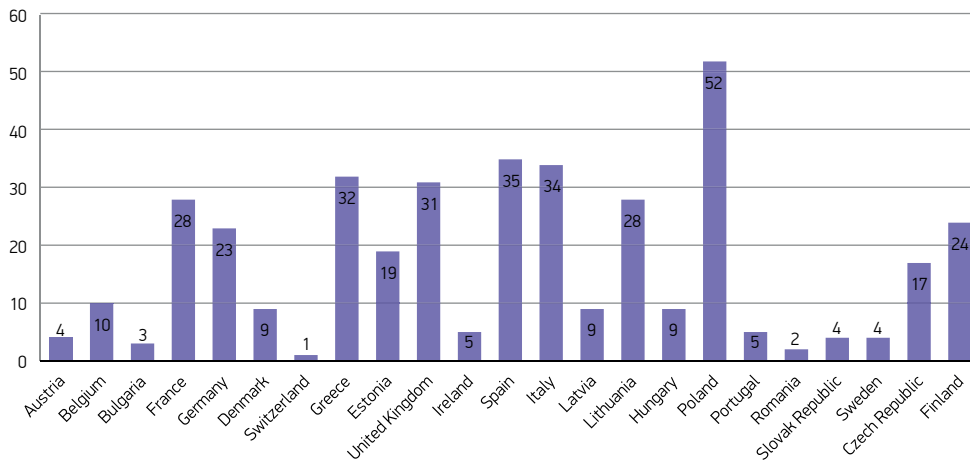
*Graph 2 shows the number of Cypriot students in Erasmus Programmes, going to other countries.*

*Graph 3 further down (p.29) shows the number of foreign students in Erasmus Programmes, coming to Cyprus, by country of study.*



Graph 3

**Number of foreign students in Erasmus Programmes, coming to Cyprus by country of study,  
2009/2010**  
*first, second and third cycle*



- The government of Cyprus provides an annual grant to the families of students studying in Cyprus or abroad, and this subsidy is portable. The Cyprus State Scholarship 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, 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 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 and Frederick University and

Many European  
Students choose  
Cyprus for studies  
in Erasmus  
Programmes.



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

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

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

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 emigrants, disadvantaged and other underrepresented 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 underrepresented groups (based on socioeconomic 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 the parents of Cypriot students studying in Cyprus or abroad in accredited programmes of study, on a basis of socioeconomic criteria.
- Scholarships are offered by the Cyprus State Scholarship Foundation to Cypriot students based on merit and, mainly, on socioeconomic 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 socioeconomic criteria.



### 3.3.7 National Qualification Framework

National qualifications frameworks 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 frameworks are 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 of July 9, 2008 (number 67.445) has decided to set up a Committee, which is composed of representatives of all stakeholders with the objective of introducing a National Qualifications Framework (NQF) for Cyprus, in line with the QF for the EHEA and the EQF for LLL. There will be eight reference levels in the NQF defined by a series of indicators that measure the learning outcomes such as knowledge, personal and professional skills. The establishment of the National Qualification Framework, together with the other transparency tools, facilitate 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 48 HEIs: three public universities, four private universities, five public and thirty six 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 doctoral (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 'Ptychio' (Bachelor's 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 Doctorate 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 Doctorate degree is a Ptychio (Bachelor’s degree). A doctorate student that has a Masters 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 they are financed mostly by the government. They are autonomous and self-governing universities. 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 at the Universities on the basis of their results in the Pancyprian Examinations, the competitive entrance examinations organised 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 on line. The selection process is based on a random selection.



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







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 6000 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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##### *Vision*

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><b>Faculty of Humanities</b></p> <ul style="list-style-type: none"> <li>● Department of English Studies</li> <li>● Department of French Studies and Modern Languages</li> <li>● Department of Turkish and Middle Eastern Studies</li> <li>● Language Centre</li> </ul>	<p><b>Faculty of Pure and Applied Sciences</b></p> <ul style="list-style-type: none"> <li>● Department of Biological Sciences</li> <li>● Department of Chemistry</li> <li>● Department of Computer Science</li> <li>● Department of Mathematics and Statistics</li> <li>● Department of Physics</li> </ul>	<p><b>Faculty of Social Sciences and Education</b></p> <ul style="list-style-type: none"> <li>● Department of Education</li> <li>● Department of Social and Political Sciences</li> <li>● Department of Law</li> <li>● Department of Psychology</li> </ul>
<p><b>Faculty of Economics and Management</b></p> <ul style="list-style-type: none"> <li>● Department of Economics</li> <li>● Department of Business and Public Administration</li> <li>● Department of Accounting and Finance</li> </ul>	<p><b>Faculty of Engineering</b></p> <ul style="list-style-type: none"> <li>● Department of Architecture</li> <li>● Department of Civil and Environmental Engineering</li> <li>● Department of Electrical and Computer Engineering</li> <li>● Department of Mechanical and Manufacturing Engineering</li> </ul>	<p><b>Faculty of Letters</b></p> <ul style="list-style-type: none"> <li>● Department of Byzantine and Modern Greek Studies</li> <li>● Department of Classics and Philosophy</li> <li>● Department of History and Archaeology</li> <li>● School of Greek Language</li> </ul>
<p><i>Medical School</i> (to accept its first students in 2013)</p>	<p><i>Graduate School</i></p>	

## Programmes of Study

Study programme	Degree		
	BSc/BA	MA/MSc/MEng	PhD
	<b>Architecture</b>		
Architecture	√		√
Energy Technologies and Sustainable Design		√	
	<b>Biological Sciences</b>		
Biological Sciences	√		
Molecular Biology		√	√
Experimental Molecular Biology		√	
Medical Genetics		√	√
	<b>Byzantine and Modern Greek Studies</b>		
Byzantine and Modern Greek Language and Literature	√		
Modern Greek Philology		√	√
Byzantine Studies		√	√
	<b>Chemistry</b>		
Materials Chemistry	√		
Biological Chemistry	√		
Food and Environmental Chemistry	√		
Chemistry		√	√
Food Chemistry		√	
	<b>Civil and Environmental Engineering</b>		
Civil and Environmental Engineering	√		
Civil Engineering		√	√
Environmental Engineering		√	√
Energy Technologies and Sustainable Design		√	

Study programme	Degree		
	BSc/BA	MA/MSc/MEng	PhD
	<b>Classics and Philosophy</b>		
Classical Studies	√	√	√
Philosophy	√		
European Masters in Classical Studies		√	
	<b>Computer Science</b>		
Computer Science	√	√	√
Intelligent Systems		√	
Internet Computing		√	
Advanced Information Technologies (Professional)		√	
	<b>Economics</b>		
Economics	√	√	√
International, European and Economic Studies	√		
Economics Analysis (in Greek and English)		√	
Monetary and Financial Economics		√	
Financial Economics		√	
	<b>Education</b>		
Education / Preschool	√		
Education / Primary School	√		
Language Pedagogy		√	
Special and Inclusive Education		√	
Curriculum Development and Instruction		√	√
Didactics and Methodology of Mathematics		√	
Educational Administration and Evaluation		√	√
Learning in Natural Sciences		√	√
Mathematics Education		√	√
Pedagogical Sciences		√	√



Study programme	Degree		
	BSc/BA	MA/MSc/MEng	PhD
	<b>Electrical and Computer Engineering</b>		
Electrical Engineering	√	√	√
Computer Engineering	√	√	√
Energy Technologies and Sustainable Design		√	
	<b>English Studies</b>		
English Language and Literature	√		
Teaching English as a Foreign Language		√	
Theoretical and Applied Linguistics		√	
English Literature and Comparative Cultural Studies		√	√
Linguistics			√
Translation Studies	√		√
Anglophone Literature and Cultural Studies	√		
	<b>French Studies and Modern Languages</b>		
French Language and Literature	√		
Modern Languages and European Studies	√		
French Studies		√	√
	<b>History and Archaeology</b>		
History	√		
Archaeology	√		
History of Art	√		
Mediterranean Archaeology		√	√
Modern and Contemporary History		√	√
Byzantine Studies		√	
Traditional Culture (16th-20th c.)			√
Cultural Heritage Management			√

Study programme	Degree		
	BSc/BA	MA/MSc/MEng	PhD
	<b>Law</b>		
Law	√		
	<b>Mathematics and Statistics</b>		
Mathematics	√		√
Mathematics and Statistics	√		
Applied Statistics		√	
Applied Mathematics		√	
Pure Mathematics		√	
Statistics			√
Mathematics (University of Poitiers-France)		√	
	<b>Mechanical and Manufacturing Engineering</b>		
Mechanical Engineering	√		
Mechanical and Manufacturing Engineering		√	√
Energy Technologies and Sustainable Design		√	
Material Science and Engineering		√	√
	<b>Physics</b>		
Physics	√	√	√
Foundations of Physics		√	
	<b>Psychology</b>		
Psychology	√		√
Cognitive and Educational Psychology		√	
Applied Programme in School Psychology		√	
Social and Developmental Psychology		√	
Clinical Psychology			√

Study programme	Degree		
	BSc/BA	MA/MSc/MEng	PhD
	<b>Public and Business Administration</b>		
Business Administration/Administration	√		
Business Administration/Accounting	√		√
Business Administration/Finance	√	√	√
Business Administration/Management Science	√		
Business Administration/ Marketing	√		
Master in Business Administration MBA(in Greek and in English)		√	
Financial Economics		√	
	<b>Social and Political Sciences</b>		
Political Science	√		√
Sociology	√		√
Social and Political Theory		√	
Journalism	√		
	<b>Turkish Studies</b>		
Turkish Studies	√	√	√
Turkish Studies/History and Politics	√		
Turkish Studies/Linguistics and Literature	√		

### *International Relations*

Internationalization is among the priorities of the University of Cyprus. UCY is supporting the development of a multicultural student body. It has been actively participating in the EU ERASMUS Programme since 1998-99, as well as in other exchange programmes. As a result, UCY was the main actor in placing Cyprus first in Europe for the year 2009/2012 with the highest rate of increase in student mobility.

UCY implements the ECTS System. Furthermore, academic excellence at UCY is supported by well established, global associations. UCY is an active member in more than 40 university associations/networks world-wide. UCY holds the Presidency of the Network of Universities from the Capitals of Europe (UNICA) as well as of the European Union Universities of Small States Association



### Contact Details

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Tel: +357 22 894 000



### Student Life

- Sports
- Housing
- Academic Advisor System
- Part-time employment to students either inside or outside the University
- Student Clubs
- Support to students with special needs
- Personal Guidance
- Career Guidance

(EU<sup>2</sup>S<sup>2</sup>). In addition, other members of academic and administrative staff have held leadership positions in other important networks.

Furthermore, UCY has signed more than 120 Agreements of Cooperation with institutions and organisations in Cyprus and abroad, which provide for, amongst others, the exchange of faculty and students, joint scientific activities as well as the co-organisation of, and the participation in lectures, seminars and conferences.

The University 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.







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

Faculty	Course	Level of Study		
		Bachelor	Master	PhD
Faculty of Economics and Management	Banking and Finance		√	√
	Business Administration (MBA)		√	√
	Health Policy and Planning		√	√
	Healthcare Management		√	√
Faculty of Humanities and Social Sciences	Communications and Journalism		√	√
	Educational Leadership (joint degree)		√	
	Educational Studies		√	√
	Greek Language and Literature		√	√
	Studies in Hellenic Culture	√		√
	Theatre Studies		√	√
Faculty of Pure and Applied Sciences	Theory of Education / Curriculum Development (joint degree)		√	
	Environmental Conservation and Management		√	√
	Information and Communications Systems		√	√



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, the Open University of Cyprus 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 the 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 the 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 the OUC are equivalent to those of all accredited universities worldwide, regardless of their teaching methodology. All programmes at the OUC are structured on the basis of the European Credit Transfer System (ECTS). 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 the OUC places great emphasis on this. Among other projects, the OUC promotes research programmes aiming towards the development of methodologies and corresponding high technologies for open and distance learning. One of the 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.

The Open University of Cyprus 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 the Open University, 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 times per

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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, the 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 (CUT) was established by law in December 2003 and accepted its first students in September 2007. It is a new, public and independent 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 The 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 independent university.

In the academic year 2011-12, more than 2000 students are expected to 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 post graduate 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.

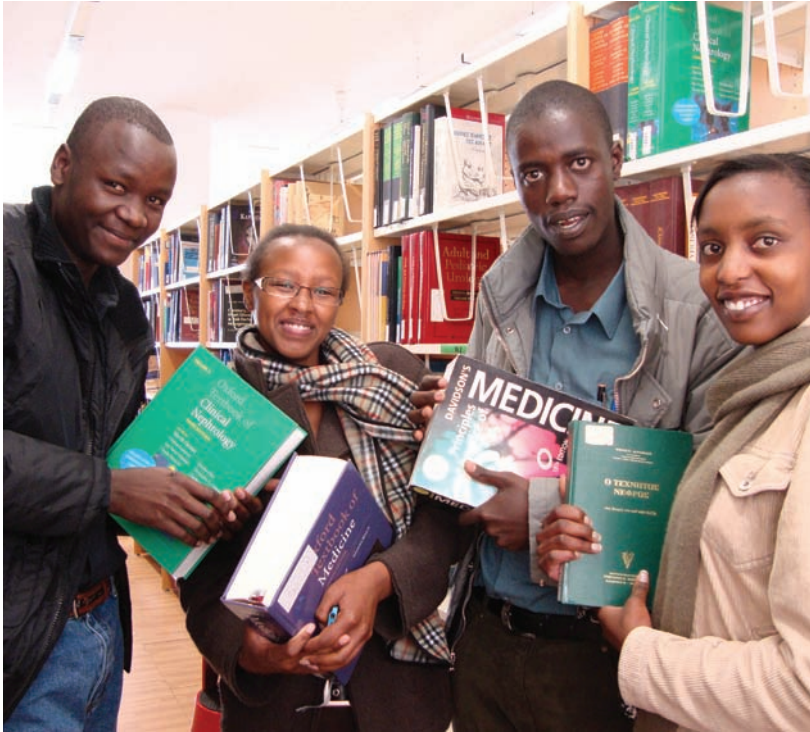
#### *International Relations*

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 COMENIUS and GRUNDTVIG. Following the Bologna Process, the University has applied the ECTS credit system 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 organization is accomplished through the signing of numerous Memoranda of Understanding.

### *University Departments*

Five faculties are currently operating within the University, hosting 10 academic departments:

- FACULTY OF APPLIED ARTS AND COMMUNICATION
  - Department of Communication and Internet Studies
  - Department of Multimedia and Graphic Arts
- FACULTY OF ECONOMICS AND MANAGEMENT
  - 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 and Computer Engineering and Informatics
  - Department of Mechanical Engineering and Materials Science and Engineering



- **FACULTY OF HEALTH SCIENCES**  
Department of Nursing  
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 (ECTS). 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, there are student clubs in the CUT that cover cultural, artistic and recreational activities, such as music, dance, journalism, theatre etc.



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### 4.1.2 Private Universities

Currently four private universities operate in Cyprus. Three of them have already been granted a license and one of them has been graded 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 four private universities follow similar guidelines on admissions of their prospective students. 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 is a private University operating in the Republic of 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 a private University operating in the Republic of 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.

The main objectives of Frederick University are:

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

##### *Programmes of Study*

At present, Frederick University comprises of 15 Departments organized in 6 Schools. It currently offers 25 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 (ECTS).

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 labor market. In view of this it has managed to achieve recognition of all its undergraduate degrees of the School of Engineering and Applied Sciences, the postgraduate programme MSc in Electrical Engineering and the Postgraduate Diploma in Architecture, by the Technical Chamber of Cyprus (ETEK) with which a continuous cooperation has been established, thus granting its graduates all relevant professional rights.

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. In addition, graduates of the Business Administration programme of study are exempted 12 exams for AIA and 8 exams for ACCA and for the Accounting and Finance programme of study graduates are exempted 12 exams for AIA and 9 exams for ACCA.

All programmes offered by Frederick University (both undergraduate and postgraduate) are evaluated by the Evaluation Committee of Private Universities (ECPU) and 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 the Diploma Supplement Label by the European Commission.



## Offered Programmes of Study per School and Department

OFFERED PROGRAMMES OF STUDY			
SCHOOL	DEPARTMENT	PROGRAMME OF STUDY	LANGUAGE
<b>Engineering and Applied Sciences</b>	Electrical Engineering	MSc in Electrical Engineering	English
		BSc in Electrical Engineering	English
	Mechanical Engineering	BSc in Mechanical Engineering	English
		BSc in Automotive Engineering	English
	Civil Engineering	BSc in Civil Engineering	English
		BSc in Quantity Surveying	English
	Computer Science and Engineering	BSc in Computer Science	English
		BSc in Computer Engineering	English
	Inter-departmental Programmes	PhD in Engineering	English
		MSc in Engineering Management	English
MSc in Energy Systems and the Built Environment		English	
<b>Economic Sciences and Administration</b>	Business Administration	BA in Business Administration	English
	Economics, Finance and Accounting	BA in Accounting and Finance	English
	Maritime Studies	BSc in Maritime Studies	English
<b>Health Sciences</b>	Nursing	BSc in Nursing (Ptychio)	Greek
<b>Architecture, Fine and Applied Arts</b>	Architecture	Postgraduate Diploma in Architecture (5 years) with exit point at 4 years granting a Bachelor Degree (Ptychio)	Greek
	Applied Arts	BA in Graphic & Advertising Design	English
		BA in Interior Design	English
<b>Education</b>	Primary Teacher Education	BEd in Primary Education (Ptychio)	Greek
	Pre-primary Teacher Education	BEd in Pre-primary Education (Ptychio)	Greek
	Inter-departmental Programmes	MSc in Education for the Environment and Sustainable Development	Greek
		MA in Educational Sciences: Powerful Learning Environments	Greek



## OFFERED PROGRAMMES OF STUDY

SCHOOL	DEPARTMENT	PROGRAMME OF STUDY	LANGUAGE
Humanities and Social Sciences	Social Work	BA in Social Work (Ptychio)	Greek
	Journalism	BA in Journalism (Ptychio)	Greek
Inter-school Programme (School of Economic Sciences & Administration and of Health Sciences)		MSc in Health Management	Greek



### *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*

In addition, 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 Exchanges*

Central to promoting the student exchange, and thus enhance student life experience, is the operation of the Erasmus Office. Through the office, students are able to complete part of their study in universities at different European Union countries, an option that a lot of students are taking and the university is actively promoting.

#### *Erasmus Intensive Language Course (EILC)*

In collaboration with the School of Greek Language, the Mobility Office organises Intensive Language Courses of Greek language and culture to incoming Erasmus students. The courses are offered before the beginning of each academic year.

#### *Leonardo da Vinci Programme*

Frederick University encourages and assists its graduates to participate in the Leonardo da Vinci programme, an opportunity to reinforce knowledge with practical experience. It is worth mentioning that Frederick University is the only University in Cyprus so far that participates in the programme.

#### *International Association for the Exchange of Students for Technical Experience*

Frederick University participates in the International Association for the Exchange of Students for Technical Experience (IAESTE) programme. Through the programme students can work abroad in a field relevant to their studies.

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 (Nicosia Campus),  
 Tel: +357 25 730 975  
 (Limassol Campus)







**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 is an independent, autonomous university offering nationally and internationally recognized degrees in 24 undergraduate and 3 graduate programmes of study and a doctorate programme (PhD) in Education Sciences.

Licensed by the Council of Ministers of the Republic of Cyprus, EUC has approximately 120 faculty members who teach and conduct research in the five schools:

- The School of Business Administration
- The School of Sciences
- The School of Humanities and Social Sciences
- The School of Arts and Education Sciences
- The School of Medicine (under establishment)

The European University Cyprus aims to 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 the staff and faculty and continually developing its facilities

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

#### *Vision*

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



#### *Member of 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. The network of Laureate International Universities is the largest and the fastest growing in the world, operating on 100 campuses in 28 countries, serving more than 600,000 students.



### *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 label

### *Excellent Facilities*

European University Cyprus has one of the largest campuses in Cyprus with cutting-edge facilities including a computer center, library, conference halls, engineering labs, cafeteria/restaurant, gymnastic center, amphitheater classrooms, open amphitheater, cultural center, indoor athletic center, student private apartments and many other facilities.

### *A Truly International Student Body*

European University Cyprus 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 Greece, Russia,



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

Ukraine, Bulgaria, Lithuania, Morocco, Poland, Romania, Spain, Mexico, Moldova, UAE, Syria, Nigeria, Jordan, Iran, India, Nepal, China, Serbia, Bangladesh, Chile, Brazil, Peru and many others. The university takes extra care in providing all the necessary services for the smooth integration of international students into academic life.

### *Student Welfare*

#### **Exciting Student Life**

One of the many responsibilities the University has towards its students is that of creating an interesting and supportive environment that meets the wide range of interests and talents

of EUC students. Participation in social, athletic and extracurricular programs will give students the opportunity to lead, to plan and gain self-awareness; qualities that will strengthen personality and sense of responsibility as a contributing member of an international community.

### **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.

### Employment and Career Office

The EUC Employment and Career Office concentrates its efforts in providing assistance to all graduates who seek career opportunities. The Employment and Career Office (ECO) has cultivated strong ties with the business community and maintains an open communication line with all companies who are in need of new recruitments.

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 vacancy listings on the announcement boards and the web site of the University.



### Special Needs Unit

European University Cyprus 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.

## PROGRAMS OF STUDY

LANGUAGE OF INSTRUCTION	Greek	English
<b>THE SCHOOL OF ARTS AND EDUCATION SCIENCES</b>		
<b>Bachelor Degrees</b>		
● Graphic Design		√
● Early Childhood Education	√	
● Primary Education	√	
● Music		√
<b>Master Degrees</b>		
● Education Leadership (MA)	√	
● Special (Inclusive) Education (MA)	√	
<b>Doctorate</b>		
● Education Sciences (PhD)	√	
<b>THE IOANNIS GREGORIOU SCHOOL OF BUSINESS ADMINISTRATION</b>		
<b>Bachelor Degrees</b>		
● Accounting		√
● Banking and Finance		√
● Economics		√
● General Business	√	√
● Hospitality Management		√
● Management		√
● Management Information Systems		√
● Marketing		√
● Public Relations and Advertising		√
● Sports Management		√
<b>Master Degree</b>		
● Business Administration (MBA)	√	√

LANGUAGE OF INSTRUCTION	Greek	English
<b>THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES</b>		
<b>Bachelor Degrees</b>		
● English Language and Literature		√
● European Politics, Law and Economics		√
● Law	√	
● Psychology	√	√
● Social Work	√	
● Speech and Language Therapy	√	
<b>THE SCHOOL OF SCIENCES</b>		
<b>Bachelor Degrees</b>		
● Computer Science	√	√
● Computer Engineering	√	√
● Nursing	√	
● Physiotherapy	√	
● Nutrition - Dietetics	√	
● Radiodiagnostics - Radiotherapy	√	
<b>Master Degree</b>		
● Information Systems		√

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## UNIVERSITY OF NICOSIA

The University of Nicosia is the largest 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 its predecessor institution, Intercollege. The University of Nicosia emerged in 2007, following changes in the relevant local 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 the largest 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 its predecessor institution, Intercollege. The University of Nicosia emerged in 2007, following changes in the relevant local 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 European 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, as well as, 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 (18 months - 2 years) and

UNIC offers a range of academic programmes that keep in pace with changing trends.





PhD Degrees – modelled on European and American higher education, and continually reviewed and updated in order to keep pace with changing trends.

#### School of Business:

##### Bachelor Degrees:

- Accounting
- Business Administration
- Hospitality Management
- Management Information Systems (MIS)
- Marketing
- Sports Management
- Tourism, Leisure & Events Management

##### Master Degrees:

- Business Administration (MBA): concentrations in Management, Marketing, Finance, Management Information Systems (MIS), and Human Resource Management (HRM)

#### School of Sciences

##### Bachelor Degrees:

- Computer Engineering
- Computer Science
- Electrical Engineering
- Human Biology
- Medicine (in cooperation with St. George's, University of London)
- Nursing
- Sports Science

#### School of Education

##### Bachelor Degrees:

- Dance
- Music
- Primary Education (Greek)
- Pre-Primary Education (Greek)

##### Master Degrees:

- Education Sciences (MEd) in: (i) Educational Administration (ii) Special Education (iii) Theory, Practice and Evaluation of Teaching (Greek)

##### PhD Degree:

- Education Sciences (PhD) in: (i) Education Leadership and Administration (ii) Theory, Practice and Evaluation of Teaching (Greek)

#### School of Humanities, Social Sciences and Law

##### Bachelor Degrees:

- Applied Multimedia
- Architecture
- Clinical Psychology
- Communications (concentrations in Journalism, Radio & TV)
- English Language and Literature
- Graphic Communication
- Interior Design
- International Relations and European Studies
- Law
- Psychology
- Public Relations, Advertising & Marketing

##### Master Degrees:

- International Relations (MA)
- Media and Communications (MA)



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



Intercollege remains an associate institution, complementing the University's study offerings through its vocational and shorter duration programmes, and through a variety of joint programmes in partnership with reputable UK universities.

#### *A variety of student services*

The Department of Student Affairs offers a wide range of services to its students, assisting them 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 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 Counselling 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 institution 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 institution 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; while 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. It has also received the European Commission Diploma Supplement Label. Moreover, the University of Nicosia is a member of the European University Association (EUA).



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The vision of the University is to be an institution that is seen by its many stakeholders as student-centred, forward-looking, research-led and contributing to the economic, social and cultural life of the district of Pafos, Cyprus and the 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 an international labour market. Its mission is to be established as an international university attracting students from Cyprus, Europe as well as the Middle East and Asia.





The University 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 the University is to be an institution that is seen by its many stakeholders as student-centred, forward-looking, research-led and contributing to the economic, social and cultural life of the district of Pafos, Cyprus and the 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 an international labour market. Its mission is to be established as an international university attracting students from Cyprus, Europe as well as 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 markets; 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*

The University offers a number of undergraduate and postgraduate programmes 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 Technical Chamber.

The following undergraduate and postgraduate programmes are offered by Neapolis University:

##### *Undergraduate*

- Bachelor of Science in Psychology
- Bachelor and Diploma in Architecture and Environmental Design
- Bachelor of Science in Real Estate Valuation and Development
- Bachelor of Science in Business Administration
- Bachelor of Science in Accounting, Banking and Finance (with specializations in Banking and Finance, or Accounting and Finance)

##### *Postgraduate*

- Master of Science in Educational Psychology
- Master of Science in Real Estate
- Master of Science in Construction Management
- Master of Business Administration (with specializations in Finance, Real Estate, General Management, Construction Management and International Tourism Management)
- Master of Science in Banking, Investment and Finance
- Master in Public Administration
- Master in Theological Studies

### *Research Mission*

Research at Neapolis University is a core activity and a reflection of the belief that the creation and dissemination of knowledge is at the heart of its mission, informing and shaping teaching and learning approach and all other scholastic activities.

Neapolis University aspires to become a regional centre of research excellence in business and management, in educational psychology, and in architecture and environmental sciences, attracting and retaining first class academics and creating critical mass of expertise in these areas. This is done by recruiting staff with an established track record in research and publications.

Each member of academic staff is expected to engage in high-quality research at the forefronts

of knowledge and to be active participant in the research initiatives in Cyprus and abroad. At a time when most problems require inputs from a variety of disciplines, the University promotes an interdisciplinary approach through research centres and institutes that transcend traditional academic barriers.

### *Campus Life*

The University campus in the busy area of Pafos only 300 metres for 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 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.



the swimming pool and featuring sofas and loungers, as well as 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 life, attending lectures, working in the library or in studios and laboratories, writing their 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 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, 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 sporting events, throughout the year enabling young people 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*

Every first year student is guaranteed accommodation. All are en-suite rooms and are fully-furnished with balconies overlooking the interior landscaped gardens and swimming pool or offer a seaside view. They are supported by communal fully-furnished kitchens. The low monthly rent includes electricity provision and water supply, as well as wireless unlimited internet services.

### *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. Furthermore, the students can use, free of charge, 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 and the city's Mediterranean lifestyle make city-living, relaxed, easy-going and comfortable.

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 harbour square, the southern waterfront esplanade and the Lighthouse promenade in Kato Pafos, are excellent places for leisure walks whereas 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.



### **Contact Details:**

Website: [www.nup.ac.cy](http://www.nup.ac.cy)

email: [info@nup.ac.cy](mailto:info@nup.ac.cy)

Tel.: +357 26 843 300



## 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 various Ministries, such as the Ministry of Labour and Social Insurance, Ministry of Health, Ministry of Agriculture, Natural Resources and Environment, Ministry of Commerce, Industry and Tourism and Ministry of Justice and Public Order. Each Ministry is responsible for the organisation and administration of the institution. Regarding the academic supervision 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 following Public Institutions of Tertiary Education operate:

- **THE HIGHER HOTEL INSTITUTE OF CYPRUS**  
Tel. +357-22404800,  
email: hhic@cytanet.com.cy
- **THE CYPRUS FORESTRY COLLEGE**  
Tel. +357-25813606, www.moa.gov.cy/fc
- **THE MEDITERRANEAN INSTITUTE OF MANAGEMENT**  
Tel. +357-22806000, www.kepa.gov.cy

- **THE POLICE ACADEMY**  
Tel. +357-22808030, www.police.gov.cy
- **THE SCHOOL FOR TOURIST GUIDES**  
Tel. +357-22691142

### 4.2.2 Private Institutions of Higher Education

The Private Institutions of Higher Education were established mainly during the last two 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:

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

Private Institutions of Higher Education offer a wide range of academic as well as vocational programmes of studies in the various fields of:

- Business Studies
- Hotel and Tourism Administration
- Engineering
- Hotel and Tourism Management
- 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 the corresponding law, according to which all such institutions should be registered in the Register of Private Higher Education Institutions of the MOEC.

The registration of a 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 June 2012, 139 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. More information regarding accredited programmes of study can be found at [www.moec.gov.cy/sekap/index.html](http://www.moec.gov.cy/sekap/index.html)



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 HE with local colleges for the provision of cross border education. Any private educational institution 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 some criteria.



### The following private Institutions of Higher Education operate in Cyprus:

1. **A.C AMERICAN COLLEGE**  
Tel. +357-22661122, [www.ac.ac.cy](http://www.ac.ac.cy)
2. **AIGAIA SCHOOL OF ART AND DESIGN**  
Tel. +357-22445757, [www.aigaia.com.cy](http://www.aigaia.com.cy)
3. **ALEXANDER COLLEGE**  
Tel. +357-24532373, [www.alexander.ac.cy](http://www.alexander.ac.cy)
4. **ARTE MUSIC ACADEMY**  
Tel. +357-22676823 [www.artemusic.ac.cy](http://www.artemusic.ac.cy)
5. **ATLANTIS COLLEGE**  
Tel. +357-23819664, [www.atlanticcollege.com](http://www.atlanticcollege.com)
6. **C.D.A COLLEGE (Nicosia)**  
Tel. +357-22661104, [www.cdacollege.ac.cy](http://www.cdacollege.ac.cy)
7. **C.D.A COLLEGE (Larnaka)**  
Tel. +357-24656676 , [www.cdacollege.ac.cy](http://www.cdacollege.ac.cy)
8. **C.D.A COLLEGE (Limassol)**  
Tel. +357-25356810, [www.cdacollege.ac.cy](http://www.cdacollege.ac.cy)
9. **CASA COLLEGE**  
Tel. +357-22681882, [www.casacollege.ac.cy](http://www.casacollege.ac.cy)
10. **COLLEGE OF TOURISM  
AND HOTEL MANAGEMENT**  
Tel. +357-22462846, [www.cothm.ac.cy](http://www.cothm.ac.cy)
11. **CYPRUS COLLEGE (Nicosia)**  
Tel. +357-22713000, [www.cyclcollege.ac.cy](http://www.cyclcollege.ac.cy)
12. **CYPRUS COLLEGE (Limassol)**  
Tel. +357-25867300, [www.cyclcollege.ac.cy](http://www.cyclcollege.ac.cy)
13. **CYPRUS COLLEGE OF ART**  
Tel. +357-25341387, [www.artcyprus.org](http://www.artcyprus.org)
14. **CYPRUS INTERNATIONAL  
INSTITUTE OF MANAGEMENT**  
Tel. +357-22462246, [www.ciim.ac.cy](http://www.ciim.ac.cy)
15. **CYPRUS SCHOOL OF MOLECULAR  
MEDICINE - THE CYPRUS INSTITUTE OF  
NEUROLOGY AND GENETICS**  
Tel. +357 22358600, [www.cing.ac.cy](http://www.cing.ac.cy)
16. **FREDERICK INSTITUTE  
OF TECHNOLOGY (Nicosia)**  
Tel. +357-22431355, [www.fit.ac.cy](http://www.fit.ac.cy)
17. **FREDERICK INSTITUTE  
OF TECHNOLOGY (Limassol)**  
Tel. +357-25730975, [www.fit.ac.cy](http://www.fit.ac.cy)
18. **GLOBAL COLLEGE**  
Tel. +357-22814555,  
[www.globalcollege.com.cy](http://www.globalcollege.com.cy)
19. **INTERCOLLEGE (Nicosia)**  
Tel. +357-22841570, [www.intercollege.ac.cy](http://www.intercollege.ac.cy)
20. **INTERCOLLEGE (Larnaca)**  
Tel. +357-24747500, [www.intercollege.ac.cy](http://www.intercollege.ac.cy)
21. **INTERCOLLEGE (Limassol)**  
Tel. +357-25381180, [www.intercollege.ac.cy](http://www.intercollege.ac.cy)
22. **INTERNAPA COLLEGE**  
Tel. +357-23829840, [www.internapa.ac.cy](http://www.internapa.ac.cy)
23. **KES COLLEGE**  
Tel. +357-22875737, [www.kes.ac.cy](http://www.kes.ac.cy)
24. **LARNAKA COLLEGE**  
Tel. +357 24828899,  
[www.larnacacollege.com](http://www.larnacacollege.com)
25. **LEDRA COLLEGE**  
Tel. +357-22514044, [www.ledra.ac.cy](http://www.ledra.ac.cy)
26. **M.K.C. CITY COLLEGE LARNACA**  
Tel. +357-24818571, [www.citycollege.ac.cy](http://www.citycollege.ac.cy)
27. **P.A COLLEGE**  
Tel. +357-24624975, [www.pacollege.ac.cy](http://www.pacollege.ac.cy)
28. **SUSINI COLLEGE (Limassol)**  
Tel. +357-25366196, [www.susini.ac.cy](http://www.susini.ac.cy)
29. **SUSINI COLLEGE (Nicosia)**  
Tel. +357-22676663, [www.susini.ac.cy](http://www.susini.ac.cy)
30. **THE C.T.L. EUROCOLLEGE**  
Tel. +357-25736501, [www.ctleuro.ac.cy](http://www.ctleuro.ac.cy)



**31. THE CYPRUS INSTITUTE**

Tel. +357-22208700, [www.cyi.ac.cy](http://www.cyi.ac.cy)

**32. THE CYPRUS INSTITUTE  
OF MARKETING (Nicosia)**

Tel. +357-22778475, [www.cima.com.cy](http://www.cima.com.cy)

**33. THE CYPRUS INSTITUTE  
OF MARKETING (Limassol)**

Tel. +357-25343556, [www.cima.ac.cy](http://www.cima.ac.cy)

**34. THE LIMASSOL COLLEGE - T.L.C**

Tel. +357-25381095,  
[www.thelimassolcollege.ac.cy](http://www.thelimassolcollege.ac.cy)

**35. THE PHILIPS COLLEGE**

Tel. +357-22441860, [www.philips.ac.cy](http://www.philips.ac.cy)

**36. VLADIMIROK KAFKARIDES  
SCHOOL OF DRAMA**

Tel. +357-99639609, [www.satiriko.com](http://www.satiriko.com)



## 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 the 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) it 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 Labor and Social Insurance, Cyprus Productivity Centre and the Human Resource Development Authority.

The 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 as well as for more prosperity, tolerance and democracy.

Within the above-mentioned EU 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 as well as the time to participate in training activities throughout their whole lives, with the purpose of creating a society in which all citizens will participate actively and equally and will 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 Lifelong Learning: Targeted promotion of access in education for all.
- Infrastructure for Lifelong Learning: Enhancement of the quality of Lifelong Learning 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 Lifelong Learning within the education system and the training system through the active participation of all stakeholders in the Lifelong Learning process.

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

The Foundation for the Management of the European Lifelong Learning Programmes 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 HE in Cyprus. For this purpose, the DHTE, has developed a strategy for promoting Lifelong Learning in Cyprus HE.

The establishment of the Open University of Cyprus ([www.ouc.ac.cy](http://www.ouc.ac.cy)) constitutes the most important step of the island, towards the promotion of lifelong learning. With continuously increasing in number programmes of study and continuously widening the spectrum of covered areas, the Open University 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.

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

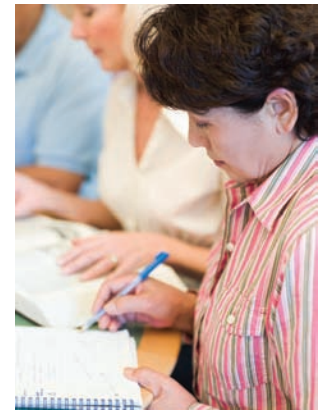
Some other popular lifelong learning opportunities that are offered by the HE system of Cyprus are:

- 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.

In addition to the above, Lifelong Learning in HE is promoted by 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 their LLL programmes through state funding and private universities offer their LLL programmes through private funding.
- The government does fund private providers to provide LLL programmes, and more specifically computer afternoon lessons for employees are publicly funded.
- The students of LLL programmes offered by approved private universities do receive public grants.



Open University 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 will be 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 R&D 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 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 currently 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 €17.938 million. This includes major investment in key technologies, greater access to capital and support for 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 as well as to increase their contribution to the total R&D 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 as well as 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 organisations 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

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



and exchange of information. Research is also partly funded by the Research Promotion Foundation (RPF), 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 and Industry. It is planned to be set in full operation by the end of 2014.

The project concerns the establishment and operation of Offices for the Liaison with Business, in each of the six universities in the Republic of Cyprus 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 the 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 as well as the general 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](http://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), LLP and programmes of the newly established European Research Council (ERC). The University also participates in programmes funded by the Cyprus Research Promotion Foundation (RPF), an independent organisation 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:

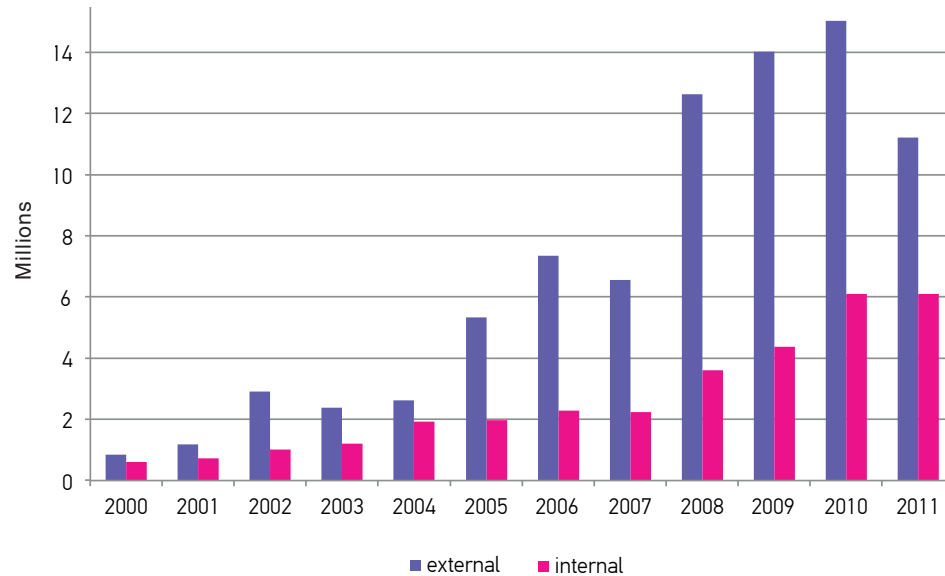
- has increased its external funding by 8 times in the last 5 years
- in the year 2010 it ranked first in the total external funding and for the number of projects as coordinator or partner institution.

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 an UNESCO Chair in Gender Equality and Empowerment (2009)
- 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)
- had 18 Marie-Curie funded Programmes approved in 2011



### Internal vs External Funding - €



### 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 2010. 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](http://www.ucy.ac.cy).

### 6.2.2 Open University of Cyprus ([www.ouc.ac.cy](http://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 the Open University 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, with 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 the Cypriot 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 NETTUNO (Italy), Czech Technical University (Czech Republic), European Association of Distance Teaching Universities – EADTU (Netherlands), Universidad de Barcelona (Spain), EUTELSAT (France), 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 organisations. 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 organisations:

- 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)
- European University Continuing Education Network (EUCEN)
- European Association of Institutions in Higher Education (EURASHE)
- International Council for Open and Distance Education (ICDE)

### 6.2.3 Cyprus University of Technology ([www.cut.ac.cy](http://www.cut.ac.cy))

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



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



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 the 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:

- a) from the University's state funded budget.
- b) 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 the University. 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](http://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 the University among the most important and successful research organisations 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. The 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. Certain 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 other organizations from 31 countries of Europe, USA, Asia, Africa and Oceania. Moreover, the University has developed research cooperation with all private and public Universities in Cyprus and 65 organisations and enterprises from industry.

### 6.2.5 European University Cyprus ([www.euc.ac.cy](http://www.euc.ac.cy))

European University Cyprus (EUC) is one of the Eastern Mediterranean premium research-intensive universities; it has been ranked by the European Commission, ResearchRanking.org in the 5th position among the top 32 research institutions of Cyprus. EUC is the only academic organization in Cyprus that has become partner in three (out of five) ESFRI (European Strategy Forum on Research Infrastructures) projects funded under the FP7Capacities 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 Euros. (c) The CLARIN (Common Language Resources and Technology Infrastructure) project (5 million Euros). Since 2007, EUC has developed an intense action in a wide spectrum of disciplines through coordination or/and 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 25.079.874 Euro in the last 5 years, the EUC is supported by several funding agencies both in Cyprus and abroad [E.U]. 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, the European University Cyprus 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 sixty major research centres and networks. Given the above performance, a vast number of high ranking universities – University of Zurich, Aarhus Universitet, University of Cambridge, London School of Economics, University of Oslo, University of Athens, Vienna University, etc – have been collaborated and/or developed synergies.

#### 6.2.6 University of Nicosia ([www.unic.ac.cy](http://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, to better the

Cyprus community, country and wider region. Within these parameters, and through its proactive role in research, the University is involved in funded projects at the national, EU and international level. Faculty and researchers work towards developing and implementing these grants with the support of the Research & Innovation Office. This build up 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 thirty (30) million Euros. 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 of Pafos ([www.nup.ac.cy](http://www.nup.ac.cy))

Research & Innovation Infrastructure has been established at Neapolis University of 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 of 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 282922. The implementation of the project started on 28/10/11.

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-LE005-06802. The implementation of the project started on 18/11/11.
3. A member of the 3rd cohort of the Institutional HR 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 Cyprus Institute of Neurology and Genetics ([www.cing.ac.cy](http://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 the CING





built its own premises made up of an area of 10.000m<sup>2</sup>. The Institute is equipped with the latest high-tech laboratory and clinical equipment. Its personnel numbers 160 individuals.

The Vision of CING is to function as a National Centre of Excellence and a Regional Referral Centre, and 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 and six Clinics 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.

CING has also established the Cyprus School of Molecular Medicine (CSMM, [www.cing.ac.cy/csmm](http://www.cing.ac.cy/csmm)) and provides postgraduate education including MSc and PhD programmes, as well as other activities such as training programmes for students, doctors and scientists. With the operation of the Cyprus School of Molecular Medicine, in September 2012, research at CING will be enhanced even further through the enrolment of MSc and PhD students who will produce competitive research as part of their studies.

Since its establishment, the Institute has achieved many internationally renowned accomplishments with huge scientific, medical, social and financial benefits.

The CING 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 37 research grants currently running with a total funding of 5,5m euros. 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. During the last five years, 146 peer reviewed papers have been published in international journals with an average Impact Factor of 4. From 1 January 2011 to 30 June 2011, a further 36 peer reviewed papers have been published in international journals. The scientists of CING have received a large number of invitations to provide lectures in academic centres abroad and at international scientific conferences.



During the last five years, 28 national and international awards have been granted to CING scientists 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.



### 6.2.9 Cyprus Institute ([www.cyi.ac.cy](http://www.cyi.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 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 use of advanced science and technology in archaeology and cultural heritage. Its research topics derive from a use-inspired basic research approach and include:

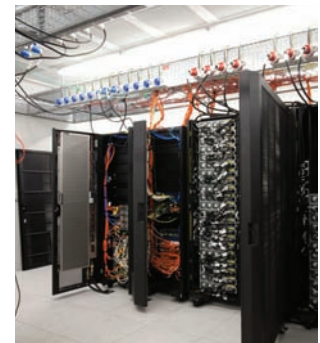
- Natural and Material Sciences applied to Archaeology and Cultural Heritage (CH);
- Digital Heritage (DH); Information and Communication Technologies (ICT), digital documentation and semantics, scientific visualization and virtual reality methods;
- Diagnostics for CH conservation, such as chemical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

A digital capturing data laboratory, including 3D stereoscopic visualization facilities, has

been established and a mobile laboratory with facilities for digital data acquisition, geophysical and remote-sensing studies, data processing and archaeometry is now in the process of purchasing and it is expected to be fully operational starting 2013.

## 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. A limited number of applicants are admitted each year based on strict criteria.

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.



### 6.2.10 Research Promotion Foundation ([www.research.org.cy](http://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 realised 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 organisation governed by a thirteen-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 organisations in European research programmes.
  - To evaluate the potential of organisations 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 a Framework Programme ("DESMI") 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, RPFs competitive Research Programmes have provided funding to more than 1300 research projects, with a total funding reaching 125 Million Euros.

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 to European research programmes, cooperation with international organisations 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 the Competitiveness and Innovation Framework Programme 2007-2013* of the European Commission.

- 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 organisations 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](http://www.bsccyprus.org.cy) - member of the Enterprise Europe Network), for the provision of support services to Cypriot organisations 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 2011, Cyprus had managed to attract over 44 Million Euros 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 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,
- Enhancement of mobility of international students, teachers, researchers and other staff,
- 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,
- 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 and establishing English-taught programmes and degrees in Universities, as well as 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 organisations 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, and 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 as well as 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, from the U.S.A 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

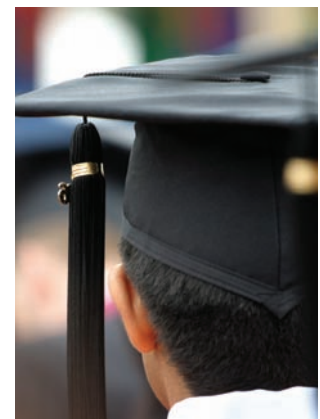
The MOEC places great emphasis on promoting learning mobility in HE for students, teaching staff and researchers. Such mobility contributes to the enrichment of human capital and to the strengthening of employability through the acquisition and exchange of knowledge, and intercultural competences.

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, such as the following:

- **Erasmus**

Since 1998/99 Cyprus joined Erasmus programme which addresses the teaching and learning needs in HE, including trans-national student placements in enterprises and training institutions. In the academic year 2009-2010, the total number of outgoing students joined the Erasmus Programme in Cyprus was 199 (see Graph 2, p.27).

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







- **Erasmus Mundus**

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education that aims 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 contributes 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 these 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 recently 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 which aims to enhance the participation of HEIs from countries which so far have been less well represented in the Erasmus Mundus Action 1. In order to achieve this aim the project partners identify and select consortia of HEIs as potential applicants for new Erasmus Mundus Joint Programmes, and organize training seminars in order to help them to prepare good quality applications.

- **Tempus**

Tempus EU programme supports the modernisation of higher education in the partner countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. It aims to promote the cooperation between European Universities and Universities from third countries and focuses 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 to Tempus programme, Cyprus Tempus Contact Point has organized its national supporting team through which information on possible collaborations with eligible countries are disseminated to HEIs of Cyprus.

- **Marie Curie**

The Marie Curie actions under the Seventh 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 also 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 27 European Union Member States and the European Commission with 19 Asian countries 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, organised, 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 as well as 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 43 countries from Europe and the Mediterranean Basin: 27 member states of the European Union and 16 Mediterranean partner 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 Countries 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 Lisbon Strategy and 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:

- Translating information material, regarding higher education in Cyprus, in various languages such as Arabic and Chinese.
- Publishing information on its official website. [[www.highereducation.ac.cy](http://www.highereducation.ac.cy)]
- Marketing Cyprus as an attractive destination for excellent students, scholars and researchers as well as investors in HE, primarily through the Ministry's participation in Higher Educational Fairs abroad. Hence, the DHTE, as well as the

public and private universities and other HEI, participate in international fairs in Europe (e.g. Greece, Russia), as well as 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 as well as 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. At 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.



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





