

Educational Policies that Address Social Inequality

Cyprus case study report 2 All-day School in Primary and Pre-Primary Education

This report was written by members and partners of the Greek team:

Chrysovalante Giannaka, Julia-Athena Spinthourakis, Eleni Karatzia-Stavlioti, Georgia-
Eleni Lempesi and Ioanna Papadimitriou



Department of Elementary Education
University of Patras, Greece

October 2007

The EPASI project is a programme of analysis of educational programmes in fourteen European countries, designed to address various forms of social inequality. The project analysis was conducted in the period 2007 – 2009. This report is part of the overall project, details of which are at <http://www.epasi.eu>.

The analysis is intended to be used within the overall framework of the EPASI programme.

The project has been funded with support from the European Commission. Each report within the overall project is the responsibility of the named authors.

The EPASI project was conducted by the following institutions:

- The Institute for Policy Studies in Education, London
- Metropolitan University (UK) (Coordinator)
- Katholieke Hogeschool Zuid-West-Vlaanderen (Belgium)
- Univerzita Hradec Králové (Czech Republic)
- Montpellier III - Université Paul Valéry (France)
- Panepistimio Patron ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ (Greece)
- Universitat Autònoma of Barcelona (Spain)
- Malmö högskola (Sweden)



UNIVERZITA HRADEC KRÁLOVÉ



MALMÖ HÖGSKOLA

Université Paul-Valéry



UAB
Universitat Autònoma
de Barcelona

All-day School in Primary and Pre-Primary Education

1. Introduction

The All-Day School concept is known worldwide and its theoretical foundation is based on the notion of the “educative school”. That is, the school that it is not identified with the instruction and the process of learning, but, first, it functions as an education place and aims at the overall development of students’ personality (Ministry of Education and Culture 2006a).

In Cyprus, the institution of the All-Day school was applied in Primary and Pre-Primary Education as a voluntary afternoon school and then, as a unified morning-afternoon school only in Primary Education. The impetus for the introduction of All-Day School was the radical changes conducted in Cypriot society and the new conditions in all aspects of schooling (<http://www.moec.gov.cy/dde/programs/oloi-mero/index.html>).

2. The All-Day School as a voluntary afternoon school

The inquiry for the application of All-Day school as a voluntary afternoon school was systematically started in 1995. In October 1995, a committee was established to study the institution and to discuss in detail the methods of its application. In June 1999, a survey about the parents’, teachers’ and students’ attitude towards the All-Day school was conducted (http://www.moec.gov.cy/dde/programs-proairetiko_oloimero/index.html)

The main objectives of the All-Day concept in Primary and Pre-Primary school are (Ministry of Education and Culture, 2006b):

1. It helps in the overall cultivation and development of the child.
2. It gives the opportunity to children to enjoy guidance from schoolteachers and other specialised personnel for more time, with all the favourable consequences.
3. It enriches the curriculum with subjects that satisfy the special interests of children, but, also, with activities that promote their: socialisation, creativity, love for learning, inquiring disposal, aesthetic culture, practical faculties, etc.
4. It provides students with time for undertaking their homework and gives the opportunity for the confrontation of learning and other difficulties.
5. Athletic, artistic and other activities that enrich the school life, without influencing unfavourably the other sectors of school work, are prepared and organised better.
6. It decreases the economic inequality of opportunities that exists between children, because of the phenomenon of afternoon courses and other activities outside the school.
7. The problems, that working mothers face in regard to the supervision of their children, are limited.
8. It gives the opportunity to the children with “special needs” (that have been imported in the regular schools) to see and imitate the behaviour of other children in the game, in the food, in the creative work and thus, these children effortlessly learn to collaborate and coexist with others.
9. The children's delinquent behaviour is anticipated and limited. The children are occupied advantageously and they do not have time to develop antisocial behaviour or action.
10. Watching television and other bad habits are confronted.
11. The school buildings and the school installations are used for more time, beyond their use for the regular courses.

2.1. Primary Education

The All-Day School concept in Primary Education was experimentally implemented during the school year 1999–2000, in nine Primary Schools – four urban and five rural schools. Two of these schools functioned both as morning and afternoon schools until 4 pm, whereas two other schools functioned until 2:45 pm. The remaining five extended the time for younger children's stay at school (grades one, two and three) until 1:05 pm (Ministry of Education and Culture 2006c).

During the school year 2000-2001, only 25 schools functioned as All-Day Schools until 4:00 pm. During the following school years, it appears that there has been a significant increase in the number of All-Day Schools:

- 2001-2002: 70 All-Day Schools
- 2002-2003: 84 All-Day Schools
- 2003-2004: 107 All-Day Schools
- 2004-2005: 130 All-Day Schools

During the school year 2005-2006, 150 schools functioned as All-Day School, of which 126 operated as All-Day Schools on a voluntary basis for grades four, five and six and 24 as All-Day Schools on a voluntary basis for grades one, two, three, four, five and six. They functioned from October to May four days a week, until 4 pm (four periods were added to their daily programme).

No changes have been made concerning either the curriculum or the time table of the morning school. On the contrary, they continued to function according to the school regulations already in force. The afternoon programme included four teaching periods per week for carrying out assigned homework, four teaching periods for reinforcing teaching and four teaching periods for two of the following optional subjects: English, Information Technology, Music, Physical Education, Art, Design and Technology. The number of children per class ranged from 8 to 25 according to the subject and needs of each school unit. The formation of classes and groups depended on the pupils' and teachers' interests (Ministry of Education and Culture 2006b, Ministry of Education and Culture 2006c).

The Ministry of Education and Culture provided all schools already functioning as All-Day Schools, with the appropriate equipment. Feeding expenses and necessary arrangements for the provision/preparation of the meals were undertaken by the pupils' parents. The type of food and feeding programme were consistent with the ration agreed and arranged by parents and the Ministry of Education and Culture. The Ministry of Education and Culture sponsored the feeding of the needy (Ministry of Education and Culture 2006b).

2.2. Pre – primary Education

The All-Day School concept in Pre-Primary Education was experimentally implemented during the school year 2005-2006 in nine rural pre-primary schools. These pre-primary schools functioned both as morning and afternoon schools until 4 pm. These pre-primary schools operated as All-Day Schools on a voluntary basis. They functioned from October to May and for four additional periods, four days a week, until 4 pm (http://www.moec.gov.cy/dde/programs/proairetiko_olaimero/index.html).

No changes have been made concerning either the curriculum or the time table of the morning school. On the contrary, they continued to function according to the school regulations already in force. The afternoon programme included four teaching periods per week for resting and twelve teaching periods for the following subjects: Theatre, Music, Dance, Art, Physical Education and

Group Games. The maximum number of children per class is 25. The Ministry of Education and Culture provided all schools already functioning as All-Day Schools, with the appropriate equipment.

Feeding expenses and necessary arrangements for the provision/preparation of the meals were undertaken by the pupils' parents. The type of food and feeding programme were consistent with the ration agreed and arranged by parents and the Ministry of Education. The Ministry of Education and Culture sponsored the feeding of the needy (Ministry of Education and Culture 2006d).

2.3. Evaluation of Voluntary All – Day School

This experimental implementation of the All-Day School institution was evaluated by a Special Evaluation Committee which consisted of representatives of the Cyprus University, the Pedagogical Institute, the Inspectorate, the Teachers' Union and the Pancyprian Confederation of the Parents' Associations Federation. After the first phase of this evaluation was completed in May 2000, a relative report was prepared and submitted to the Minister of Education and Culture. Based on this report, the All-Day School institution is considered to be successful and useful socially and educationally (Ministry of Education and Culture 2006c).

Despite the certain positive results from the application of the voluntary All–Day School, some weaknesses were also observed (Ministry of Education and Culture 2006a). Deficits are presented on issues:

- Briefing of parents and society on the usefulness of the institution.
- Material and technical infrastructure.
- Crewing of personnel.
- Quality and levels of courses.
- Training of personnel.
- Administration.
- Organisation of departments, teams and programmes.
- Rate of attendance of children etc

The need for restructuration of All-Day, so that it functions at a unified and complete way and, it is formulated in the programme of Government of Cyprus and in the proposals of Committee of Experts for the Educational Reform (Committee of Educational Reform 2004). This need was analysed in a special study and it was confirmed by the Council of Education, which approved a basic frame of regulations on the operation of Unified All–Day School in the Primary Education (Ministry of Education and Culture 2006a).

3. The All–Day School as a unified morning - afternoon school

The reasons that make a necessity the import of Unified All-Day School are: first, the important changes that occurred in all the sectors of social, economic and cultural life and the rapid changes that happen the last years, second, the explosive growth and the requirements in the subjects of new technologies and finally, the integration of Cyprus in the society of Europe with all the changes that it involves.

The objectives of the Unified All–Day School are the following:

1. It helps the overall development of the child, with the programme’s enrichment with new subjects and activities and the decrease of antisocial behaviour and other bad habits of children.
2. It shifts the homework responsibility from the child’s home to the school and individualises the provided knowledge and skills.
3. It provides opportunities to the children for healthy employment and it perceptibly decreases the dangers that negatively influence their development.
4. It enriches the school programme with new, interesting activities for the children (athletic, musical, artistic etc.).
5. It facilitates the smooth passage of child from Primary school to High school and decreases the gap between the three levels of education.
6. It limits the educational inequality with the support of weak children and children with special needs and decreases the school failure.
7. It gives the opportunity for initiatives, responsibilities, social skills and skills of communication.
8. It facilitates the working parents with various ways and releases workforce for occupation with other productive activities.
9. It facilitates the school programme with extra time and provides opportunities for guidance from various teachers.
10. It limits the out -school education and the tuition centres.
11. It uses the school buildings for longer time and it decreases the damage that is caused when the schools are closed.

3.1. The pilot application of Unified All – Day School in Primary Education

The educational content and the functional regulations of the Unified All–Day School are different from those that are in effect in Voluntary All–Day School. Unified All–Day School functions with unified programme, with unified administration and personnel, and with an upgrade educational content.

The Unified All–Day School is experimentally implemented from September 2006, in nine schools. In school year 2007–2008, this experimental implementation was expanded to fifteen Primary Schools. The selection of the specific school units was made according the approval and the desire of the parents and the suitability of the material and technical infrastructure of the school unit (<http://www-moec.gov.cy/dde/programs/oloimero/index.html>).

In the curriculum of the Unified All–Day school twelve more teaching hours were added, which are used for the restructuration or the introduction of “English Language”, “Computers”, “Life Education”, (which includes “Health Education”, “Sentimental Education”, “Education of Consumer”, “Circulatory Education”, “Environmental Education”, “Intercultural Education” etc.), “Subject of Interest” (which includes sports, dances, theatre, music, fine arts, Olympic games etc.) and “Planning and Technology”. The extra instructional time that is offered is used for additional exercises, so that the homework is suppressed (Ministry of Education and Culture 2006a).

The type of food and feeding programme were consistent with the ration agreed and arranged by parents and the Ministry of Education. The Ministry of Education and Culture sponsored the feeding of the needy - £275 per student - (Ministry of Education and Culture, 2006a). In addition, the Ministry of Education and Culture subsidises each school unit for: improvement of the material and technical infrastructure, functional expenditures (£30 per student in the first year and £10 for the next years) and purchase of books and teaching material (£60 per student).

3.2. Evaluation of Unified All–Day School

The pilot programme will have duration 3 years and will be evaluated through the duration of its application and then globally in the end. The objective of Ministry of Education is the progressive extension of this institution.

A Committee of Observation and Support of this innovation was established with the attendance of representatives of the Ministry of Education and Culture, Teachers' Union and Parents, with basic duties:

1. The submission of proposals for the particular schools in which the pilot is applied.
2. The localisation of needs of material and technical infrastructure in the particular schools.
3. The communication and the briefing of teachers, parents, students and local community.
4. Co-ordination of Curriculum with the new subjects
5. The localisation of potential functional needs.
6. The permanent observation, the localisation of problems and the promotion of solutions.
7. The continuous briefing of parents and teachers and the submission of proposals for programmes of teachers' training.

The Committee of Evaluation is constituted from three scientists/researchers. Basic duty of the Committee is the final evaluation of the educational and pedagogic results of the institution's application (Ministry of Education and Culture 2006a).

4. Confrontation of Inequalities in Education through All –Day School

All – Day School concept addresses almost all the groups at risk. Indicatively, we mention some extracts from the formal documents of the Ministry of Education and Culture that show the contribution of All – Day School in the confrontation of educational inequalities:

1. "...opportunity for the confrontation of **learning and other difficulties**...(Ministry of Education and Culture 2006b and 2006d)"
2. "...It decreases the **economic inequality** of opportunities that exists between children, because of the phenomenon of afternoon courses and other activities outside the school...(Ministry of Education and Culture 2006b and 2006d)"
3. "...It gives the opportunity to the **children with "special needs"** (that have been imported in the regular schools) to see and imitate the behaviour of other children in the game, in the food, in the creative work and thus, these children effortlessly learn to collaborate and coexist with others...(Ministry of Education and Culture 2006b and 2006d)"
4. "...In areas with students with **different linguistic background** courses for the teaching of Greek Language are organised...(Ministry of Education and Culture 2006b and 2006d)"
5. "...In areas, especially in rural schools, where there is no help for children with **special needs** help can be given...(Ministry of Education and Culture 2006b and 2006d)"
6. "...All children with argued **economical difficulties** and all **Turkish – Cypriot Students** take subside for their feeding in the All–day school...(Ministry of Education and Culture 2006b and 2006d)".
7. "...It limits the **educational inequality** with the support of weak children and **children with special needs** and decreases the school failure... (Ministry of Education and Culture 2006a)".
8. "...restructuration or the introduction "Intercultural Education"... ... (Ministry of Education and Culture 2006a)".

It is obvious that All–Day School is a concept that contributes to the confrontation of different kinds of educational inequalities and specifically, disability, socioeconomic, ethnic and linguistic inequalities.

References

Committee of Educational Reform (2004) *Democratic and Human Education in the Euro-Cypriot State - Prospects of Reconstruction and Modernisation*, Nicosia: Ministry of Education and Culture

Ministry of Education and Culture (2006a) *Unified All–Day School – Function – Prospect. The Cypriot Reality* In:
http://www.moec.gov.cy/dde/programs/oloimero/pdf/enimerotiko_fylladio_eos.pdf
(12.01.2008) [in Greek]

Ministry of Education and Culture (2006b) *Voluntary All–Day Primary School* In:
http://www.schools.ac.cy/klimakio/programs/proairetiko_oloimero/pdf/enimerotiko_fylladio_dumotika.pdf (8.12.2007) [in Greek]

Ministry of Education and Culture (2006c) *Annual Report 2006* Cyprus: Nicosia

Ministry of Education and Culture (2006d) *Voluntary All–Day Pre-Primary School* In:
http://www.schools.ac.cy/klimakio/programs/proairetiko_oloimero/pdf/enimerotiko_fylladio_nipiagogeia.pdf (8.12.2007) [in Greek]

Ministry of Education and Culture *All–Day School* In:
<http://www.moec.gov.cy/dde/programs/oloimero/index.html> (10.12.2007) [in Greek]

Ministry of Education and Culture *Voluntary All–Day School* In:
http://www.moec.gov.cy/dde/programs/proairetiko_oloimero/index.html (11.12.2007) [in Greek]