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PITSILIA CROP EX-POST EVALUATION; CHANGES IN THE ELEMENTARY SCHOOL

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KEYWORDS

Integrated Rural Development, Project Management, Highlands, Cyprus

1. INTRODUCTION

The Pitsilia Integrated Rural Development Project (P.I.R.D.) started in 1974 and was completed in 1980. The main components of the project were agriculture, roads, land consolidation, education and health. The project included the Commandaria area, which includes five villages: Kalo Chorio, Agios Constantinos, Agios Pavlos, Zoopiya and Louvaras.

Before the project's implementation, five elementary schools were operating with one or two teachers in each one. After the agreement of the five villages' authorities, during the project, a new peripheral elementary school was established in the central village: Kalo Chorio. The operation of the school began in 1983 and continues to operate successfully.

Our group's objective was the re-evaluation of the success of the school component as part of the P.I.R.D.P. The survey took place on 21 October 1996. A visit was paid to three out of the five villages (Kalo Chorio, Agios Pavlos, Agios Constantinos). The group met people coming from village authorities, the director of the school, pupils' parents and pupils.

2. OBJECTIVES

The main aims of the establishment of the central elementary school in the Commandaria region were the following:

- a. The offering of a wider socio-cultural education to the pupils of the area
- b. The improvement of the education level (Instead of that provided previous by smaller schools).

- c. The estimation of socio-groups and the active membership in the development of the area.

3. FINDINGS OF THE SURVEY

The elementary school is located in the village named Kalo Chorio. The choice of the above was made due to the fact that this village is the largest one and is situated at the centre of the wider region. However, some problems were faced, at the beginning, because of the difficulty in finding a place for the establishment and due to the reluctance of the other villages to travel to a neighbouring village. Hopefully, the problems have been overcome and the school has operated efficiently for thirteen years.

The school provides the appropriate number of classrooms, playgrounds, rooms for several activities and is well equipped with visual aids. In addition, a central heating system and good sanitary conditions are available. The most important is that the school is fully-operated with the six levels of the elementary educational program. Today, the school provides education to 104 pupils coming from the five villages, that have been already mentioned above (see table 1). For the needs of the school, eight teachers are fully occupied.

The most important positive outcomes after the initiation of this central elementary school, that came out in our interview are:

1. A better organisation and management of the school. The central administration in collaboration with parents' committee and the school board, consisting of the five presidents of the local authorities, is much more effective in the operation of the educational programme, in overcoming technical problems and getting help from the government.
2. Improvement of the educational level. This is achieved through the large number of teachers and the suitable facilities. The very important part of the education offered by this larger school is the detailed program in ethnic, historical and regional subjects. An opportunity, which is given only in large schools, is the special lessons which are given during afternoons twice a week.
3. Improvement of the social relations among the pupils. The everyday contact of pupils from different villages, contributes to the development of good and friendly relationships among them. Furthermore, the way of thinking has been changed to a wider consideration of the relations. The large number of pupils gives opportunities for many activities (visits, tours, theatrical acts, athletic meetings, participation in reforestation - afforestation programmes).
4. Development of relations in the wider social unit. The contact of parents in order to face the problems that develop in the school has as a result the creation of a friendly environment and even the development of business co-operation. The collaboration between village authorities and the parents' committee in overcoming school problems, has built strong relations between them. In addition, school facilities provide a suitable place for meetings and discussions in order to solve district problems, strengthening the spirit of creative membership.
5. The academic environment

There is a desire from both parent and pupils for higher education. This means that parents show a great interest in helping their children with their studies, although sometimes they have neither enough time nor the educational background. Moreover, they are willing to economically support their children for further education.
6. The development of the area

The construction and operation of the central elementary school has created the conditions for the stabilisation of population, since parents are satisfied with the educational level provided. Furthermore a Kindergarten has been build as a result of the new families remaining in the villages.

The operation of both elementary school and kindergarten in relation to the other implemented components of the project provided the infrastructure for additional jobs in the area.

Negative outcomes

The everyday travel of the pupils from their villages to the Peripheral school creates problems; the children stay away from their homes for a long time, especially on days when the special lesson is provided in the afternoons. Moreover parents are not close to the school so as to follow the progress and especially the problems of their children. Finally, most of the activities and events take place at Kalo Chorio neglecting thus the other villages.

4. CONCLUSIONS

The re-evaluation of the school component, thirteen years after its implementation, shows that it is generally successful as a part of the whole project.

However it is obvious that the construction of the main road net, which connects the villages with the Limassol and Nicosia cities, after the implementation of the project, caused movement of many village families to the cities.

The above feature was the main reason in discouraging private initiative to be developed in the area, resulting in poor infrastructure for industries, private schools, secondary school, technical school, from the government side and recreation too. Discussing with the people living in the area, we conclude that there is a great demand for government support for further education and development in the area.

THE PITSILIA INTEGRATED RURAL DEVELOPMENT PROJECT

Group E

Sub - Region 5 : Commandaria

Major works implemented : Central Elementary School

OBJECTIVES

- a. The offering of a wider socio-cultural education to the pupils of the area
- b. The improvement of the education level
- c. The stimulation of the socio-groups and the active membership in the development of the area.

TABLE 1: District - Elementary School of the Kalochorio - Limassol

	A Class		B Class		C Class		D Class		E Class		F Class		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. Kalochorio	4	3	4	3	3	1	3	3	5	1	1	4	20	15
2. Louvaras	5	4	3	2	3	1	1	2	2	3	3	1	17	13
3. Zoopiyl	1	1	1	1	2	-	-	1	-	-	-	2	4	5
4. St Pavlos	2	-	1	1	1	-	2	-	1	-	2	4	9	5
5.St.Kon/nos	3	1	3	-	1	2	1	1	1	-	2	1	11	5
	15	9	12	7	10	4	7	7	9	4	8	12	61	43
Pupils in each school	24		19		14		14		13		20		104	

FINDINGS OF THE SURVEY

1. Better organisation and management of the school
2. Improvement of the educational level
3. Improvement of the social relationship among the pupils
4. Development of the relations in the wider social unit
5. Academic environment
6. The development of the area