

The Vocational Education and Training System of Cyprus: Continuing Vocational Education and Training 2007





**The Vocational Education and
Training System of Cyprus:
CONTINUING VOCATIONAL
EDUCATION AND TRAINING
2007**

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FOREWORD

This report was initiated by Cedefop, the European Centre for the Development of Vocational Training, and has been prepared by the Human Resource Development Authority of Cyprus (HRDA), the nominated National Coordinator of the European network ReferNet in Cyprus.

ReferNet was set up by Cedefop as the European network of reference and expertise in vocational education and training. It aims to improve the collection and dissemination of information to policy makers, researchers and practitioners in the field of vocational education and training.

The report has been prepared as part of a series of reports on vocational education and training in European Union countries. It is a contribution to Cedefop's continuing work on VET systems in EU member states, which is changing from being mainly based on hard copy descriptions of each national system to an electronic-based system.

This report aims to provide a description of the opportunities available to people for their further professional or vocational development through continuing vocational education and training (CVET). Information is provided according to the main type of CVET: publicly promoted CVET for all, training for unemployed people and other groups vulnerable to exclusion in the labour market, CVET at the initiative of enterprises or social partners and at the initiative of the individual.

The Cedefop database, eKnowVet¹, offers on-line information on vocational education and training in partner countries. The standard entry format allows country-specific and multi-country searches covering 11 thematic areas in overview (thematic overviews) and in detail. The database is regularly updated by the European network ReferNet.

ReferNet is made up of national consortiums, each comprising organisations, which are representative of the interests of vocational education and training within each EU Member State, plus Norway and Iceland. The HRDA, as the National Coordinator of ReferNet in Cyprus, wishes to acknowledge the invaluable contribution of the Ministry of Education and Culture and the Ministry of Labour and Social Insurance. The contribution of the Statistical Service of Cyprus is also acknowledged.

¹ http://www.trainingvillage.gr/etv/Information_Resources/NationalVet/

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501 BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

Adult Education and Training in Cyprus is provided by a variety of institutions and settings and can be classified into two broad categories:

- General Adult Education.
- Continuing Vocational Education and Training (CVET).

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is the main promoter of General Adult Education. General Adult Education includes courses offered mainly by the:

- State Institutes of Further Education (Kratika Kentra Epimorfosis).
- Secondary General Education Evening Schools.
- Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy).

CVET is highly developed in Cyprus and it is provided in a multitude of settings by public promoters and numerous public and private providers. The major influence in this development has been the establishment and operation of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the island's human resources.

The mode of operation of the HRDA contributed towards the creation of a highly competitive training market. The HRDA contributed significantly towards the realisation of the advantages and positive influences of training, thus creating a significant demand from both enterprises and employees. The supply of training is mainly effected through many private institutions, such as colleges and training institutions, and enterprises.

This private training market is complemented by traditional promoters of CVET such as the MoEC, the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA), other ministries and public institutions.

An analysis of the main actors (promoters and providers) and the target groups of both General Adult Education and CVET is provided below.

General Adult Education

General Adult Education includes courses offered mainly by the three institutions shown below. The methods used in these institutions range from traditional to modern ones since the aim is to adopt a flexible

approach, which is better suited to the needs of adults, especially those in employment.

- State Institutes of Further Education (Kratika Kentra Epimorfosis)

There are 40 State Institutes of Further Education, operating on the premises of Primary and Secondary Public Schools, both in the urban and rural areas of Cyprus. These Institutes are supervised by the Directorate of Secondary General Education (Diefthinsi Mesis Genikis Ekpaidefsis, DME) of the MoEC and aim at offering equal opportunities of education to thousands of pupils and adults alike.

The State Institutes of Further Education have been providing courses to both pupils and adults since 1960. Courses available include foreign languages (English, French, German, Italian, Spanish, Russian, and Turkish), Greek for foreigners and repatriated people, Accounting, Computers and preparatory courses for the entrance exams to the Cyprus and Greek Universities. The classes of Greek Language for repatriated people and Turkish Language for Turkish-Cypriots are offered for free. The MoEC prescribes the textbooks. Lessons are held twice a week and each lesson lasts for 90 minutes.

Certificates of successful attendance are awarded to those who pass the final examinations, which are organised centrally by the MoEC. Those attending the courses offered by these Institutes can also take external examinations in order to obtain certificates in Foreign Languages (GCE O level, F.C.E., DELF), Accounting (L.C.C.I), and Computers (ECDL).

- Secondary General Education Evening Schools

They operate from around mid September to the end of May, from five to nine in the evening, on the premises of Public Secondary Schools. Those attending must be over 18, but an opportunity to attend such schools is also given to individuals who are at least 15 and have to work for a living. Evening Schools offer full-time general education that leads to the acquisition of a School Leaving Certificate that is equivalent to that awarded by other Public Schools (Eniaio Lykeio and Technical Schools) and gives access to higher and tertiary education or the world of work. These are clearly "second chance schools".

- Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy)

On 25 April 2001, the Council of Ministers decided on the establishment of the Open University of Cyprus, in order to promote lifelong learning and establish distance learning in Cyprus. The Open University of Cyprus commenced its operations in September 2006 and now offers the following programmes of study:

- o Post-graduate Programme in Management of Health Services.
- o Post-graduate Programme in Education.
- o Post-graduate programme in Information Systems.
- o Under-graduate programme in Hellenic Civilisation.

In the future, more undergraduate and post-graduate programmes are expected to be provided as well as short training programmes.

Continuing Vocational Education and Training (CVET)

The system for providing Continuing Vocational Education and Training (CVET) is well established in Cyprus. The dominant actor is the HRDA as it approves and subsidises training programmes implemented by public and private institutions and enterprises. Moreover, private institutions such as colleges and training institutions offer a variety of courses for adults, including many that are not subsidised by the HRDA.

Other important actors in the promotion of CVET are:

- The Ministry of Education and Culture.
- The Ministry of Labour and Social Insurance.
- The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP).
- Other ministries responsible for the training of employees in specific economic sectors such as health, public administration and defence.
- The Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), which has the responsibility for the training and development of civil servants.

Apart from the above promoters of CVET in the broad public sector, there exists a large variety of private provision of CVET. It must be noted that most of this provision is directed towards the needs of both enterprises and individuals, mainly employees, who pay for the training provided. The most prominent private providers of continuing training opportunities are:

- Private colleges
- Private training institutions
- Consultancy firms
- Enterprises

The promoters, providers and target groups of Continuing Vocational Education and Training in Cyprus are shown in Table 1. It must be noted that the categories used refer to the main chapters of this report.

Table 1: Summary of CVET provided in Cyprus

Category	Promoters	Providers	Target Groups
Publicly Promoted CVET for all	Ministry of Education and Culture	Adult Education Centres	Adults in general
		Vocational Schools of Lifelong Learning	
	Human Resource Development Authority	Public Institutions of Tertiary Education	Employed (excluding the civil servants and the self-employed)
		Private Colleges	
		Public Training Institutions	
		Private Training Institutions	
	Ministry of Education and Culture	Enterprises	Employees
		Evening Technical School	
	Ministry of Education and Culture	Afternoon and Evening Classes of Technical Schools	
		Ministry of Labour and Social Insurance	
Ministry of Labour and Social Insurance	Public Training Institutions		
Training for the Unemployed and others vulnerable to exclusion	Human Resource Development Authority	Public and Private Training Institutions and Private Colleges	
			Inactive women
	Ministry of Education and Culture	Evening Technical School	Unemployed
		Afternoon and Evening Classes of Technical Schools	
		Adult Education Centres	

Category	Promoters	Providers	Target Groups
Training for the Unemployed and others vulnerable to exclusion	Ministry of Labour and Social Insurance	Non-Government Organisations	Inactive Women
		Centre for the Vocational Rehabilitation of the Disabled	Disabled persons
		Department of Social Welfare Services	Public Assistance Recipients
			Asylum seekers
	Ministry of Justice and Public Order	Private Training Institutions	Prisoners
CVET at the initiative of enterprises or social partners	Human Resource Development Authority	Consultancy firms	SMEs
		Private colleges and training institutions	Employees in SMEs
		Enterprises	
		Private colleges and training institutions	Women and young entrepreneurs
	Ministry of Finance	Cyprus Academy of Public Administration	Civil servants
	Ministry of Education and Culture	Pedagogical Institute	Public sector teachers
	Ministry of Health	Nursing School	Public sector nurses
	Ministry of Justice and Public Order	Cyprus Police Academy	Police officers and sergeants
	Ministry of Agriculture	Forestry College	Foresters and forestry graduates
		Department of Agriculture Training Centres	Farmers

Category	Promoters	Providers	Target Groups
CVET at the initiative of enterprises or social partners	Professional associations	Private colleges and individual experts	Members of associations
	Enterprises	Private colleges and training institutions	Employees
		Enterprises	
	Employers Organisations	Cyprus Employers and Industrialists Federation	Members of employers organisations
		Cyprus Chamber of Commerce and Industry	
	Trade Unions	Trade unions	Members of trade unions
Private training institutions			

Human Resource Development Authority (HRDA)

A mix of public and private sector provision exists which has been encouraged and strengthened primarily through the approval and consequent subsidisation of training activities provided by the HRDA. The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus. The HRDA's main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. The levy corresponds to 0,5% of the payroll of each contributing company. Civil servants and the self-employed are excluded from the HRDA's sphere of competence. The CVET activities of HRDA include:

- Single-company Continuing Training Programmes in Cyprus
- Single-company Continuing Training Programmes Abroad
- Standard Multi-company Continuing Training Programmes
- High-Priority Multi-company Continuing Training Programmes
- Multi-company Continuing Training Programmes Abroad

- Training programmes for newly employed tertiary education graduates

Ministry of Education and Culture (MoEC)

An important actor in the field of vocational education is the MoEC. The MoEC is responsible for the:

- Evening Technical School (Esperini Techniki Scholi)
- Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis)
- Adult Education Centres (Epimorfotika Kentra)
- Vocational Schools of Lifelong Learning, (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE, which are expected to be established soon)
- Pedagogical Institute, PI (Paidagogiko Institutou, PI)

Ministry of Labour and Social Insurance, MLSI

The MLSI is responsible for public institutions of tertiary education and public training institutions comprising:

- Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), which offers short modular programmes for employees that focus on technical occupations and management.
- Higher Technical Institute, HTI (Anotero Technologiko Institutou, ATI) and Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutou Kyprou, AXIK), which offer upgrading courses for employees in their respective fields. Most of the courses are approved and subsidised by the HRDA.

Ministry of Agriculture, Natural Resources and Environment, MoA

The MoA through person to person contacts and organised seminars informs and trains farmers on technical, managerial and sustainable rural development issues. The MoA also administrates the Forestry College (Dasiko Kolegio), which is engaged in the training of foresters.

Other ministries

Other ministries are responsible for the training of employees of specific economic sectors such as health, public administration and defence:

- Ministry of Health, MoH (Ypourgeio Ygeias)

The Ministry of Health supervises the Nursing School (Nosileftiki Scholi), which offers postgraduate studies in Nursing and Midwifery.

- Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT)

The Ministry of Justice and Public Order supervises the Cyprus Police Academy (Astynomiki Akadimia Kyprou), which offers a number of courses for police officers and sergeants.

- Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO)

The government develops its own learning policy and implements relevant programmes for the training of civil servants. This is done by the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD), which offers continuous learning workshops, seminars and day events, lasting from one to ten days, especially designed for civil servants.

Other private CVET promoters and providers

There are four main types of private CVET providers: Colleges, Training institutions, Consultancy firms and Enterprises. There are around 25 private colleges, 160 private training institutions employing over 800 trainers and 50 consultancy firms. These provide programmes to employees and individuals. The great majority of the programmes offered to employees is approved and subsidised by the HRDA.

Strengths and weaknesses in the overall current provision of adult learning

Generally speaking, the level of the current provision of adult learning is satisfactory and it will be further enhanced through the implementation of the national National Lifelong Learning Strategy (Ethniki Stratigiki Dia Viou Mathisis).

The strengths in the provision of adult learning in Cyprus are the following:

- The establishment and operation of the HRDA has led to the creation of a training impetus amongst enterprises in Cyprus. The funding provided by the HRDA has proven an efficient motive for the participation of employees in training programmes.
- The plethora of CVET opportunities available to the employees and adults in general, covering all age groups and educational attainments.

- The highly competitive training market created by numerous, mainly private, training institutions that respond swiftly to the current needs of the enterprises.
- The close relationship and cooperation between IVET and CVET, resulting in the transfer and exchange of expertise, good practice, resources, curricula and infrastructure between the two areas.
- The transfer of expertise, good practice and curricula from IVET to CVET allows for the constant revision, modernisation and improvement of the courses offered by continuing education, since initial education curricula are evaluated and revised on a systematic basis.
- CVET courses are closely related to IVET courses, therefore individuals who have not managed to complete successfully secondary education and therefore do not hold a Leaving Certificate, are given the opportunity to obtain it through attending the courses offered by the General Education Evening Schools established in all major towns of Cyprus, or the Evening Technical School which operates in the capital.
- In the majority of cases, the fees paid for attending courses of continuing education are limited. Moreover, in the case of disadvantaged groups of people, such as illiterate people, people with disabilities, senior citizens etc, the courses are offered for free, in an attempt to offer access to education to all.
- In the majority of cases, the content of the courses is very flexible, since curricula are designed according to the needs of those attending the courses.
- The time of day that the classes are taught enables working individuals to attend them.
- There exists a variety of options for continuing education and training for enterprises in specific sectors, organised mostly from ministries and government departments.

The most significant weaknesses that can be detected in the overall provision of adult learning in Cyprus are the following:

- The lack of adequate mechanisms to promote the courses on offer. As a result, people are not fully aware of all the schemes available and the range of opportunities provided for lifelong learning.
- Even though an attempt to introduce a student-centred approach is currently underway, the Cyprus Education System as a whole has not managed yet to break away from the traditional teacher-centred philosophy that characterises the teaching/learning process. This has an impact on the quality of the provision of adult learning as well.
- The limited number of programmes specifically addressed to the unemployed, the inactive women and other groups vulnerable to exclusion in the labour market. However, such programmes aiming to

facilitate access and return to the labour market for those who have difficulty in being integrated or reintegrated in the labour market are seen as a priority in various government documents such as the Cyprus National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas), the National Strategy for Social Inclusion 2006-2008 and the Community Initiative Programme "EQUAL".

- The absence of a National System of Vocational Qualifications, which inevitably leads to a lack of incentives for attending courses of continuing education, at least on a systematic basis. However, the HRDA is proceeding with the establishment and operation of a comprehensive System of Vocational Qualifications in Cyprus.
- The absence of assessment and certification of training providers. The HRDA is proceeding with a project for the development and introduction of a system for the assessment and certification of training providers including trainers.
- A general weakness in the current provision of training promoted by public authorities is that the training of the self-employed is not covered by the HRDA. However, the HRDA recognises the importance of including the self-employed in its sphere of competences; to this end political decisions have to be reached. Currently, the issue is being discussed with the MLSI.

Statistical data

The source of the following data regarding participation in adult learning is the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) conducted by the Statistical Service of Cyprus since 2000. However, the Labour Force Survey since 2003 does not distinguish between initial education and training and adult learning. Therefore, the 2003-2007 data have been adjusted by applying the proportion of adult learning from the 2002 figures in order to have an estimate of adult learning for these years.

From Table 1, an upward trend can be observed in the participation in adult learning. It can be seen that the proportion of adult population participating in adult learning is significantly higher in 2007 (8,5%) than in 2001 (2,9%). The highest differences are observed in the age groups 25-34 (10,3% in 2007 compared with 4,1% in 2001) and 35-49 (9,7% in 2007 compared with 3,2% in 2001).

From Table 1 it can also be seen that the highest participation rates in adult learning are found in the age groups 25-34 and 35-49.

As shown in Table 2, the majority of participants in adult learning are women (56,7% in 2007).

The majority of participants in adult learning have high educational attainment. From 2003 onwards, more than half of the participants in adult learning (55,1% in 2007) are university graduates, as shown in Table 3.

Table 1: Proportion of total adult population participating in adult learning by age group

Age group	2001	2002	2003	2004	2005	2006	2007
15-24	2,0%	2,1%	2,2%	2,0%	2,1%	2,2%	2,3%
25-34	4,1%	4,1%	9,7%	9,8%	7,5%	10,3%	10,3%
35-49	3,2%	3,9%	7,5%	10,2%	4,9%	8,1%	9,7%
50-64	1,4%	1,5%	3,2%	4,4%	2,2%	4,3%	5,3%
15-64	2,7%	3,0%	3,8%	4,0%	3,3%	3,9%	4,2%
25-64	2,9%	3,2%	6,9%	8,2%	4,9%	7,6%	8,5%

Source: Labour Force Survey 2001-2007

Table 2: Distribution of participants in adult learning by gender

Gender	2001	2002	2003	2004	2005	2006	2007
Male	45,9%	44,3%	42,6%	43,8%	42,1%	43,1%	43,3%
Female	54,1%	55,7%	57,4%	56,2%	57,9%	56,9%	56,7%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 3: Distribution of participants in adult learning by highest level of educational attainment or qualification level

Educational level	2001	2002	2003	2004	2005	2006	2007
Primary	4,9%	1,9%	1,2%	1,2%	1,0%	0,9%	0,9%
Lower secondary	2,8%	2,2%	1,3%	1,2%	1,7%	1,2%	1,2%
Upper secondary	32,3%	25,3%	15,5%	16,1%	20,5%	16,4%	16,9%
Tertiary non-university	17,3%	24,9%	28,1%	29,0%	25,2%	27,5%	25,9%
University	42,6%	45,8%	53,9%	52,4%	51,6%	54,1%	55,1%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

50101 National definitions and boundaries

Vocational Education and Training, VET (Epangelmatiki Ekpaidefsi kai Katartisi) includes all types of education and training that give people the qualifications needed to enter the labour market and to work in certain occupations. There is no formal or legal definition of VET in Cyprus. Therefore the boundaries between Initial Vocational Education and Training (IVET) and Continuing Vocational Education and Training (CVET) are not legally defined and were not even clearly identified prior to the establishment of the Cyprus ReferNet Consortium and the production of relevant reports on these issues.

Therefore IVET has been defined in the theme “Initial Vocational Education and Training” based on Cedefop’s template and guidelines and CVET has been defined in the current theme, again based on Cedefop’s template and guidelines. Initial Vocational Education and Training is provided through the Upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), the Apprenticeship System (Systima Mathiteias, SM), the initial training programmes subsidised by the Human Resource Development Authority HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and the public institutions of tertiary education. IVET programmes are mainly addressed to young persons still in education or to persons who have not yet entered the labour market.

Continuing Vocational Education and Training includes training programmes implemented by public and private institutions and enterprises approved and subsidised in their majority by the HRDA, as well as training programmes promoted and provided by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) as well as other ministries. CVET programmes are addressed to employees, adults in general, the unemployed, other groups vulnerable to exclusion and employees of specific economic sectors.

50102 Development of adult learning

Cyprus gained independence in 1960 after centuries of foreign rule. Education levels among Cypriots were very low, particularly throughout the period of Turkish rule (1571-1878), during which total illiteracy prevailed.

During the early years of British rule (1828-1960), education was entrusted to the village communities until 1923, when the first act on

primary education transferred it to the government. During this time education developed significantly.

The contribution to education made by the church and the archbishop was decisive. The earliest adult educators were the priests and teachers and the first adult education centres were the coffee shops and churches. The church was responsible for secondary education. The 1939 Act made teachers civil servants and in 1937 the Pedagogical Academy of Cyprus (Pedagogiki Akadimia Kyprou), a teacher training college was established. The village teachers became social leaders and undertook to educate the members of their communities.

Various educational institutions were established in the 1940s and 1950s such as the Agricultural School (Agrotiki Scholi), many eight-grade schools and schools for the disabled.

The first educational programme providing continuing adult education in Cyprus was introduced on a voluntary basis in 1952, by a group of teachers of primary education employed in the rural areas of the island. The objective of the teachers who took this initiative was to help combat illiteracy, the rates of which were particularly high in the rural areas of Cyprus at that time. This attempt was successful and, as a result, in 1960 - the year when Cyprus was declared an independent state - the Adult Education Centres (Epimorfotika Kentra) were established, under the supervision of the Directorate of Primary Education (Diefthinsi Demotikis Ekpaidefsis, DDE) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP). At the same time, the provision of adult education expanded to cover the urban areas of Cyprus as well.

The Planning Bureau, PB (Grafeio Programmatismou, GP) set the framework for National Development Plans, which gave provision for adult education in 1960. With the establishment of the Republic of Cyprus in 1960 and onwards, the following institutes providing adult education started to operate:

- The State Institutes of Further Education (Kratika Instituta Epimorfosis KIE), which operate under the supervision of the Directorate of Secondary General Education, (Diefthinsi Genikis Ekpaidefsis, DGE) of the MoEC. These Institutes, which began their operation as Institutes of Foreign Languages in 1960, have been providing courses to pupils and adults in both rural and urban areas. A special provision changed the name of the Institutes of Foreign Languages to State Institutes of Further Education to better reflect the redefined role of these Institutes, which broadened the range of courses offered to pupils and adults in order to include Accounting and Information Technology.
- The Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon/Vradinon Tmimatou Technikon Scholon),

which operate under the supervision of the Directorate of Secondary Technical and Vocational Education, (Diefthinsi Mesis kai Technikis Ekpaidefsis, DMTE) of the MoEC. The Directorate of STVE issues circulars, which regulate the types of programmes offered, their duration, fees, the remuneration of trainers and the various certificates awarded upon successful completion of the programmes. The objective of the Afternoon and Evening Technical and Vocational Education Programmes is to offer continuing education and training to adults working in industry, in order to be able to respond more efficiently to the contemporary demands of the labour market, as well as training aiming at the re-integration of unemployed individuals into the labour market, in areas where there is shortage of skilled workers.

- The General Education Evening Schools, which were established in 1990 and provide up to six years of lower and upper secondary general education (depending on the educational background of the students) to working individuals who are 15 years old and over and have completed at least Primary Education (grade six). No fees are payable. Successful completion of the courses leads to the acquisition of a School Leaving Certificate that is equivalent to that awarded by mainstream General Education Schools, Unified Lyceum (Eniaio Lykeio) and gives access to the labour market or to institutions of higher and tertiary education in Cyprus or abroad.
- The Evening Technical School (Esperini Techniki Scholi). The regulations regarding the operation of General Education Evening Schools were amended in 1999, in order to include regulations regarding the establishment of Evening Technical Schools. The first Evening Technical School began its operation in September 1999 in Nicosia. The programmes offered by the Evening Technical School are equivalent to the mainstream upper secondary IVET programmes. The duration of studies varies from one to four years, depending on the educational background of the students. Attendance is free and leads to the acquisition of a Leaving Certificate (Apolyterio), which has the same legal status as that awarded by Eniaio Lykeio and mainstream Technical Schools. Hence, graduates of the Evening Technical School can either enter the labour market or pursue further studies in institutions of higher and tertiary education in Cyprus or abroad.

Human Resource Development Authority

The dominant actor in the field of vocational training and development is the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), as it approves and subsidises training programmes implemented by public and private institutions. The HRDA is not a training provider but its establishment and operations changed the training scene and greatly influenced the development of the training market in Cyprus.

The HRDA is a semi-government organisation and was originally established in 1974 (Law 21/1974), under the name Industrial Training Authority, ITA (Archi Viomichanikis Katartisis, AVIKA). Laws 6/1975, 17 and 53/1980 and 94/1988 regulated the operation, objectives and activities of the ITA. Law 125(1)/99 changed the name of the Industrial Training Authority to Human Resource Development Authority, so that it would better reflect the objectives and scope of the organisation.

The HRDA's main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. The levy corresponds to 0,5% of the payroll of each contributing company. Civil servants and the self-employed are excluded from the HRDA's sphere of competence.

The HRDA as from 2003 has reviewed and updated all its training schemes to comply with the State Aid Law of 2001. The law was enacted in harmonisation of the Cyprus legislation with the Acquis Communautaire (Regulation 68/2001/EC).

The HRDA is governed by a 13-strong Board of Governors, comprised of Government, Employer and Trade Union representatives.

The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus's human resources, at all levels and in all sectors, for meeting the economy's needs, within the overall national socio-economic policies. The main strategic objectives of the HRDA for the planning period 2007-2013 are:

- Upgrading the country's human resources, through the systematic lifelong training of the employees, the new entrants in the labour market, the unemployed, the inactive females and the low skilled and older age persons, in order to enhance their employability potential throughout the European Union.
- Improving the productivity and strengthening the competitiveness of Cypriot enterprises through the better utilisation of their human resources and the improvement of their adaptability potential.

The effective promotion of the HRDA's strategic objectives is expected to be realised by the adoption and implementation of horizontal targets in the various priority pillars. These will incorporate the elements of sex, age and educational attainment, the acquisition of knowledge and skills in the ICT as well as the provision of equal opportunities for the employed and the enterprises. A basic objective will be the quality of training provision.

The main objective is to focus actions on vital segments of the knowledge society by strengthening the synergy and complementarity between training and other policy areas such as employment, research, innovation

and productivity. Another important objective is the promotion of lifelong learning by creating an open, attractive and easily accessible learning environment, aiming at eliminating the existing gap between big and small enterprises and between persons with high and low educational attainment and specialisation.

The above strategic objectives are being pursued by the promotion of targeted actions, which are classified under the following five priority pillars:

- **Training and Development of Human Resources:** Targeted actions for the lifelong learning of the employees and for the integration / re-integration in the labour market of selected target-groups.
- **Support to Enterprises for Upgrading their Human Resources:** Various support actions in enterprises aiming at increasing human capital investments and improving the productivity of enterprises.
- **Human Resource Development Infrastructure and Systems:** Enhancement of the quality of training and development of human resources through strengthening the training infrastructure and establishing a national system of vocational qualifications.
- **Research and Development:** Promotion of research and development actions in areas of vital importance for the training and development of human resources.
- **Effective Governance:** Promotion of diverse actions for enhancing the Governance Systems and Processes at the HRDA and its main partners.

Recent developments

In recent years, the number of participants in adult education and training has increased dramatically. This has been the result of a continuous effort at policy level as well as the provision of more opportunities to people to participate in education and training activities. There are several laws, provisions and decisions, passed or taken by various agencies, which aim at securing a satisfactory level of the educational programmes offered to adult learners. Reference to these is made below:

- In 1963 a special agreement was made between the Government of Cyprus and the International Labour Office, regarding the establishment of the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA), aiming at the provision of initial and continuing technical and vocational training to adults. In 1974, the Council of Ministers decided on placing the CPC within the competence of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).

- Special provisions regulate the operation of the Mediterranean Institute of Management MIM (Mesogeiaiko Institouto Diefthinsis), the international branch of the CPC, which offers a special postgraduate diploma course in the evening to university graduates.
- The Decision of the Council of Ministers no. 11.330 13 a-d governs the establishment of the Pedagogical Institute, PI (Pedagogiko Institouto) which is supervised by the MoEC and offers in-service training to primary and secondary school teachers.
- In 1991, the Council of Ministers, with Decision No. 35.582 decided on the establishment of the Cyprus Academy of Public Administration, CAPA (Kypriaki Akademia Demosias Dioikisis, KADD), which operates under the supervision of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), and offers courses especially designed for civil servants.
- The University of Cyprus, UCY (Panepistimio Kyprou, PK), which was established in 1992, offers limited adult education courses, which cover the need of working adults to acquire a university qualification.
- Law 234(1) 2002 in December 2002 governs the establishment of the Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy), which offers distance learning programmes to adults. The OUC commenced its operations in September 2006 with three Post-graduate Programmes and one Under-graduate programme. In the future, more under-graduate and post-graduate programmes are expected to be provided as well as short training programmes.
- The public Cyprus University of Technology (Technologiko Panepistimio Kyprou) has also been established and commenced its operations in September 2007. The public Cyprus University of Technology is connected with and possibly in the future will absorb existing institutions, namely: Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI), Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK) and School for Nursing (Nosilevtiki Scholi).
- In July 2005 the House of Representatives approved the law regulating the establishment and operation of Private Universities in Cyprus. In addition, the Council of Ministers appointed the members of the Evaluation Committee for Private Universities (E.C.P.U.). The first three private universities in Cyprus started to operate in the academic year 2007-2008.
- The establishment of Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE) is currently being planned by the MoEC. In 2001, the Council of Ministers, with Decision No. 53.142, authorised the Minister of Education and Culture to appoint the President and the Members of the Intersectional Body who, in cooperation with the PB, the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), the MLSI, the HRDA and representatives of the

social partners, have prepared a draft for the legislative framework regulating the operation of Public Vocational Schools of Lifelong Learning (bill of law and regulations for the operation of Public Vocational Schools of Lifelong Learning) as well as a financial study of the expenditure required for the implementation of this decision.

50103 Evaluation

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) evaluates its training activities and schemes through specific research studies. The different kinds of CVET that are currently offered by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) have not been formally evaluated yet.

Human Resource Development Authority

The HRDA evaluates its training activities and schemes through specific research studies. These studies, which are mentioned below, examine the spectrum of the HRDA's activities directed to enterprises and their employees, identify any gaps in the provision of training and consultancy services and provide suggestions for appropriate enrichment as and where it is necessary. These studies can be found in the HRDA Research and Planning Directorate webpage www.hrdauth.org.cy/dep/index.htm.

- Panorama of the contribution of HRDA's programmes

The HRDA conducts a study every year, entitled "Panorama of the contribution of HRDA's programmes" in order to analyse and assess the contribution of HRDA's programmes, in relation to the number of training programmes, the number of enterprises and the number of participants as well as to the receipts of the levy and the subsidies paid to enterprises.

- The impact of continuing training on the upgrading of Cypriot enterprises at the threshold of the year 2000

The HRDA conducted a study entitled "The impact of continuing training on the upgrading of Cypriot enterprises at the threshold of the year 2000". The study aims to evaluate the contribution of training and to assess the impact of the participation of enterprises in the Single and Multi-Company Continuing Training Programmes on their upgrading. The collection and analysis of data and other information necessary for the study were carried out with the use of the databases available at the HRDA and a representative sample of 428 enterprises.

- The role and contribution of HRDA in vocational guidance

Another study completed by the HRDA was entitled "The role and contribution of HRDA in vocational guidance". The major objective of the study was to assess the role and the contribution of HRDA in the area of vocational guidance in Cyprus and to suggest a policy and actions to be taken towards improving its contribution.

- Ex-post evaluation of the existing schemes of the HRDA

In addition to the above, in December 2006, independent external consultants completed a study entitled "Ex-post evaluation of the existing schemes of the HRDA" for the HRDA's schemes that have been operated during the period 1998-2004. The main objective of this study, which included field and desk research, was to identify the effectiveness of each scheme and its impact on the human resources and enterprises in Cyprus. In the light of the findings of the study, the HRDA will reach relevant policy decisions to modify / enrich the spectrum of schemes to be promoted in the future. This will lead to the further upgrading / enhancement of human capital development in Cyprus.

Additionally, the HRDA with the assistance of external consultants will design a comprehensive system evaluating the impact of HRDA in the economy of Cyprus. To this end, the HRDA launched in 2008 a tender procedure for selecting the external consultants.

Ministry of Education and Culture

The different kinds of CVET that are currently offered by the MoEC have not been formally evaluated yet. However, the close relationship and cooperation that exists between initial and continuing VET enables the transfer and exchange of expertise, good practices, resources, curricula and infrastructure between the two areas.

As a result, the transfer of expertise, good practices and curricula from initial to continuing education allows for the constant revision, modernisation and improvement of the courses offered in the context of CVET as well, since mainstream IVET curricula are evaluated and revised on a systematic basis. More specifically, each branch offered in mainstream IVET is evaluated whenever there is a need for improvement, by a group of educators who are assigned to do so by the Inspector responsible for each branch.

50104 Planning and forecasting

The main formal mechanism in place that identifies skill needs is operated by the Human Resource Development Authority, HRDA, (Archi Anaptyxis

Anthropinou Dynamikou, AnAD). The Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO) and the Planning Bureau, PB (Grafeio Programmatismou, GP) provide projections for the growth of the economy. The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is, on the other hand, responsible for the identification of educational and special skill needs.

Human Resource Development Authority

The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus, at all levels and in all sectors (with the exception of the self-employed and civil servants), for meeting the overall national socio-economic policies. In order to formulate the overall training and human resource development strategy, to plan the organisation's activities and to set the annual thematic priorities, the HRDA conducts research studies and surveys in issues of strategic importance.

The research activity places particular emphasis on analysing the trends in the labour market, with emphasis on human resource development issues, on providing employment forecasts, on examining the functioning of the VET systems and the training market, on analysing participation in education and training and on evaluating the impact of training activities.

The collection of information in order to identify the human resources needs and the continuing training needs is always carried out in cooperation with the employers' and employees' organisations and the relevant government services. The social partners are involved in the process of designing and implementing the different training schemes of the HRDA as well as the annual investigations of the training needs.

For the systematic employment forecasting and the identification of skills gaps, the HRDA conducts the research studies shown below. These research studies can be found in the HRDA Research and Planning Directorate webpage www.hrdauth.org.cy/dep/index.htm.

- Long-term employment trends and forecasting in Cyprus

The provision of long-term employment forecasts in sectors of economic activity and occupations has become an established activity of the HRDA. The Research and Planning Directorate of the HRDA provides 10-year employment forecasts on a regular basis every 2 to 3 years. The HRDA has just completed and published a new set of employment forecasts for Cyprus for the period 2008-2018 whereas the previous employment forecasts completed in 2004 covered the period 2005-2015 and the next ones will be carried out in 2009 covering the period 2010-2020.

Thus, forecasts of employment, expansion and replacement demand are provided for 43 sectors of economic activity and for around 200 occupations, which cover the whole spectrum of the Cyprus labour market. These forecasts are contained in three research studies.

The first study entitled "Employment Forecasts in Cyprus Economy 2008-2018" provides employment forecasts for 43 selected sectors of economic activity and for 27 selected occupational groups.

The second study entitled "Forecasts of Employment Needs in High Level Occupations in Cyprus 2008-2018" provides forecasts for employment, expansion, replacement and total demand for 104 high level occupations for the period 2008-2018. These occupations usually require either university or post-secondary education and are distributed amongst three main occupational categories: Managers (13 occupations), Professionals (45 occupations) and Technicians and associate professionals (46 occupations).

Similarly, the third study entitled "Forecasts of Employment Needs in Middle Level Occupations in Cyprus 2008-2018" provides forecasts for employment, expansion, replacement and total demand for 90 middle level occupations for the period 2008-2018. These occupations usually require secondary education and are distributed amongst five occupational categories: Clerks (16 occupations), Service and sales workers (13 occupations), Agricultural workers (1 occupation), Craft workers (40 occupations) and Machine operators and assemblers (20 occupations).

- Short-term employment forecasts

Additionally, on the basis of the same methodology as the long term employment forecasts, short-term employment forecasts covering a two to four year period are provided occasionally as the need arises.

- Annual investigations for the identification of skill needs with the involvement of the Social Partners

A study is carried out every year for the identification of initial training needs with the involvement of the Social Partners. The study provides annual estimates for the number of persons required for specific occupations by district. On the basis of these estimates suggestions are put forward for the implementation of Multicompany Initial Training Programmes. In the study, the views of Employers' Organisations (Ergodotikes Organoseis), Trade Unions (Syntechnies), District Labour Offices, DLO (Eparchiaka Grafeia Ergasias, EGE) and the Cyprus Tourism Organisation, CTO (Kypriakos Organismos Tourismou, KOT) are collected and analysed through a specially designed questionnaire.

- Employment forecasts for specific groups:

- Forecasts of Employment Needs for Nurses: The study provided forecasts for both expansion and replacement demand for Nursing Staff during the period 2005-2015.
- Forecasts of Employment Needs for Foreign Labour: This study provided employment forecasts of foreign labour in Cyprus for the period 2004-2007.
- In addition to employment forecasts, the HRDA also carries out:
 - Human resource studies focusing on the characteristics of selected groups such as the employed, the unemployed, the economically inactive, women, foreign workers, education and training and lifelong learning.
 - Evaluation studies on the effectiveness and impact of the HRDA's training and development activities.
- Thematic Priorities setting

The HRDA prepares on an annual basis a document that contains the thematic priorities for multi-company programmes. This document is communicated to all training institutions/providers. The HRDA examines various programmes submitted by organisations, which follow the thematic priorities, and subsidises the approved continuing training programmes.

Ministry of Finance and Planning Bureau

The MoF and the PB provide projections for the growth of the economy, which include forecasts of value added, productivity and employment for different sectors, and submit proposals for the required policy changes.

Ministry of Education and Culture

The MoEC and more specifically the Directorate of the Secondary Technical and Vocational Education, STVE (Diefthinsi Defterovathmias Technikis kai Epaggelmatikis Ekpaidefsis, DTEE) is responsible for the introduction of new branches and specialisations, the determination of the numbers of students who will be enrolled in each branch and specialisation, the design of curricula and the identification of special skills needed with the participation of the social partners.

As far as the continuing training courses for adults of the MoEC, the following apply to the organisation of learning:

- The Directorate of STVE issues circulars concerning the afternoon and evening classes of Technical Schools. These refer to the types of

programmes offered and their duration, the fees, the remuneration of trainers and the certificates awarded upon programme completion.

- Special provisions regulate the operation of the Institutes of Foreign Languages, which subsequently have redefined their role and changed their name into State Institutes of Further Education (Kratika Kentra Epimorfosis).
- The Department of Primary Education (Diefthinsi Demotikis Ekpaidefsis, DDE) of the MoEC is responsible for the Adult Education Centres (Epimorfotika Kentra), institutions that cover a broader spectrum of subjects but are less academically oriented.

50105 Alternative modes of delivery

In order to encourage and facilitate access to learning opportunities there are financial incentives in the form of subsidies by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and tax incentives to companies. Access to training is facilitated via certain schemes of the HRDA and the continuous provision of information on training opportunities.

Access to training is also facilitated by the Training Infrastructure Support Scheme of the HRDA, which aims to strengthen the training infrastructure of companies, training institutions and organisations in order to provide training more effectively by the use of modern technologies and thus meet human resources training needs in sectors, occupations or areas of priority.

Access to training opportunities will be further facilitated when the project for the modernisation of the Public Employment Services, PES (Dimosies Ypiresies Apascholis) is completed. Information about education and training opportunities is also provided by the National Resource Centre for Guidance.

5010501 Open and distance learning

A significant number of Universities abroad, which are approved by the Cyprus Council for the Recognition of Higher Education Qualifications (Kypriako Symbolio Anagnorisis Titlon Spoudon, KYSATS), offer distance learning programmes to Lyceum or Technical School (IVET) graduates, both at the Bachelors and the Masters level. The KYSATS is the competent authority responsible for the recognition of titles (or degrees) awarded by institutions of Higher Education, recognised in the country they operate.

The operation of the Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy), which offers distance learning programmes that are mainly based on eLearning, is expected to have a great impact on the development of eLearning in Cyprus and in the education system in

general. The OUC commenced operations in September 2006 and now offers the following programmes of study:

- Post-graduate Programme in Management of Health Services.
- Post-graduate Programme in Education.
- Post-graduate programme in Information Systems.
- Under-graduate programme in Hellenic Civilisation.

In the future, more under-graduate and post-graduate programmes are expected to be provided as well as short training programmes.

5010502 eLearning

Efforts to introduce eLearning into the Cyprus Educational System have been already made. As a result, there is the infrastructure and eLearning software for supporting the teaching of various IVET and CVET subjects. However, these efforts have been random and sporadic, therefore a more organised and comprehensive effort, which is co-funded by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) is currently underway.

A substantial volume of continuing training involves the submission, approval and subsidisation of training programmes by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), a semi government organisation responsible for the provision of training to the human resources in Cyprus. Information and Communication Technologies have been widely used for learning purposes in continuing vocational education and training as these training activities are mainly provided by public and private training institutions, which have been extensively using ICT.

National measures and policies for eLearning

The National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas) includes measures aiming, among others, at the continuous improvement of the quality of education at all levels, mainly by the introduction of modern technologies in education and by ensuring that secondary education teachers become digitally literate and will acquire skills to implement new, ICT oriented curricula during the period 2005-2008.

This measure includes the organisation of short training courses on core IT skills, as well as long term training on the implementation of new, IT oriented, analytical programmes in Secondary Education (both General and Technical and Vocational Education).

In addition, the measure provides for the training of trainers, with a view to promoting in-school training by a relatively limited number of trained trainers and, finally, for the accreditation of the skills acquired by all teachers, in accordance with tested international standards.

All the programmes are, or will be, organised by the Pedagogical Institute, PI (Pedagogiko Instituto, PI), under the supervision of the Ministry of Education and Culture, MoEC (Ypourgeoio Paideias kai Politismou, YPP).

More specifically, the measure aims at:

- The improvement of the quality of the rendered education through the utilisation of new technologies.
- The preparation of teachers and consequently students, for a smooth entry into the knowledge society that is constantly being influenced by modern technology, computers and information technology.
- The development of infrastructure for the continuous education and training of the teaching staff, within the context of lifelong learning.
- The development of human resources, which will contribute to the efforts for strengthening the provision of services, as well as the growth of the economy based on high technology sectors.

Due to the close relationship and cooperation between initial and continuing education, resulting in the transfer of expertise, good practices, resources, curricula and infrastructure between the two areas, the introduction of eLearning in mainstream schools will be implemented in continuing education programmes as well.

Cyprus is formulating an integrated National Information Society Strategy, the main objective of which is to take advantage of the potential offered by ICT to improve the competitiveness of all sectors of economic activity. Interventions, which will be co-financed by the ESF for the period 2007-2013, concern focused actions in two priority sectors:

- Strengthening eGovernment services: Improve the performance of public services by expanding government services available to the public via the Internet and improving their security within a general framework of electronic transactions and communication between companies and individuals and the administration.
- Extending eHealth services: Improve the standard of health services provided throughout the country and improve the efficiency with which they are provided by making use of ICT.

It is evident that the development of eLearning provision in Cyprus is a national goal and the primary effort is directed towards creating in a

systematic way the necessary ICT infrastructure to support the development of Cyprus's human resources in the new ICT era.

The state and development of eLearning in the activities of the main CVET actors in Cyprus are described below.

Human Resource Development Authority

The HRDA activities related to information technology are: the studies it conducts, the annual thematic priorities for the multi-company training programmes, the single-company continuing training programmes, training programmes abroad, the training programmes for newly employed tertiary education graduates, the Training Infrastructure Support Scheme and the scheme for the enhancement of computer literacy of the unemployed. In the case of the continuing training programmes, ICTs are used as a learning tool in numerous subjects while at the same time training is provided for specific ICT related subjects.

- Studies

During 2001 the HRDA carried out a study entitled "Utilisation of the Latest Training Methods and Technologies at the Threshold of the 21st Century". The major objective of the study was to investigate and formulate ways of improving the quality and effectiveness of the training provided in Cyprus with the introduction and utilisation of the latest training methods and technologies. From the findings of the study it was clear that training institutions and enterprises in Cyprus were utilising ICT for training purposes in a significant percentage and that they intended to increase such usage. More specifically:

- o Around 50% of enterprises (employing more than 20 persons) were utilising ICT related methods and technologies in training.
 - o More than 55% of these enterprises (employing more than 20 persons) were going to increase the usage of ICT related methods and technologies in training.
 - o From the training institutions 67% had computers and 38% were using interactive multimedia.
 - o 77% of training institutions were planning to invest in equipment in the next 3 years.
 - o Suggestions were put forward for increasing the utilisation of the latest training methods and technologies.
- Thematic priorities for the multi-company training programmes

The HRDA prepares on an annual basis a document that contains the thematic priorities for multi-company programmes. This document is communicated to all training providers. The HRDA examines various programmes submitted by public and private training providers, which follow the thematic priorities, and subsidises the provision of continuing training. Amongst the thematic priorities information technology is prominently featured. Public training institutions cater mostly for technology and craft programmes while private institutions cater mostly for business, management, IT and service-oriented programmes.

- Single-company continuing training programme

The aim of these programmes is to meet the specific needs of the enterprise. ICT features prominently as one of the basic training needs of enterprises.

- Training programmes abroad

The HRDA provides subsidies to employers for the costs of participation of their employees to approved training programmes abroad, both single-company and multi-company programmes. These programmes aim to meet the training needs of enterprises in fields related to the introduction and utilisation of new technology and technical know-how as well as business management innovations.

- Training programmes for newly employed tertiary education graduates

The HRDA promotes these programmes and their aim is to meet the need for strengthening the management capacity of enterprises through the employment and training of unemployed university and other tertiary education graduates. These programmes include both theoretical and practical training and the acquisition of IT- related skills is included in the curricula.

- Overall CVT Results

As already mentioned a significant part of the continuing training programmes is on ICT related subjects. HRDA data for 2007 show that around 12% of the participants in continuing training programmes, approved and subsidised by the HRDA, received training on ICT related subjects. Additionally ICT is extensively used as a learning tool in the non-ICT related continuing training programmes.

- Training Infrastructure Support Scheme

This scheme of the HRDA aims to strengthen the training infrastructure of enterprises and training institutions in order to provide training more

effectively by the use of modern technologies and thus meet human resources training needs in sectors, occupations and areas of priority. Enterprises and training institutions can receive financial assistance from HRDA to create new or to improve the existing training infrastructure, which may include equipment and audio-visual aids, development of training specifications and training of trainers. Enterprises and training institutions wishing to benefit from the scheme submit a proposal to HRDA for approval before its implementation. Financial support under this scheme is provided in the form of net subsidies and has a ceiling of 30% for training providers and 45% for enterprises. Applications may receive up to a maximum sum of €100.000, provided that enterprises have not received any other state aid from any other source in the current three-year period. The design for the enrichment of the existing scheme started in June 2006. The enriched scheme is expected to become accessible and be utilised by the training providers and enterprises from January 2009 onwards. So far the scheme has been revised and approved as from 1/7/07 in order to correspond to the revised de-minimis regulation (1998/2006/EC).

- Scheme for the enhancement of computer literacy of the unemployed

A scheme for the enhancement of computer literacy of the unemployed, which was also co-financed by the ESF, was developed and implemented over the period November 2006-December 2007. In 2007 460 persons participated in the scheme. The scheme aimed to enhance the computer literacy and thus improve the employability of the unemployed with priority attached to young unemployed, women unemployed as well as groups of unemployed threatened by social exclusion e.g. older aged unemployed.

Ministry of Education and Culture

The MoEC is responsible for the Adult Education Centres, the Evening Technical School and the Afternoon and Evening classes of Technical Schools.

- Adult Education Centres

There are 250 Adult Education Centres, both in the urban and rural areas in Cyprus, run by the Directorate of Primary Education of the MoEC, which offer a wide range of short or medium length courses that cover several interest areas. Amongst the subjects provided are introductory subjects on information technology.

- Afternoon and Evening Classes of Technical Schools

Technical and Vocational Education Programmes as well as preparatory classes for various examinations, are offered by the Directorate of

Secondary Technical and Vocational Education during the afternoon and evening on the premises of Technical Schools in all major towns. Depending on the subjects, ICT is incorporated into the curricula and is used as a learning tool.

Open University

On 25 April 2001, the Council of Ministers (Ypourgiko Symvoulío) decided on the establishment of the Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy), in order to promote lifelong learning and establish distance learning programmes that will be mainly based on eLearning. The OUC commenced its operations in September 2006 and now offers the following programmes of study:

- o Post-graduate Programme in Management of Health Services.
- o Post-graduate Programme in Education.
- o Post-graduate Programme in Information Systems.
- o Under-graduate Programme in Hellenic Civilisation.

In the future, more under-graduate and post-graduate programmes are expected to be provided as well as short training programmes. It is expected that the OUC will have a great impact on the development of eLearning in Cyprus and in the education system in general.

Public and private training institutions

The training market is highly developed in Cyprus, which has been encouraged and strengthened primarily through the approval and consequent subsidisation provided by the HRDA. Public and private training institutions offer a variety of training programmes including large numbers of programmes on information technology. As there is substantial competition amongst these institutions, curricula and training tools have been adapted using the latest available ICTs.

One of the public training providers, the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), a dedicated centre of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA), is seeking a turnkey solution for the supply and implementation of a Learning Management System (LMS). The system will provide additional support to the centre's traditional training programs. CPC also plans to design and operate eLearning training programs in Greek, which will be tailor made so as to meet the specific needs of the business community in Cyprus.

5010503 New learning environments (incl. Learning organisations)

Initiatives related to vocational education and training include research projects made under the Leonardo da Vinci Programme that promote new learning tools, websites and CD-Roms. Furthermore, educational leave schemes (paid and unpaid) are applied in the public sector to fulfill the government's needs and priorities for education of public-sector employees. These schemes take into account the requirements of the new learning environment and have been adjusted to cater for distance learning, eLearning and the use of new technologies.

Leonardo da Vinci projects

Research projects promoted under the Leonardo da Vinci Programme are the following:

Adapting, Improving and Disseminating an Innovation Management Training Package through Blended Learning Techniques (2008)

The objective of the program is to assist SMEs' owners, managers and higher-level personnel in obtaining innovation management skills and in understanding how firms in other Member States have successfully implemented innovation. Furthermore, it aims to provide input in directing and better designing vocational training programmes and to employ e-learning and blended learning techniques by developing an online course regarding innovation management tools.

Transferring Knowledge and Skills for Competitive and Sustainable Agriculture to Agricultural Workers through Innovative e-learning Content (2008-2010)

The overall objective of the program is to contribute to economically, environmentally and socially sustainable agriculture and rural development in Romania, Bulgaria, Greece and Cyprus. The products to be used are the "Education Kit for Young Farmers" including 5 handbooks and a CD-ROM (in 6 languages including Greek and English) created in the Leonardo da Vinci program "Educational Kit for Young Farmers in Candidate Countries".

Business Incubator Management Training Institute II (SUMMIT II) (2008-2009)

The objective of SUMMIT II is to further develop the set of training modules that were created under the initial SUMMIT project, for incubator managers and staff, as well as for entrepreneurs and policy makers

concentrating on developing their incubator management skills. Its primary aim is to further disseminate the "Training and Information Resource" for the personnel of business incubators so that to help expand their business performance.

As a result of the successful implementation of the project, managers and staff of existing and newly-established business incubators will succeed in the management of their incubators and will find it easier to create small enterprises and utilise their growth potential. This will have a significant impact on the development of competitiveness and entrepreneurship.

Educational leave schemes for public-sector employees in the new learning environment

Apart from these innovative projects, educational leave schemes (paid and unpaid) are applied in the public sector to fulfill the government's needs and priorities for education of public-sector employees. These schemes take into account the requirements of the new learning environment and have been adjusted to cater for distance learning, eLearning and the use of new technologies.

Paid educational leave

Paid educational leave is applied in the public sector in Cyprus according to the Memorandum for Scholarships and Educational Leave. According to this Memorandum, scholarships provided either by or through the Government of Cyprus are considered to fall under paid educational leave. Studies leading to Bachelor's degree, Master's degree, specialised subjects, technical subjects, etc fall under the term of paid educational leave. Paid educational leave scheme was adopted by organisations in the semi-government sector as well with a few adjustments made by each semi-government organisation in order to align it with its rules and regulations. Furthermore, government scholarships and loans for educational purposes are granted to the private sector too.

The objectives of the paid educational leave scheme are to fulfill the government's needs and priorities for education by providing public-sector employees with the opportunity to take paid educational leave for studies, which are relevant to his/her current job. Furthermore, it aims at enhancing the knowledge and skills of the public-sector employees in order to assist the government in carrying out work effectively and to achieve economic and social development of the country.

The types of training provided through this scheme are scholarships for Bachelor's and Master's degrees in Cyprus and abroad.

Paid educational leave in the civil service comprises two types of scholarships:

- Scholarships granted by the Government of the Republic of Cyprus for Bachelor's and Master's degrees in areas that are considered to be a high priority by the Government's Planning Bureau. Where there is no scholarship provided by any other source, the Planning Bureau suggests to a Ministerial Committee (Ministers of Finance, Education and Labour and Social Insurance) that the government should grant the scholarship.
- Scholarships granted through the Government of the Republic of Cyprus by external sources.

For scholarships granted by the Cyprus government the education and training is provided by the University of Cyprus and the Cyprus International Institute of Management (CIIM). Scholarships granted through the Cyprus government come from governments of countries that mostly belong to the Commonwealth (e.g. UK, Canada, etc) and accredited educational institutions provide the training.

The target groups depend on the subject and the nature of the scholarship. The department requesting a scholarship in consultation with the Scholarship Committee is responsible for the identification of the target group and the required qualifications based on the nature of each scholarship. The Scholarship Committee, which is appointed by the Council of Ministers, is the body responsible for announcing and granting the scholarships.

The eligibility criteria for the paid educational leave scheme are the following:

- The applicant must be permanent staff member.
- The area of the educational studies must fall within the range of needs and priorities of education for the government.
- The area of educational studies must be relevant to the employee's current job.
- Whether the applicant can be released of his/her duties for the duration of the studies.
- Whether the applicant holds the required qualifications in order to obtain a placement either in a university or another educational institution.
- The employee must have completed a specified number of years of permanent employment in the ministry in which he/she works. In most cases a 5-year service period is required.

The duration of training depends always on the length of the course and the scholarship granted.

Unpaid educational leave

Unpaid educational leave is also applied in the public sector in Cyprus according to the Memorandum for Scholarships and Educational leave. According to this Memorandum, when civil servants apply for educational leave, by paying for it themselves or by being subsidised by an institution/body, it is considered to fall under unpaid educational leave.

The objectives of the unpaid educational leave scheme are to fulfill the government's needs and priorities for education by providing public-sector employees with the opportunity to take unpaid educational leave for studies, which are relevant to his/her current job. The employee's purpose for applying for unpaid educational leave is self-development by obtaining extra relevant qualifications to improve his/her job prospects. Unpaid educational leave is encouraged whenever there is a need, in order to enhance the knowledge and skills of the public-sector employees in order to assist the government in carrying out its work effectively and to achieve economic and social development of the country.

Education and training providers include universities abroad, the University of Cyprus and the Cyprus International Institute of Management.

Target sectors are identified through an annual and a tri-annual survey of educational needs in the public sector and the Cyprus economy carried out by the Planning Bureau. Target groups are civil servants who are permanent member staff and teachers in elementary and secondary schools are excluded.

The eligibility criteria for the unpaid educational leave scheme are the following:

- Whether the area of the educational study falls within the range of the needs and priorities of education for the government.
- Whether the area of the educational study is relevant to the applicant's current job.
- Whether the applicant can be released of his/her duties for the duration of the study.
- Whether the applicant holds the required qualifications in order to procure a placement either at a university or another educational institution.

If the duration of the unpaid educational leave is more than 12 months, then initially educational leave for one academic year is approved. This is

renewable based on how long the education will last as well as on the academic progress of the employee. Unpaid educational leave is either paid by the civil servant or by an accredited educational institution/ body. Educational leave is unpaid in the civil service when the civil servant applies for a course on his/her own initiative.

5010504 Flexibilisation and differentiation

The interaction and cooperation between IVET and CVET has numerous advantages, since mainstream IVET has developed those mechanisms that safeguard constant revision and modernisation of the training programmes and also of the processes and methods used in implementing them. A great part of the programmes consists of workshops, during which students have the opportunity to differentiate learning and focus on individual aspects of the subject they are taught, according to their background and special interests.

In addition to the above, students are given the opportunity to move from one kind of CVET to another, for example a student attending programmes of the Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis) has the potential to move to the Evening Technical School (Esperini Techniki Scholi) and vice versa.

The introduction of the System of Vocational Qualifications is also expected to contribute towards the differentiation of the training programmes and follow a more flexible and modular approach. Cyprus has committed itself towards the European Commission for the development of a Competence-based System of Vocational Qualifications. This is a high priority objective, which is included in the National Programme for the Lisbon Strategy (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas) and the National Lifelong Learning Strategy (Ethniki Stratigiki Dia Viou Mathisis).

The Board of Governors of the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD) in May 2005 and subsequently the Council of Ministers (Ypourgiko Symvoulion) in November 2005 approved a detailed proposal, for the establishment and implementation of a System of Vocational Qualifications in 2 phases (1st phase: 2006 - 2008 and 2nd phase: 2007-2013).

During the 1st phase of the System, 5 Standards of Vocational Qualifications at level 2 have been developed (waiter, cook, receptionist, construction mason and sales person - retail). During the 1st phase, opportunities for access to the Vocational Qualifications System were provided to employees. During the 2nd phase, which covers the period 2007 - 2013, the development of 67 new standards in priority occupations

at various levels is envisaged and opportunities for access are expected to be provided to employees, unemployed and economically inactive persons. Furthermore, it will be examined how the System will incorporate the branches / specialisations of Technical and Vocational Schools and the Apprenticeship System as well as other initial vocational training programmes. The standards to be developed will cover a broader range of occupations in the sectors of Retail and Wholesale Trade, Repairs of Motor Vehicles, Hotels and Restaurants, Construction, Manufacturing, Systems and Networks of Communication and Computers, Hairdressing as well as the Trainer of Vocational Training.

The Council of Ministers agreed to include the 2nd phase of the System of Vocational Qualifications in the projects to be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tameio, EKT) during the programming period 2007-2013.

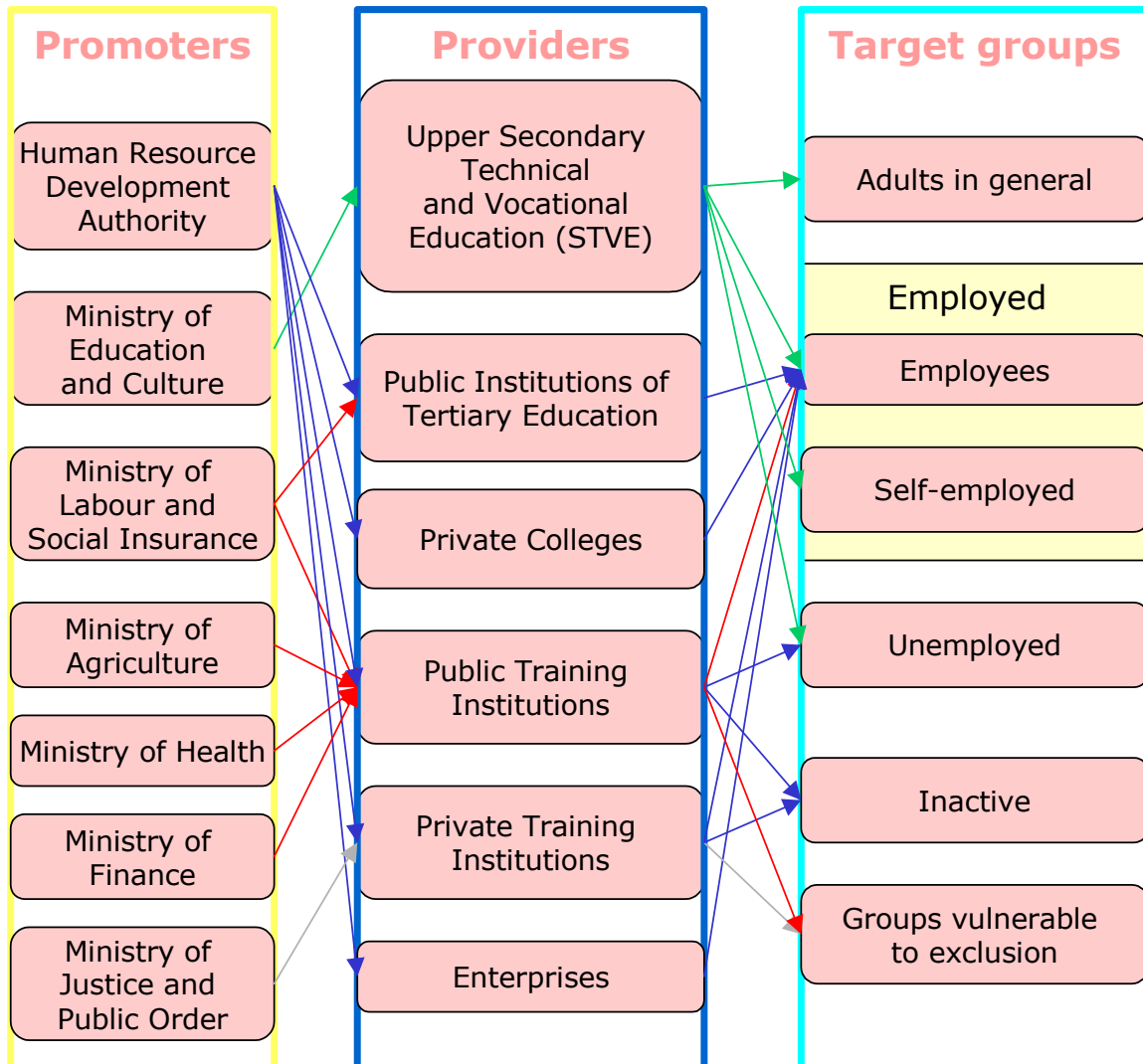
Another strategic objective of the HRDA is to promote the review and gradual introduction of the assessment and certification of training providers including trainers.

In September 2005, the Board of Governors of the HRDA approved the development and introduction of the system for the assessment and certification of training providers including trainers. To this end, the HRDA launched in January 2006 a tender procedure for selecting external consultants. The project was assigned to the consortium of the National Accreditation Centre of Continuing Vocational Training (EKEPIS) and the ICAP Business Information and Consulting Firm that are located in Athens. The implementation of the project started in October 2006. The project is expected to be completed in 5 stages over a period of thirty-six months. In August 2007 a draft paper of the system was extensively discussed with key stakeholders in VET and interested bodies, in an effort to have the highest possible level of consensus. In July 2008 the Board of Governors of the HRDA decided to accept the proposed system and proceed with the next stage of the project, which is the preparation of a specification for the computerisation of the system.

502 PUBLICLY PROMOTED CVET FOR ALL

In publicly promoted CVET, as shown graphically in Table 1, there is a plethora of providers, both public such as the Secondary Technical and Vocational Education, STVE (Mesi Techniki kai Epaggelmatiki Ekpaidefsi, DMTEE) and public training institutions, and private such as colleges, training institutions and enterprises.

Table 1: Publicly promoted CVET for all



The main public promoters of CVET in Cyprus are:

- The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).
- The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).
- The Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).

- The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP).
- Other ministries responsible for the training of employees in specific economic sectors such as health, public administration and defence.
- The Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), which has the responsibility for the training and development of civil servants.

It must be noted that the publicly promoted CVET for the unemployed, inactive and other groups vulnerable to exclusion is analysed in section 503, whereas the publicly promoted CVET for the civil servants and for the farmers (which are mostly self-employed) is analysed in section 504. Thus the analysis is concentrated on three public promoters: HRDA, MoEC and MLSI.

Statistical data

The only data available for the participation in CVET in Cyprus comes from the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) and in this survey there is no available data differentiating in an identifiable way the publicly promoted CVET. The participation rates in adult learning and the distribution of participants by gender and educational attainment are shown in section 501.

50201 Target groups and provision

The main target groups of publicly promoted CVET are adults in general and the employees. The analysis below focuses on these two target groups and the available opportunities to participate in CVET.

Adults in general

The provision of publicly promoted CVET for adults in general is mainly organised on a centralised basis by the MoEC and provided by:

Adult Education Centres (Epimorfotika Kentra)

There are 250 Adult Education Centres, both in the urban and rural areas of the government-controlled area of Cyprus, run by the Directorate of Primary Education (Diefthinsi Demotikis Ekpaidefsis, DDE) of the MoEC, which offer a wide range of short or medium length courses that cover several interest areas.

They operate from late October to the end of April on the premises of Public Schools. No entry qualifications are required and anyone over the age of 15 can attend the courses. Those who attend the courses pay

limited fees and at the end of the year they receive a certificate of attendance.

Although instructors are given a curriculum outline, they are free to shape the programme according to the needs of the members of their group. Lessons are held once a week and last for 90 minutes.

A total of 65 subjects are currently taught. Even though Adult Education Centres offer subjects of general interest, a great number of the subjects they offer are Technical and Vocational and are taught by educators who are employed at Technical and Vocational Schools. The subjects include, among others, Arts, Literature, Computers (for beginners and for advanced learners), Foreign Languages such as English, French, German, Arabic, Turkish, Russian, Spanish, Italian etc, Greek for foreigners, Sign Language, Sociology, Accounting, Public Relations, First Aid, Interior Design, Typing, Journalism, Cooking, Woodcarving, Knitting/Weaving, Pottery, Car Mechanics, Gardening, Dressmaking, Building, Photography, Dancing etc.

In an effort to offer access to free education to all citizens, the Adult Education Centres organise about 50 special classes each year, which are tailored specifically to meet the needs of various disadvantaged groups of people such as illiterate people, prisoners, senior citizens and people with disabilities such as the deaf. These classes are offered for free.

Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE)

The establishment of Vocational Schools of Lifelong Learning is currently being planned by the MoEC. These schools will operate at existing Lyceums and Technical Schools and also at existing private schools of secondary and tertiary education. They will operate as institutions of public education, within the scope of competence and under the supervision of the MoEC. Apart from Public Vocational Schools of Lifelong Learning, Private Vocational Schools of Lifelong Learning may also be established and operate under the supervision of the MoEC.

The objective of Vocational Schools of Lifelong Learning will be to offer all types of initial or continuing technical and vocational education and training and provide students with the necessary qualifications by imparting academic, technical, professional and practical knowledge and by offering them the possibility to develop those skills that will facilitate their integration into society and secure their ability to adapt to the changing needs of industry.

Employees

The provision of CVET to employees is highly advanced. This has been achieved by the establishment of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), which subsidises the participation of employees in approved continuing training programmes and the provision of various opportunities by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).

Human Resource Development Authority

The HRDA subsidises the participation of employees in approved continuing training programmes. The great majority of the programmes offered to employees is subsidised by the HRDA. The HRDA's main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. Civil servants and the self-employed are excluded from the HRDA's sphere of competence. The HRDA approves and subsidises the following types of Programmes:

- Single-company Continuing Training Programmes in Cyprus

The aim of these programmes is the provision of in-company training to the employees, for meeting specific needs of the enterprise for the effective utilisation of its personnel through its appropriate training and development.

Interested enterprises design, organise and implement training programmes to meet the training needs of their employees with the prior approval and subsidisation of the HRDA. The programmes subsidised by the HRDA through this Scheme cover a wide spectrum of themes in all areas of business operations covering all occupations and economic sectors.

The minimum duration of these programmes is 6 hours. The maximum limit of training per day is 8 hours (excluding breaks). The maximum number of participants in each programme is usually 25, which can be increased or decreased according to the type of the programme and the facilities available for its effective implementation, whereas there is no minimum number of participants. The instructors must have the required qualifications for the subject of the specific programme and the enterprise must have suitable facilities that will be used in order to secure the effective implementation of the programme.

The subsidies granted by the HRDA are calculated according to the cost of the trainer, the costs of educational facilities, training material and

administration costs and the employees' cost to the employer with regard to their participation to the programme.

During 2007, 34.474 employees participated in 2.950 single-company continuing training programmes.

- Single-company Continuing Training Programmes Abroad

The aim of the single-company continuing training programmes abroad is the training and development of employees of an enterprise abroad, in order to meet specific enterprise needs for the effective utilisation of its personnel through its appropriate training and development.

Interested enterprises and their employees participate in training programmes abroad aiming to meet their specific training needs if such programmes cannot be implemented in Cyprus. Enterprises arrange for their participation in training programmes organised by training institutions/organisations or enterprises abroad, with the prior approval and subsidisation of the HRDA, on issues related to business and management innovative methods, new technology and technical know-how.

The minimum duration of these programmes is 2 days whereas their maximum duration is 130 days. Each day has to include at least 5 hours of training (excluding breaks). If the 5 hours are not completed then half a day will be counted, but daily training of less than 2½ hours is not counted at all. Only one person per enterprise is subsidised for the same programme abroad and each person may be only subsidised once during the same calendar year.

Employers receive subsidies as a percentage of costs (including fees, transportation, accommodation and sustenance) depending on the size of the enterprise as well as the type and the duration of training.

During 2007, 655 employees participated in single-company continuing training programmes abroad.

- Standard Multi-company Continuing Training Programmes in Cyprus

The aim of the multi-company programmes is the provision of continuing training for meeting training needs of employees through their participation in training programmes implemented by public or private training institutions and organisations.

The HRDA accepts applications from public and private training institutions, which propose multi-company continuing programmes in response to thematic priorities set annually. The selection of the employees participating in these training programmes is therefore the

responsibility of their enterprises but the characteristics of these people are defined by the specifications of each programme as agreed between the HRDA and the programme providers.

The programmes subsidised by the HRDA through this Scheme cover a wide spectrum of areas in all business operations and all occupations. Public and private training institutions provide the multi-company training programmes. Public training institutions cater mostly for technology and craft programmes while private institutions cater mostly for business, management, IT and service-oriented programmes. The training institution/organisation that provides the training has to give a certificate of attendance, which specifies that the HRDA has approved the programme.

The minimum duration of these programmes is 6 hours. The maximum limit of training per day is 8 hours (excluding breaks). The maximum number of participants in each programme is usually 25, which may be increased by 10%. An exception to the rule is the case of programmes of informative nature of 6-8 hours duration where the maximum number of participants is 50. The maximum number of participants can be decreased according to the type of the programme and the facilities available for its effective implementation. The minimum number of participants is 8 or 6 according to the level of the programme. The instructors must have the required qualifications for the subject of the specific programme and the training institutions/organisations must have suitable facilities that will be used in order to secure the effective implementation of the programme.

Subsidies granted to employers are calculated according to the size of the enterprise, the level of the programme as well as the place of origin of trainers (Cyprus or abroad). The employer provides a relevant authorisation and thus the subsidy is paid to the training institution/organiser of the programme.

During 2007, 15.080 persons participated in 1.120 standard multi-company continuing training programmes.

- High priority Multi-company Continuing Training Programmes in Cyprus

High-Priority Multi-company Training Programmes provide continuing training for meeting training needs of employees through their participation in training programmes implemented by public or private training institutions and organisations on specific high-priority issues.

Interested enterprises and their employees participate in training programmes organised by various training institutions/organisations with the prior approval and subsidisation of the HRDA. The Scheme includes specialised issues on important aspects of business development such as technological upgrading, restructuring and increase in productivity,

development of entrepreneurship and business management, promotion of specialised sectors of Services and harmonisation with the European Union. The implementation of these programmes includes both institutional as well as in-company practical training in order to transfer theory into practice by tackling the specific needs of each participating enterprise.

The minimum duration of the institutional part of these programmes is 12 hours (excluding breaks). The minimum duration for the practical training in the enterprise is 4 hours, while the maximum is 8 hours. The maximum duration of training per day is 8 hours. The maximum number of participants in each programme is usually 25, which may be increased by 10%. The maximum number of participants can be decreased according to the type of the programme and the facilities available for its effective implementation. The maximum number of participants from the same enterprise is 3.

The instructors must have the required qualifications for the subject of the specific programme and the training institutions/organisations must have suitable facilities that will be used in order to secure the effective implementation of the programme.

Employers receive subsidies calculated according to the cost of participants, the size of the enterprise, the origin of trainers (Cyprus or abroad) as well as the duration of teaching by each trainer. The employer provides a relevant authorisation and thus the subsidy is paid to the training institution/organiser of the programme. The training institution/organisation that provides the training has to give a certificate of attendance, which specifies that the HRDA has approved the programme as a High-Priority Training Programme.

During 2007, the HRDA subsidised the participation of 936 persons in 59 high-priority multi-company continuing training programmes.

- Multi-company Continuing Training Programmes Abroad

The Multi-company Training Programmes Abroad are aiming to improve and enrich the knowledge and skills of senior personnel of the enterprises on various aspects of business organisation, administration and equipment by acquiring practical knowledge and experience from similar successful business units abroad. Interested enterprises and their senior personnel participate in groups in training programmes abroad with the prior approval and subsidisation of the HRDA.

These programmes include the following:

- Visits to business units where the participants have the opportunity to be informed on the implementation of modern methods and techniques and the use of modern technology.
- Visits to official bodies and organisations where the participants have the opportunity to be informed on the wider development conditions of an economic sector and the development of relevant policies and regulations affecting that sector.
- Presentations and lectures on specific issues by experts.

Employers receive subsidies according to the size of their enterprise. During 2007, the HRDA subsidised the participation of 39 persons in two Multi-company Training Programmes Abroad.

- Training programmes in enterprises for newly employed tertiary education graduates

The HRDA promotes training programmes in enterprises for newly employed tertiary education graduates. These programmes are meeting the need for strengthening the management capacity of enterprises through the employment and training of unemployed university and other tertiary education graduates. These programmes are of 6 or 12 months duration, depending on the post and the qualifications of the graduates involved. They include both theoretical and practical training.

Entry to the programmes is on a continuous basis. The graduates are selected by enterprises. They are accepted to participate in the scheme if they have no work experience at all or if their work experience is less than 12 months (for the 12-month programme), or 6 months (for the 6-month programme). Monthly subsidies are paid to enterprises in relation to the training costs, including the salaries of graduates during the period of training. In 2007, the HRDA subsidised the training of 67 graduates.

Ministry of Education and Culture

The Directorate of Secondary Technical and Vocational Education STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis DMTEE) of the MoEC, is a major organiser, provider and promoter of public CVET for employees in Cyprus through:

- The Evening Technical School (Esperini Techniki Scholi).

The Evening Technical School has been operating on the premises of the A' Technical School in Nicosia since September 1999. It operates from September to the end of May, under the supervision of the STVE of the MoEC.

The programmes offered by the Evening Technical School are equivalent to the mainstream IVET programmes that are offered in the morning. Therefore, the material taught in each branch and specialty is the same as the material taught in the branch/specialty offered in mainstream IVET, adapted, however, to the particular characteristics and needs of the students who attend evening classes.

The programmes offered by the Evening Technical School aim at providing either initial Technical and Vocational Education to individuals who are fifteen years old and over and have completed successfully Lower Secondary Education (grade nine), or continuing Technical and Vocational Education to Technical School graduates who wish to follow a specialty other than their original one. Moreover, Upper Secondary General Education graduates who wish to obtain Technical and Vocational Education and Training can attend the Evening Technical School.

The duration of studies varies from one to four years, depending on the educational background of the students. The Evening Technical School offers courses in the branches of Mechanical Engineering, Electrical Engineering, Civil Engineering/Architecture and Hotel and Catering. However, it has the capacity to offer courses covering all the branches that are offered by Technical Schools of morning tuition, provided that at least 8 students have shown interest in attending each course.

Attendance is free and leads to the acquisition of a Leaving Certificate, which has the same legal status as that awarded by Unified Lyceum (Eniaio Lykeio, EL) and Technical Schools. Hence, graduates of the Evening Technical School can either enter the world of work or pursue further studies in institutions of higher and tertiary education in Cyprus or abroad.

- The Afternoon and Evening classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis).

Technical and Vocational Education Programmes as well as preparatory classes for various examinations, are offered by the Directorate of Secondary Technical and Vocational Education during the afternoon and evening on the premises of Technical Schools in all major towns in the government-controlled area of Cyprus. No qualifications are required and the methods used vary depending on the programme to be followed by the trainees.

The objective of the Afternoon and Evening Classes of Technical Schools is to offer continuing education and training to adults working in industry, in order to be able to respond more efficiently to the contemporary demands of the labour market, as well as training aiming at the re-integration of unemployed individuals into the labour market, in areas where there is shortage of skilled workers. Therefore, such programmes help to meet the

needs of the economy in labour force, both in terms of quality and quantity.

Preparatory classes for various examinations are offered to pupils of mainstream IVET as well as to adults. They cover a range of subjects and aim at:

- Preparing pupils or graduates of mainstream IVET for the final-year examinations that lead to the acquisition of the Apolytirio, and the acquisition of eligibility for admission to the Higher Education Institutions in Cyprus and Greece, based on the Average Allocating Score.
- Preparing pupils and adults for various examinations required by government and semi-government organisations, for purposes of recognition of vocational qualifications or for the issue of a license to practise a regulated occupation.

The Afternoon and Evening Technical and Vocational Education Programmes, as well as the preparatory classes for various examinations, are currently attended by about 1.360 individuals, mostly working ones. More than 80 educators and experts from industry teach these programmes on an overtime basis.

All the classes are flexibly organised to accommodate working individuals who may wish to attend either one or two-year programmes that lead to the acquisition of a certificate or longer programmes, lasting for three years, that may lead to the acquisition of a certificate that is equivalent to the School Leaving Certificate awarded by Technical Schools, as far as the technical component is concerned.

Individuals attending the above programmes, pay limited fees, which are approved by the Council of Ministers.

The study programmes and the preparatory courses for various examinations offered by the Directorate of Secondary Technical and Vocational Education are presented in Table 1 and Table 2 respectively.

Table 1: Study Programmes of Technical and Vocational Education and Training

Study Programmes of Technical and Vocational Education and Training		Technical Schools				
		Nicosia	Limassol	Larnaca	Paphos	Paralimni
Three – Year Programmes						
A. Theoretical Courses						
1.	Turners – Fitters	X	X	X	X	
2.	Plumbing, Heating and Cooling Systems	X	X	X	X	

Study Programmes of Technical and Vocational Education and Training		Technical Schools				
		Nicosia	Limassol	Larnaca	Paphos	Paralimni
3.	Automobile Engineering	X	X	X	X	
4.	Electrical Installations	X	X	X	X	
5.	Computers		X			
6.	Civil Engineering	X	X	X	X	
7.	Land Surveying	X	X	X	X	
B. Practical Courses						
1.	Car Mechanics	X	X		X	
2.	Maintenance of Electromechanical Hotel Equipment		X		X	X
3.	Domestic Appliances, Refrigeration and Air Conditioning	X	X	X	X	X
4.	Building	X	X	X	X	
5.	Draftsmen	X	X		X	
6.	Woodcraft and Furniture Making	X	X		X	
7.	Cooks and Waiters	X	X	X	X	X
Two - Year Programmes						
1.	Central Heating Systems	X	X	X	X	
2.	Welding and Metal Constructions	X	X		X	
3.	Car Electrics and Electronics	X	X		X	
4.	Waiters	X	X		X	X
5.	Cooking/Confectionery/Pastry-Making	X	X		X	X
6.	Photography	X	X	X	X	X
One - Year Programmes						
1	Technical Drawing	X	X		X	
2	Engineering Drawing	X	X	X	X	X
3	Drawing and Costing of Metal Constructions	X	X	X	X	X
4	Cutting Gears on the Universal Milling Machine	X	X	X	X	
5	Car Mechanics	X	X	X	X	X
6	Electronically Controlled Ignition System and Electronically Controlled Fuel Supply System	X	X	X	X	
7	Plumbing - Maintenance of Plumbing Installations	X	X	X	X	X
8	Electro-Pneumatic Systems	X	X		X	
9	Computer Numerically	X	X			

Study Programmes of Technical and Vocational Education and Training		Technical Schools				
		Nicosia	Limassol	Larnaca	Paphos	Paralimni
	Controlled Machine Tools (CNC Machine Tools) – CNC Lathe, Basic Level					
10	Computer Numerically Controlled Machine Tools (CNC Machine Tools) – CNC Milling Machine, Basic Level	X	X	X		
11	CAD/CAM (Computer Aided Design /Computer Aided Manufacturing)	X	X			
12	Application of the Regulations of the 14th and 16th edition of the Institute of Electrical Engineers (IEE) for Electrical Installations	X	X	X	X	X
13	Building Telecommunication Networks	X	X	X	X	
14	Computer Programmes (Windows, MS Word, MS Excel, MS Power Point, Internet)	X	X	X	X	X
15	AUTOCAD Design Programme	X	X	X	X	
16	Computer Design Programmes (Freehand, Photoshop, QuarkXPress)	X	X		X	
17	Architectural Drawing	X	X	X	X	X
18	Static Drawing	X	X	X	X	
19	Quantity Surveying	X	X	X	X	X
20	Technology of Concrete	X	X	X		
21	Land Surveying – Use of Instruments	X	X	X	X	X
22	Drawing of Furniture and Wooden Constructions	X	X	X	X	
23	Jigs and Fixtures and Safety in the Carpentry Workshop	X	X	X		
24	Woodcarving	X	X	X		
25	Cooking	X	X		X	X
26	Cypriot Cuisine	X	X	X	X	X
27	Beverage Preparation and Services	X	X	X	X	X
28	Confectionery	X	X	X	X	X
29	Housekeeping	X	X		X	X
30	Goldsmithing – Silversmithing	X				
31	Pattern Design and Manufacture of Skirts for Children, Teenagers and Women		X	X	X	

Table 2: Preparatory Courses for various examinations at Technical Schools

Preparatory courses for various examinations		Technical Schools				
		Nicosia	Limassol	Larnaca	Paphos	Paralimni
One – Year Courses						
1.	Higher and Tertiary Education Institutes (Polytechnic Faculty, Higher Technical Institute of Cyprus, Higher Technological Institutions of Greece) (Modern Greek, Maths, Physics, Chemistry, English, Specialty Technology)	X	X	X	X	
2.	GCE Pure Mathematics OL/AL	X	X		X	
3.	GCE Physics OL/AL	X	X			
4.	GCE Chemistry OL/AL	X	X			
5.	GCE Computing Studies OL/AL	X	X			
6.	City and Guilds	X	X			
7.	Preparatory Course for Examinations for the Electricity Authority of Cyprus (EAC) and other semi-government organisations	X	X	X	X	X
8.	Preparatory Course for Examinations for the Department of Electromechanical Services (EMS) and other government services	X	X	X	X	X

Ministry of Labour and Social Insurance

The MLSI is responsible for public institutions of tertiary education and public training institutions comprising:

- Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA).

The CPC offers short modular programmes for employees that focus on technical occupations and management. The basic aim of these programmes is to offer those already working the opportunity to upgrade

their skills, possibly with a view to being promoted, and to enable interested individuals to acquire new knowledge skills, thus strengthening their employability and increasing their chances of career progression.

Training Programmes in technical subjects focus on the acquisition of knowledge and skills in occupations such as electricians, builders, plumbers and furniture makers. The management development programmes are addressed to the needs of managerial personnel.

The programmes are organised at the premises of the CPC in Nicosia and the CPC workshops in Nicosia, Limassol and Larnaca.

- Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI) and the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK).

The HTI and the HHIC offer upgrading courses for employees in their respective fields. Most of these courses are approved and subsidised by the HRDA.

Strengths and weaknesses

Generally speaking, the level of the current provision of continuing Vocational Education and Training (CVET) is satisfactory and it will be further enhanced through the implementation of the national National Lifelong Learning Strategy (Ethniki Stratigiki Dia Viou Mathisis).

The strengths and weaknesses in the provision of CVET in Cyprus are analysed in section 501.

50202 Providers

Promoters of CVET

The main public promoters of CVET in Cyprus are:

- The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).
- The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).
- The Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).

Human Resource Development Authority

The dominant actor in the field of vocational training and development is the HRDA as it approves and subsidises training programmes implemented by public and private institutions. The HRDA is not a training provider but its establishment and operations changed the training scene and greatly influenced the development of the training market in Cyprus.

The HRDA is a semi-government organisation and was originally established in 1974 (Law 21/1974), under the name of Industrial Training Authority of Cyprus. It has continued its operation under the name of Human Resource Development Authority since 1st November 1999, when the Human Development Law, No. 125(I) of 1999, was put into effect. The HRDA refers to the Government through the Minister of Labour and Social Insurance who is, by law, the competent Minister.

The HRDA's main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. The levy corresponds to 0.5% of the payroll of each contributing company. Civil servants and the self-employed are excluded from the HRDA's sphere of competence.

The HRDA is governed by a 13-strong Board of Governors, comprised of Government, Employer and Trade Union representatives.

The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus's human resources, at all levels and in all sectors, for meeting the economy's needs, within the overall national socio-economic policies. The main strategic objectives of the HRDA for the planning period 2007-2013 are:

- Upgrading the country's human resources, through the systematic lifelong training of the employees, the new entrants in the labour market, the unemployed, the inactive females and the low skilled and older age persons, in order to enhance their employability potential throughout the European Union.
- Improving the productivity and strengthening the competitiveness of Cypriot enterprises through the better utilisation of their human resources and the improvement of their adaptability potential.

The effective promotion of the HRDA's strategic objectives is expected to be realised by the adoption and implementation of horizontal targets in the various priority pillars. These will incorporate the elements of sex, age and educational attainment, the acquisition of knowledge and skills in the ICT as well as the provision of equal opportunities for the employed and the enterprises. A basic objective will be the quality of training provision.

The main objective is to focus actions on vital segments of the knowledge society by strengthening the synergy and complementarity between training and other policy areas such as employment, research, innovation and productivity. Another important objective is the promotion of lifelong learning by creating an open, attractive and easily accessible learning environment, aiming at eliminating the existing gap between big and small enterprises and between persons with high and low educational attainment and specialisation.

The above strategic objectives are being pursued by the promotion of targeted actions, which are classified under the following five priority pillars:

- Training and Development of Human Resources: Targeted actions for the lifelong learning of the employees and for the integration / re-integration in the labour market of selected target-groups.
- Support to Enterprises for Upgrading their Human Resources: Various support actions in enterprises aiming at increasing human capital investments and improving the productivity of enterprises.
- Human Resource Development Infrastructure and Systems: Enhancement of the quality of training and development of human resources through strengthening the training infrastructure and establishing a national system of vocational qualifications.
- Research and Development: Promotion of research and development actions in areas of vital importance for the training and development of human resources.
- Effective Governance: Promotion of diverse actions for enhancing the Governance Systems and Processes at the HRDA and its main partners.

CVET, as promoted by the HRDA involves mainly the submission, examination, approval, implementation and subsidisation of training programmes, which are implemented by:

- Public Institutions of Tertiary Education.
- Private Colleges.
- Public Training Institutions.
- Private Training Institutions.
- Enterprises.

Ministry of Education and Culture

Another form of publicly promoted CVET falls under the responsibility of the MoEC. The Directorate of Secondary Technical and Vocational

Education STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis DMTEE) of the MoEC, is a major organiser, provider and promoter of public CVET in Cyprus through:

- The Evening Technical School (Esperini Techniki Scholi).
- The Afternoon and Evening classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis).
- The Adult Education Centres (Epimorfotika Kentra).
- The Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE) to be established soon.

The first two types of these CVET programmes are mainly targeted to employees, whereas adults in general, participate in the programmes offered at the Adult Education Centres.

Ministry of Labour and Social Insurance

The MLSI is responsible for the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), which offers short modular programmes that focus on the acquisition and upgrading of skills in technical occupations and in the improvement of management functions.

The MLSI is also responsible for two public institutions of tertiary education, the Higher Technical Institute, HTI (Anotero Technologiko Institutou, ATI) and the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutou Kyprou, AXIK). These offer upgrading courses for employees in their respective fields. Most of the courses are approved and subsidised by the HRDA.

Providers of CVET

In publicly promoted CVET there is a plethora of providers, both public and private:

- Public Institutions of Tertiary Education.
- Private Colleges.
- Public Training Institutions.
- Private Training Institutions.
- Enterprises.
- Upper Secondary Technical and Vocational Education (STVE).

Public Institutions of Tertiary Education

The MLSI is responsible for the operation of Public Institutions of Tertiary Education comprising the HTI and the HHIC, which offer upgrading courses for adults in their respective fields. Most of these courses are approved and subsidised by the HRDA, which is a semi-government organisation responsible for the planned and systematic training and development of the human resources of Cyprus.

Private Colleges

There are twenty private tertiary education schools, colleges and institutes registered with the MoEC. These offer a variety of programmes of study for adult learners.

Public Training Institutions

The CPC offers short modular programmes for adults that focus on the acquisition of skills in technical occupations and management. The programmes are organised at the premises of the CPC in Nicosia and the CPC workshops in Nicosia, Limassol and Larnaca. Most of the programmes offered by the CPC are approved and subsidised by the HRDA.

Private Training Institutions

There are many training activities that are available for the employees. There are more than 160 training providers employing over 800 trainers, which offer courses to employers and individuals.

The great majority of the programmes offered to employees is subsidised by the HRDA. The HRDA's main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. Civil servants and the self-employed are excluded from the HRDA's sphere of competence.

Enterprises

Enterprises design, organise and implement in-company training programmes in Cyprus and abroad in order to meet the training needs of their employees with the prior approval and subsidisation of the HRDA. Enterprises also send their employees to multi-company training programmes provided by public and private training institutions, colleges and organisations most of which are subsidised by the HRDA.

Upper Secondary Technical and Vocational Education (STVE)

The MoEC, and more specifically the Directorate of STVE, is the main organiser, provider and promoter of Public CVET in Cyprus.

50203 Access

The access requirements are defined by the objectives of the specific Initial Vocational Education and Training (IVET) programmes. These are set by the organisations of publicly promoted Continuing VET and are the following:

Human Resource Development Authority

The single and multi-company programmes in Cyprus and abroad approved and subsidised by the HRDA and provided by public and private institutions are targeted for employees. The civil servants and the self-employed are excluded from the HRDA's sphere of competence and are not eligible for subsidy since they do not pay the HRDA levy. However, the HRDA recognises the importance of including the self-employed in its sphere of competences and to this end political decisions have to be reached. Currently, the issue is being discussed with the Ministry of Labour and Social Insurance.

The selection of the employees participating in these training programmes is the responsibility of their enterprises but the characteristics of these people are defined by the specifications of each programme as agreed between the HRDA, the enterprises and the programme providers.

Ministry of Education and Culture

The Evening Technical School (Esperini Techniki Scholi) offers programmes which aim at providing either initial Technical and Vocational Education to individuals who are fifteen years old and over and have completed successfully Lower Secondary Education (grade nine), or continuing Technical and Vocational Education to Technical School graduates who wish to follow a specialty other than their original one. Furthermore, Lyceum graduates who wish to obtain Technical and Vocational Education and Training can attend the Evening Technical School. The minimum requirement for enrolling in the Evening Technical School is a certificate of completion of Lower Secondary Education (grade nine). A major obstacle to attending the Evening Technical School is the fact that it currently operates only in the capital of Cyprus, Nicosia.

No qualifications are required for attending the Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon/Vradinon Tmimatou Technikon Scholon), which are offered on the premises of Technical Schools in all major towns in the government-controlled area of Cyprus. All the classes are flexibly organised to accommodate working individuals who may wish to attend either one-year or two-year programmes that lead to the acquisition of a

certificate or longer programmes, lasting for three years, that may lead to the acquisition of a certificate that is equivalent to the School Leaving Certificate (Apolyterio) awarded by Technical Schools, as far as the technical component is concerned. Individuals attending the above programmes, pay limited fees, which are approved by the Council of Ministers.

There are 250 Adult Education Centres, both in the urban and rural areas of the government-controlled area of Cyprus. No entry qualifications are required and anyone over the age of 15 can attend the courses. Those who attend the courses pay limited fees and at the end of the year they receive a certificate of attendance. In an effort to offer access to free education to all citizens, the Adult Education Centres organise about 50 special classes each year, which are tailored specifically to meet the needs of various disadvantaged groups of people such as illiterate people, prisoners, senior citizens and people with disabilities such as the deaf. These classes are offered for free.

Initiatives to improve access

In order to encourage and facilitate access to learning opportunities there are financial incentives in the form of subsidies by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and tax incentives to companies. Access to training is facilitated via certain schemes of the HRDA and the provision of information on training opportunities.

Access to learning opportunities is further facilitated by the modernisation of the Public Employment Services, PES (Dimosies Ypiresies Apascholis, DYA) and the operation of the Cyprus Open University (Anikto Panepistimio Kyprou, APKy).

The public Cyprus University of Technology (Technologiko Panepistimio Kyprou) has also been established and commenced its operations in September 2007. The public Cyprus University of Technology is connected with and possibly in the future will absorb existing institutions, namely: Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI), Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK) and School for Nursing (Nosilevtiki Scholi) .

A major contributor, facilitating access to human resource training and development programmes, has been the establishment of the central fund for training under the HRDA to which all employers must contribute, except the public sector and the self-employed. The HRDA as from 2003 reformed all its schemes in order to meet State Aid regulations. In general, the HRDA subsidises up to 50% of the eligible total cost of the proposed training programmes for the enterprises with more than 250 employees and up to 70% for enterprises that employ up to 249 persons.

In terms of tax incentives, all expenditure on human resource development is tax deductible in the same way that other production expenses are treated. In this way, therefore, it is estimated that about 20-25% of total human resources development expenditure is borne by the state.

The enhancement and modernisation of the PES of the MLSI is one of the policy priorities of the National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas). The development of PES network during the period 2005-2008 is a measure that is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) and is currently under process. According to the measure ten new Local Labour Offices will be developed by 2008. By July 2008, nine new Local Labour Offices have been developed and four existing district labour offices have been upgraded, while qualified personnel was recruited and trained as counsellors to provide active support to vulnerable groups including young unemployed, women wishing to enter the labour market, public assistance recipients and persons with disabilities through an individualised approach. It is expected that the enhancement and modernisation of the PES will pave the way for a preventive deal towards unemployment and better utilisation of the labour force as well as increasing access to training through an individualised approach. This provision of individualised supportive and monitoring services consists of counselling, identification of skills, training, adaptation and integration to the working environment.

The upgrading of the existing Candidate Placement System (CPS) and the introduction of new software and statistical system for the monitoring of flows is another measure under the policy priority mentioned above that is also co-financed (50%) by the ESF. This measure aims at upgrading the existing CPS and introducing a new software and statistical system for the monitoring of flows over the 2005-2008 period, in order to implement the EU target of giving a new start (e.g. training/education or workplace) to a young unemployed within 6 months.

A website has also been set up by the National Resource Centre for Guidance Cyprus, in accordance with the Euroguidance initiative, whereby information about education and training opportunities that exist in Cyprus, private and public, is being displayed for the benefit of interested people in the EU countries, including expatriate Cypriots as well as local people. The Euroguidance network, which was set up in 1992-1993, currently includes 65 centres that are co-financed by the European Commission (the Leonardo da Vinci programme) and by the relevant National Authorities. In Cyprus, the National Authority is the Department of Labour of the MLSI.

50204 Quality assurance

Two organisations are responsible for the quality of the programmes provided:

- The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).
- The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).

Human Resource Development Authority

The HRDA ensures the quality of the programmes it subsidises by undertaking checks in the three following stages:

- The programme approval stage.
- The programme implementation stage.
- The payment of the subsidy stage.

These practices are common to the following programmes:

- Single-company Continuing Training Programmes in Cyprus.
- Single-company Continuing Training Programmes Abroad.
- Standard Multi-company Continuing Training Programmes in Cyprus.
- High priority Multi-company Continuing Training Programmes in Cyprus.
- Multi-company Continuing Training Programmes Abroad.

In the case of multi-company continuing training programmes, the HRDA prepares on an annual basis a document that contains the thematic priorities. This document is communicated to all training institutions/providers. The HRDA examines twice a year various programmes submitted by organisations, which follow the thematic priorities, and subsidises the provision of continuing training.

The HRDA also carries out evaluation studies on the effectiveness and impact of the HRDA's training and development activities. These studies examine the spectrum of the HRDA's activities directed to enterprises and their employees, identify any gaps in the provision of training and consultancy services and provide suggestions for appropriate enrichment as and where necessary. In December 2006, independent external consultants completed a study entitled "Ex-post evaluation of the existing schemes of the HRDA" for the HRDA's schemes that have operated during

the period 1998-2004. The main objective of this study, which included field and desk research, was to identify the effectiveness of each scheme and its impact on the human resources and enterprises in Cyprus. In the light of the findings of the study, the HRDA will reach relevant policy decisions to modify / enrich the spectrum of schemes to be promoted by the HRDA in the future. This will lead to the further upgrading / enhancement of human capital development in Cyprus.

Additionally, the HRDA with the assistance of external consultants will design a comprehensive system evaluating the impact of HRDA in the economy of Cyprus. To this end, the HRDA launched in 2008 a tender procedure for selecting the external consultants.

- The programme approval stage

The enterprise and/or training institution that wishes to organise a programme submit an application to the HRDA with the analytical training specifications in advance for approval of subsidisation.

The checking at this stage is done on the basis of specific criteria that are mentioned in the Guide for policies and procedures of each scheme. The decision for approval of the programme is communicated to the enterprise and/or training institution before it starts.

- The programme implementation stage

During the implementation of the programme the enterprise and/or training institution has to follow the approved specifications and ensure the correct filling in of the attendance form and the training logbook.

The HRDA officers perform, on a sample basis, site inspections at the enterprise and/or training institution to ensure the quality of the programme.

- The payment of the subsidy stage

According to the applicable procedure, after the completion of the programme, an application should be submitted to the HRDA for payment of the subsidy. The application should be accompanied by the attendance form, the logbook as well as invoices and payment receipts for the relevant costs according to the scheme.

The Financial Services Directorate of the HRDA performs the necessary checks according to the checklist. Payment of the subsidy is made when it is verified that all the necessary criteria that are mentioned in the Guide for policies and procedures of each scheme are met.

Ministry of Education and Culture

The curricula that are created for the programmes offered by the Evening Technical School (Esperini Techniki Scholi) and the Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon/Vradinon Tmimatou Technikon Scholon) are in line with the curricula that are implemented in mainstream IVET. The respective Inspector of each branch is responsible for the correct implementation of both IVET and CVET curricula, therefore each Inspector supervises the work of educators and ensures that the teaching material is adequately covered, through the use of effective teaching methods.

Constant assessment of the progress of learners, in the form of tests carried out by the Schools and final examinations organised centrally by the MoEC, is instrumental in order for Inspectors to evaluate the outcome of the educators' work. In addition to the above, learners are asked to fill in questionnaires, in order to assess the content of the programmes they attended.

Finally, Inspectors of each branch are responsible for making sure that the infrastructure of Technical Schools (Technikes Scholes, TS) that offer CVET programmes is used in the best possible and most effective way. It is also their responsibility to encourage and guide educators to take the necessary measures where there is room for improvement and help them remove any obstacles to the proper functioning of the programmes.

As far as the Adult Education Centres (Epimorfotika Kentra) are concerned, the only form of evaluation of the content of the programmes that are offered is carried out through an analysis of the answers to the questionnaires that learners are asked to fill in at the end of each course.

503 TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

The full utilisation of human resources in conditions of social cohesion and equal opportunities is a priority as has been described in the Strategic Development Plan, SDP (Stratigiko Schedio Anaptyksis, SSA) and the National Strategic Reference Framework for Cohesion Policy 2007-2013, NSRF (Ethniko Stratigiko Plaisio Anaforas gia tin Politiki Synoxis, ESPA). Furthermore, specific measures for the unemployed and other groups vulnerable to exclusion in the labour market are described in the National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas) and in the Community Initiative Programme "EQUAL", CIP EQUAL and in the National Strategies for Social Protection and Social Inclusion NSPI (Ethnikes Stratigikes gia Koinoniki Prostasia kai Koinoniki Ensomatosi, ESPE) 2006-2008.

The Cyprus government through the Strategic Development Plan (SDP) and the National Strategic Reference Framework for Cohesion Policy 2007-2013, NSRF (Ethniko Stratigiko Plaisio Anaforas gia tin Politiki Synoxis, ESPA), gives great emphasis on the development of human capital, the promotion of equal opportunities and the strengthening of social cohesion. The priority areas for intervention in the field of human capital include the promotion of equal opportunities and social inclusion, through the upgrading of the quality of life of persons vulnerable to social exclusion.

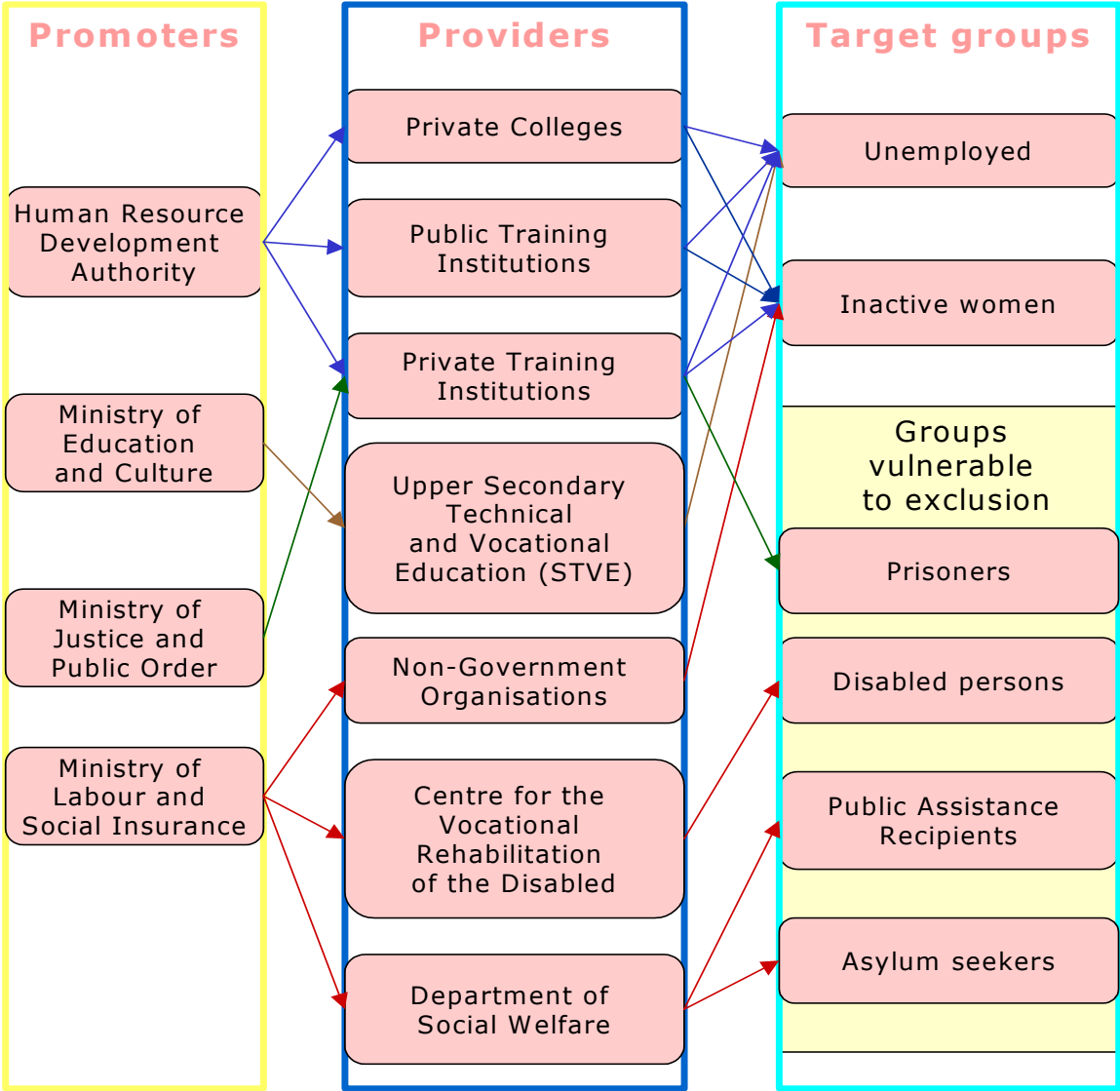
Cyprus prepared in 2005 the National Lisbon Programme, as envisaged by the European Council in order to advance the targets set out in the Lisbon strategy. The proposed reforms pay particular attention to the need to enhance the conditions of social cohesion. The main priorities are to ensure an adequate standard of living for disadvantaged and vulnerable groups and encourage their integration / reintegration into the labour market, and to safeguard affordable access to government services, including education and health to all.

In the Community Initiative Programme "EQUAL", the first priority is to facilitate access and return to the labour market for those who have difficulty in being integrated or reintegrated in the labour market, which must be open for all.

Training opportunities for the unemployed and other groups vulnerable to exclusion in the labour market were somewhat limited in Cyprus. In order to respond to this need new schemes aiming to promote the training and employability of the unemployed and of the inactive women as well as the enhancement of computer literacy of the unemployed have been developed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and are co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

The promoters and providers of CVET for the unemployed and other groups vulnerable to exclusion in the labour market are depicted graphically in Table 1.

Table 1: Training for the Unemployed and other groups vulnerable to exclusion in the labour market



Statistical data

The source of the following data regarding participation in adult learning is the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) conducted by the Statistical Service of Cyprus since 2000. However, the Labour Force Survey since 2003 does not distinguish between initial education and training and adult learning. Therefore, the 2003-2007 data have been adjusted by applying the proportion of adult learning from the 2002 figures in order to have an estimate of adult learning for these years.

From the tables, it can be seen that the participation rates in CVET have increased in 2007 compared to 2001 for the unemployed and the women returners 15-64 years of age. Participation rates of the inactive 15-64 years of age have remained relatively stable, although a significant increase has been observed in the age group 25-64.

Participation rates were higher in the age group 25-34 in the case of the unemployed (while in 2007 they were higher in the age group 35-49), in the age group 15-24 in the case of women returners and in the age group 25-34 in the case of the inactive. It must be noted that the numbers especially for the women returners and the unemployed are quite small and the figures should be viewed with caution.

The unemployed and the women returners (employed women who were inactive the previous year) that participate in CVET had mostly upper secondary education during the period 2001-2004 and in 2007. During 2005 and 2006 they had mostly university education. As far as the inactive (persons that were not classed in the LFS as either employed or unemployed) that participate in CVET are concerned, they had mostly upper secondary education during the period 2001-2005, while in 2006-2007 they had mostly university education.

The vast majority of the unemployed and the inactive that participate in CVET are women (100,0% and 79,9% in 2007 respectively).

Table 1: Participation rates of the unemployed in CVET by age group in 2001-2007

Age group	2001	2002	2003	2004	2005	2006	2007
15-24	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
25-34	3,2%	3,9%	6,3%	10,2%	10,7%	9,4%	4,7%
35-49	3,0%	2,1%	8,6%	7,9%	2,6%	4,4%	6,9%
50-64	2,2%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
15-64	2,1%	1,6%	4,1%	3,7%	3,6%	4,0%	5,4%
25-64	2,1%	1,6%	5,6%	6,9%	5,6%	6,2%	4,3%

Source: Labour Force Survey 2001-2007

Table 2: Proportion of the unemployed in CVET by gender in 2001-2007

Gender	2001	2002	2003	2004	2005	2006	2007
Male	24,2%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Female	75,8%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 3: Proportion of the unemployed in CVET by educational level in 2001-2007

Educational level	2001	2002	2003	2004	2005	2006	2007
Primary	24,4%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Lower secondary	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Upper secondary	51,8%	72,4%	80,4%	67,4%	45,0%	32,3%	74,8%
Tertiary non-university	0,0%	27,6%	19,6%	32,6%	55,0%	67,7%	25,2%
University	23,8%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 4: Proportion of the 15-24 years old unemployed in CVET by duration in 2001-2007

Duration	2001	2002	2003	2004	2005	2006	2007
< 6 months	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
> 6 months	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%

Source: Labour Force Survey 2001-2007

Table 5: Proportion of the 25-34 years old unemployed in CVET by duration in 2001-2007

Duration	2001	2002	2003	2004	2005	2006	2007
< 6 months	0,0%	53,9%	46,5%	42,4%	12,3%	42,2%	56,1%
> 6 months	100,0%	46,1%	53,5%	57,6%	87,7%	57,8%	43,9%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 6: Proportion of the 25-34 years old unemployed in CVET by duration in 2001-2007

Duration	2001	2002	2003	2004	2005	2006	2007
< 1 year	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
> 1 year	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 7: Proportion of the 35-49 years old unemployed in CVET by duration in 2001-2007

Duration	2001	2002	2003	2004	2005	2006	2007
< 1 year	49,5%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
> 1 year	50,5%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 8: Participation rates of the women returners in CVET by age group in 2001-2007

Age group	2001	2002	2003	2004	2005	2006	2007
15-24	5,1%	5,2%	25,7%	24,6%	18,8%	28,7%	31,2%
25-34	3,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
35-49	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
50-64	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
15-64	2,6%	5,2%	10,8%	11,9%	9,1%	13,7%	18,4%
25-64	3,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%

Source: Labour Force Survey 2001-2007

Table 9: Proportion of the women returners in CVET by educational level in 2001-2007

Educational level	2001	2002	2003	2004	2005	2006	2007
Primary	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Lower secondary	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Upper secondary	19,2%	34,0%	45,4%	43,2%	91,9%	43,8%	65,1%
Tertiary non-university	19,6%	33,0%	12,9%	20,2%	0,0%	6,3%	0,0%
University	61,2%	33,0%	41,7%	36,6%	8,1%	50,0%	34,9%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 10: Participation rates of the inactive in CVET by age group in 2001-2007

Age group	2001	2002	2003	2004	2005	2006	2007
15-24	0,4%	0,3%	0,3%	0,3%	0,3%	0,3%	0,3%
25-34	2,9%	3,7%	5,9%	6,7%	4,7%	7,8%	13,2%
35-49	0,7%	1,1%	0,0%	0,0%	0,0%	0,0%	0,0%
50-64	0,3%	0,3%	0,0%	0,0%	0,0%	0,0%	0,0%
15-64	0,7%	0,7%	0,7%	0,8%	0,7%	0,7%	0,8%
25-64	0,8%	1,0%	2,8%	4,3%	2,4%	4,0%	7,4%

Source: Labour Force Survey 2001-2007

Table 11: Proportion of the inactive in CVET by gender in 2001-2007

Gender	2001	2002	2003	2004	2005	2006	2007
Male	23,6%	22,5%	22,3%	21,6%	21,5%	21,1%	20,1%
Female	76,4%	77,5%	77,7%	78,4%	78,5%	78,9%	79,9%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 12: Proportion of the inactive in CVET by educational level in 2001-2007

Educational level	2001	2002	2003	2004	2005	2006	2007
Primary	0,0%	5,4%	4,8%	5,6%	3,3%	3,2%	3,6%
Lower secondary	8,7%	12,3%	12,4%	13,1%	13,6%	10,7%	19,1%
Upper secondary	62,9%	42,4%	35,1%	36,1%	39,1%	33,3%	26,3%
Tertiary non-university	14,5%	16,7%	28,4%	24,8%	19,0%	17,8%	27,1%
University	13,9%	23,1%	19,2%	20,4%	24,7%	34,9%	33,9%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

50301 Target groups and provision

In the National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas) a priority is to ensure an adequate standard of living for disadvantaged and vulnerable groups encouraging their integration / reintegration into the labour market.

A report was submitted to the European Commission in October 2006, the National Report on the Strategies for Social Protection and Social Inclusion, NSPI (Ethnikes Stratigikes gia Koinoniki Prostasia kai Koinoniki Ensomatosi, ESPE), which includes the National Strategy for Social Inclusion, the Pensions Strategy and the Health and Long-term Care Strategies. The priorities of the National Strategy for Social Inclusion NAP/Incl. 2006-2008 are:

- Reducing the risk of poverty in general and especially for the population aged 65 years or more.
- Integrating vulnerable groups into the labour market.
- Preventing the social exclusion of children.

In the Community Initiative Programme "EQUAL", CIP EQUAL the first priority is to facilitate access and return to the labour market for those

who have difficulty in being integrated or reintegrated in the labour market, which must be open for all.

More specifically, the measure aims at promoting new approaches to support the groups, which are discriminated in the labour market. These approaches concern mainly the private employment services and other professional or voluntary organisations, which deal with counselling and training of groups such as the unemployed, the young, the elderly, the women, the substance misusers, the released prisoners and persons with long-lasting health problems. Furthermore, in order to ensure the active participation of the target groups at all stages of implementation of the programmes, the improvement of skills of members of these groups by providing mentoring and support will also be promoted.

In addition the measure aims at promoting the active participation of employers in the programmes of employment enhancement, through their engagement in innovative interventions offering professional experience and the usage of the specialised know-how. Finally, the services provided by the public employment services will be utilised for advancing the objectives of this measure.

One of the characteristics of the disadvantaged groups in the labour market is the low level of qualifications, which in combination with the relatively limited opportunities for training make the integration in the labour market an even more intense problem. The implementation of innovative programmes of continuing professional training of medium and long-term duration of the disadvantaged groups, will be combined with periods of placements in enterprises and organisations and in particular in positions which represent opportunities of full-time employment. Priority will be given to the sectors of the social economy (child and elderly care, protection of the environment etc), the Internet and information society. The total budget for this measure amounts to 1,5m euro (41,5% of total budget of CIP).

Unemployed

A scheme aiming to promote the training and employability of the unemployed has been developed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). This scheme concerns the development and utilisation of specific groups of unemployed people with emphasis on women, the young unemployed persons of 15-24 years of age with no qualifications and on groups that are in danger of social exclusion with regard to their access to the labour market.

In addition, a new scheme for the enhancement of computer literacy of the unemployed, which was also co-financed by the ESF, was developed

and implemented over the period November 2006-December 2007. The scheme aimed to enhance the computer literacy and thus improve the employability of the unemployed with priority attached to young unemployed, women unemployed as well as groups of unemployed threatened by social exclusion e.g. older aged unemployed.

The implementation of a personalised approach to the recipients of each target group is considered to be a crucial part for the successful and comprehensive implementation of these actions. The personalised approach, which is provided through the Public Employment Services, PES (Dimosies Ypiresies Apascholis, DYA), includes the identification and recording of skills, talents and interests of the beneficiary persons, as well as the design of a personal action plan along with the continuous provision of information on the available opportunities for training and employment.

In the National Lisbon Programme it is also mentioned that through the support and modernisation of the PES, a number of measures will be pursued for re-entry into the labour market of the long-term unemployed. These measures include:

- Improvement of geographical coverage through the development of service points for the public.
- Utilisation of information technology so that a wider part of the workforce is reached, general services to citizens are facilitated and the monitoring of the labour market is improved.
- Improvement of the ability to serve special groups of the population, such as persons with disabilities, the long-term unemployed, women, older workers and other groups vulnerable to exclusion in the labour market.
- Prompt and frequent contact of the PES officials with the unemployed, support for active employment seeking and facilitation of access to training opportunities.

The modernisation and strengthening of the PES will benefit both the persons who look for a job and the employers who look for employees.

In the Community Initiative Programme "EQUAL" it is aimed to develop the skills of a significant number of unemployed, who are discriminated, in particular, to specialisations in the social sector of the economy and activities concerning the commercial use of the Internet and new communication technologies. Innovative approaches and activities that could be developed include programmes of long-term training in selected areas.

The Upper Secondary General and Vocational Education of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP)

provides programmes that are not specifically directed towards the unemployed, however all adults can attend. These programmes have been analysed in section 502 and are the following:

- The Evening Technical School (Esperini Techniki Scholi).
- The Afternoon and the Afternoon and Evening classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis).
- The Adult Education Centres (Epimorfotika Kentra).

Inactive Women

One of the main policy priorities of the HRDA is to attract women to the labour market through the scheme for the Promotion of the Training and Employability of Economically Inactive Women. This scheme is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

This scheme concerns the improvement of the employability of women who remain economically inactive through actions of training and work experience.

The implementation of a personalised approach to the recipients of the target group is considered to be a crucial part for the successful and comprehensive implementation of these actions. The personalised approach, which is provided through the PES, includes the identification and recording of skills, talents and interests of the beneficiary persons, as well as the design of a personal action plan along with the continuous provision of information on the available opportunities for training and employment.

In the Community Initiative Programme "EQUAL" in the priority for equal opportunities for men and women a measure includes reconciliation of family and professional life as well as the re-integration of men and women who left the labour market, by developing more flexible and effective forms of work organisation (such as telework, flexible time schedule etc) and support services.

The NAP/incl. 2006-2008 contains measures for enhancing women's employment and care for children and other dependent persons.

A special scheme for the Enhancement of Women's Entrepreneurship has been in operation since 2002. It aims at encouraging women to develop entrepreneurial activities in various sectors of the economy with state subsidisation. The Programme is run by the HRDA and the Ministry of Commerce, Industry and Tourism, MCIT (Ypourgeio Emporiou, Viomichanias kai Tourismou, YEVT). The MCIT selects candidates for grants given to start up new businesses, while the HRDA organises and

subsidises training programmes provided by private training institutions with the aim to train the candidates to run their new business effectively. Two programmes were organised in 2007, one in Nicosia with 26 new entrepreneurs and the other in Limassol with 18 new entrepreneurs.

Promoting modern and flexible forms of employment with the aim of attracting unemployed and economically inactive women to employment has been the subject of a diagnostic study co-financed by the ESF. The purpose of the study was the identification of specific forms of flexible employment that are more likely to be successfully implemented in Cyprus. During 2006-2008, an amount of €420.316 is allocated for the subsidisation of employers in respect of the engagement of 60 unemployed and economically inactive women in new jobs that are created under this programme.

Measures for the reconciliation of work and family life are already incorporated in the legislation, policies and programmes of the Social Welfare Services, SWS (Ypiresies Koinonikis Merimnas). The SWS aim at family support and encouragement of women's participation in the labour market through the promotion of a range of care services for children, older persons and persons with disabilities. Within the scope of the Grants-in-Aid Scheme, the Social Welfare Services provide technical and financial support to non-government organisations for the development and provision of community care services. The community care services include:

- Day care for children of preschool age.
- Day care for children of school age (after school hours).
- Day care, home care and residential care for older persons, persons with disabilities and other dependent persons.
- Psychosocial support programmes for vulnerable groups (e.g. chronically ill persons).

During 2007, 314 programmes of community care were subsidised as follows: 54 programmes for children of preschool age, 61 Centres for protection and care of children of school age, 54 programmes for persons with disabilities, 97 programmes for older persons and 48 programmes that cover the needs of other dependent persons.

In 2006, a study was completed on care services. Based on this study, 30 new programmes for the care of dependent family members were implemented in 2007 and another one is expected to be implemented in 2008. It is expected that 2.500 women will seek employment and 60 new jobs will be created from these new programmes. The study as well as the programmes are co-financed by the ESF. By the end of 2007, about 50 new jobs were created and 200 women benefited from care services.

Public assistance recipients

A target of the National Strategy for Social Inclusion NAP/Incl. 2006-2008 is reducing the risk of poverty. Public assistance ensures the right to a decent standard of living through the provision of financial assistance and/or social services to persons whose resources are not sufficient to meet their basic and special needs as determined by legislation. Public assistance recipients who belong to vulnerable groups of the population are entitled to supplementary public assistance even if fully employed (provided they meet eligibility criteria). Vulnerable groups include persons with disabilities, single-parent families, parents with at least four dependent children below eighteen years of age, and persons who, due to extremely serious family circumstances, need financial support in order to prevent the risk of family dissolution.

The rates of public assistance allowances are indexed annually to a special consumer price index for selected goods and services that cover basic needs. The new Public Assistance and Services Law (95(I)/2006), introduced several provisions targeting the persons mostly in need (the term single parent becomes broader), whereas it introduces further employment incentives to encourage labour market integration and independence from public funds. Additionally, under the new law, public assistance continues during the first 12 months of taking up employment and the lump sum grant for vocational training and purchase of tools and equipment for their occupation increased from €854 to €1.709. The implementation of a scheme for vocational training and employment of public assistance recipients implemented by the SWS and co-financed (50%) by the ESF started in July 2006. During 2007, about 70 public assistance recipients were trained in 3 programmes. During 2008, about 90 public assistance recipients will be trained.

Within the same policy scope, the SWS are planning a project for the new programming period 2007-2013. This project will aim at training a wider group of vulnerable persons (e.g. young persons under the care of the Director of SWS, families in psycho-social difficulties, substance users etc). SWS will promote training in social skills while the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), a dedicated centre of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) will undertake the vocational training. The persons will be placed in employment positions or in self-employment through the provision of grants.

Disabled persons

An action provides for the implementation of specialised programmes towards the acquisition of professional skills for disabled persons, which can be carried out within locations and laboratories of specialised

organisations (e.g. programmes for the congenitally blinds and blinds that lost their sight at a later stage).

This action includes the design of specific training programmes, which will be implemented by specialised educational establishments that have suitable educational infrastructure. It is expected that one cycle of programmes per year will be announced.

Vocational guidance and training for persons with disabilities is already provided by the Centre for the Vocational Rehabilitation of the Disabled (Kentro Epaggelmatikis Apokatastasis Anapiron, KEAA). The Centre provides vocational training in accordance with the needs of the labour market, which takes into account the employability prospects of each individual person. In addition, the centre provides services to the trainees, which aim to promote their skills, to become independent and to face any psychosocial problems.

The Centre provides training and employment in the following specialisations: leather goods/shoemaking, furniture industry/carpentry, brooms making, knitting and sewing embroidery. The Centre provides them a special allowance on top of the regular training allowance.

The average duration of each training course in most cases is about 12 months, while in some other cases the duration depends on the severeness of the disability. Six laboratories are operating at the Centre, each of which has a capacity of 12 trainees.

Another scheme of the National Strategy for Social Inclusion NAP/Incl. 2006-2008 concerns Training Persons with Disabilities in occupations for which training is not available at the Centre. The scheme provides for a grant of up to €1.709 for fees paid by people with disabilities attending a course of vocational training that would facilitate their employment and improve their career prospects. During 2007 13 persons participated in the scheme and the total amount subsidised was €9.056.

Prisoners

The Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT) in cooperation with the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and the private sector offers classes to the prisoners, on a voluntary basis, and other programmes of professional training.

Asylum seekers

In the Community Initiative Programme "EQUAL" it is aimed to help the integration of asylum seekers. The measure aims at supporting interventions for asylum seekers who temporarily stay in the Reception

Centre for Asylum seekers or in other forms of temporary accommodation until the final assessment of their application. In addition, the aim is to enhance their skills in order to be better qualified to access the labour market in Cyprus or to be better equipped for their integration in their home country if their application is rejected.

The objective is to provide to these persons the necessary psychological support, guidance and training in order for them to become self-sufficient and to be integrated socially and professionally in the Cyprus society and the labour market until the final assessment of their application. The promotion of programmes for asylum seekers will include individualised services such as psychological support, legal counselling, provision of information for employment seeking and Greek language classes to enable rapid integration combined with training to develop their skills. Childcare facilities for those whose family responsibilities prevent them from working and educational programmes for children could also be promoted.

Strengths and weaknesses in the current provision of training for the unemployed and other groups vulnerable to exclusion in the labour market

The limited number of programmes provided for the unemployed, the inactive women and other groups vulnerable to exclusion in the labour market is the most significant weakness. However, such programmes to facilitate access and return to the labour market for those who have difficulty in being integrated or reintegrated in the labour market are seen as a priority in various government documents such as the Cyprus National Lisbon Programme, the National Strategy for Social Inclusion 2006-2008 and the Community Initiative Programme "EQUAL".

In fact, schemes aiming to promote the training and employability of the unemployed and the inactive women and a scheme for the enhancement of computer literacy for the unemployed have been developed by the HRDA and are co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

One action of the NAP/incl. 2006-2008 includes vocational training programmes for individuals that belong to the vulnerable social group of public assistance recipients as well as the promotion/encouragement to participate in programmes for the acquisition of professional experience.

The STVE of the MoEC provides programmes that are not specifically directed towards the unemployed or other groups vulnerable to exclusion in the labour market, however all adults can attend and in addition, the fees paid for attending these courses are limited. Moreover, in the case of disadvantaged groups of people, such as illiterate people, people with disabilities, senior citizens etc, the courses are offered for free, in an attempt to offer access to education to all.

50302 Providers

Promoters of CVET for unemployed and other groups vulnerable to exclusion in the labour market

The main promoters of training for the unemployed and other groups vulnerable to exclusion in the labour market are:

- Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).
- Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).
- Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).
- Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT) in cooperation with the MoEC.

Human Resource Development Authority

The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus. The HRDA has developed schemes aiming to promote the training and employability of the unemployed and of the inactive women that will be provided by public and private training institutions and private colleges.

Ministry of Education and Culture

The unemployed can attend the following programmes promoted by the MoEC and provided by the Upper Secondary General and Vocational Education, STVE (Deferovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE):

- The Evening Technical School (Esperini Techniki Scholi).
- The Afternoon and the Afternoon and Evening classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis).
- The Adult Education Centres (Epimorfotika Kentra).

Ministry of Labour and Social Insurance

The MLSI promotes programmes for groups vulnerable to exclusion in the labour market which are provided by:

- Non-government organisations, which provide programmes for the inactive women.
- The Centre for the Vocational Rehabilitation of the Disabled, which provides training programmes for the disabled.
- The Department of Social Welfare Services, which provides programmes for public assistance recipients and asylum seekers.

Ministry of Justice and Public Order

The MJPO in cooperation with the MoEC promotes classes to the prisoners, on a voluntary basis, and other programmes of professional training offered by Private Training Institutions.

Provision of CVET for unemployed and other groups vulnerable to exclusion in the labour market

The providers of training for the unemployed and other groups vulnerable to exclusion in the labour market are found in both the public and private sectors:

- Private Colleges: They provide training programmes for the unemployed and the inactive women promoted by the HRDA.
- Public Training Institutions: They provide training programmes for the unemployed and the inactive women promoted by the HRDA.
- Private Training Institutions: They provide training programmes for the unemployed and the inactive women as well as the prisoners promoted by the HRDA and the MJPO.
- The STVE of the MoEC: It provides programmes that are not specifically directed towards the unemployed, however all adults can attend.
- Non-government organisations: They provide programmes for the inactive women promoted by the MLSI.
- The Centre for the Vocational Rehabilitation of the Disabled: It provides specialised programmes for acquisition of professional skills for disabled persons promoted by the MLSI.
- The Department of Social Welfare Services with the collaboration of the Public Employment Services, PES (Dimosies Ypiresies Apascholis) and the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) of the MLSI: They provide vocational training programmes for individuals that belong to the vulnerable social groups of public assistance recipients and asylum seekers, and promote/encourage participation in programmes for the acquisition of professional experience.

50303 Access

The target groups, that the specific programmes are aimed at, basically define the access to training opportunities. The particular requirements for each target group and specific obstacles for their participation in training are described below.

Unemployed

The various programmes provided by the Upper Secondary General and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) are open to all adults, including the unemployed and other groups vulnerable to exclusion in the labour market. Moreover, access is facilitated by the fact that the fees paid for attending these courses are limited.

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) implements a scheme aiming to promote the training and employability of the unemployed that is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). This scheme concerns the development and utilisation of specific groups of unemployed people with emphasis on women, the young unemployed persons of 15-24 years of age with no qualifications and on groups that are in danger of social exclusion with regard to their access to the labour market. In 2007, 216 persons participated in the scheme.

In addition, a scheme for the enhancement of computer literacy of the unemployed, which is also co-financed by the ESF, was implemented over the period November 2006-December 2007. The scheme aimed to enhance the computer literacy and thus improve the employability of the unemployed with priority attached to young unemployed, women unemployed as well as groups of unemployed threatened by social exclusion e.g. older aged unemployed. In 2007, 460 persons participated in the scheme.

Inactive women

Special arrangements for the employability of women include the community care services, which include:

- Day care for children of preschool age.
- Day care for children of school age (after school hours).
- Day care, home care and residential care for older persons, persons with disabilities and other dependent persons.

- Psychosocial support programmes for vulnerable groups (e.g. chronically ill persons).

Public assistance recipients

Public assistance recipients include persons with disabilities, single-parent families, parents with at least four dependent children below eighteen years of age, and persons who, due to extremely serious family circumstances, need financial support in order to prevent the risk of family dissolution.

An amount of €1.709 may also be granted to recipients who wish to enroll in vocational training or buy necessary equipment for their occupation.

Disabled persons

Specialised programmes for acquisition of professional skills for disabled persons, which can be carried out within locations and laboratories of specialised organisations (e.g. programmes for the congenitally blinds and blinds that lost their sight at a later stage).

Asylum seekers

Childcare facilities for those whose family responsibilities prevent them from working and educational programmes for children are promoted by relevant schemes for asylum seekers.

50304 Quality assurance

The promoters of the programmes for the unemployed and other groups vulnerable to exclusion in the labour market are responsible for setting the quality standards and for checking that the standards of the different programmes are met.

The following organisations are responsible for the quality of the programmes provided:

- The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).
- Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).
- The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).

Human Resource Development Authority

The HRDA is in the process of determining the quality standards of the new schemes aiming to promote the training and employability of the unemployed and the inactive. The HRDA in general ensures the quality of the programmes it subsidises by undertaking checks in the three following stages:

- The programme approval stage.
- The programme implementation stage.
- The payment of the subsidy stage.

These practices have been described analytically in section 50204. If the quality standards are not met at any stage, the programmes are either not approved or not subsidised.

Ministry of Education and Culture

The MoEC is responsible for setting the quality standards for the programmes that are offered to all adults, including the unemployed and other groups vulnerable to exclusion from the labour market.

The curricula that are created for the programmes offered by the Evening Technical School (Esperini Techniki Scholi) and the Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon/Vradinon Tmimatou Technikon Scholon) are in line with the curricula that are implemented in mainstream IVET. The respective Inspector of each branch is responsible for the correct implementation of both IVET and CVET curricula, therefore each Inspector supervises the work of educators and ensures that the teaching material is adequately covered, through the use of effective teaching methods.

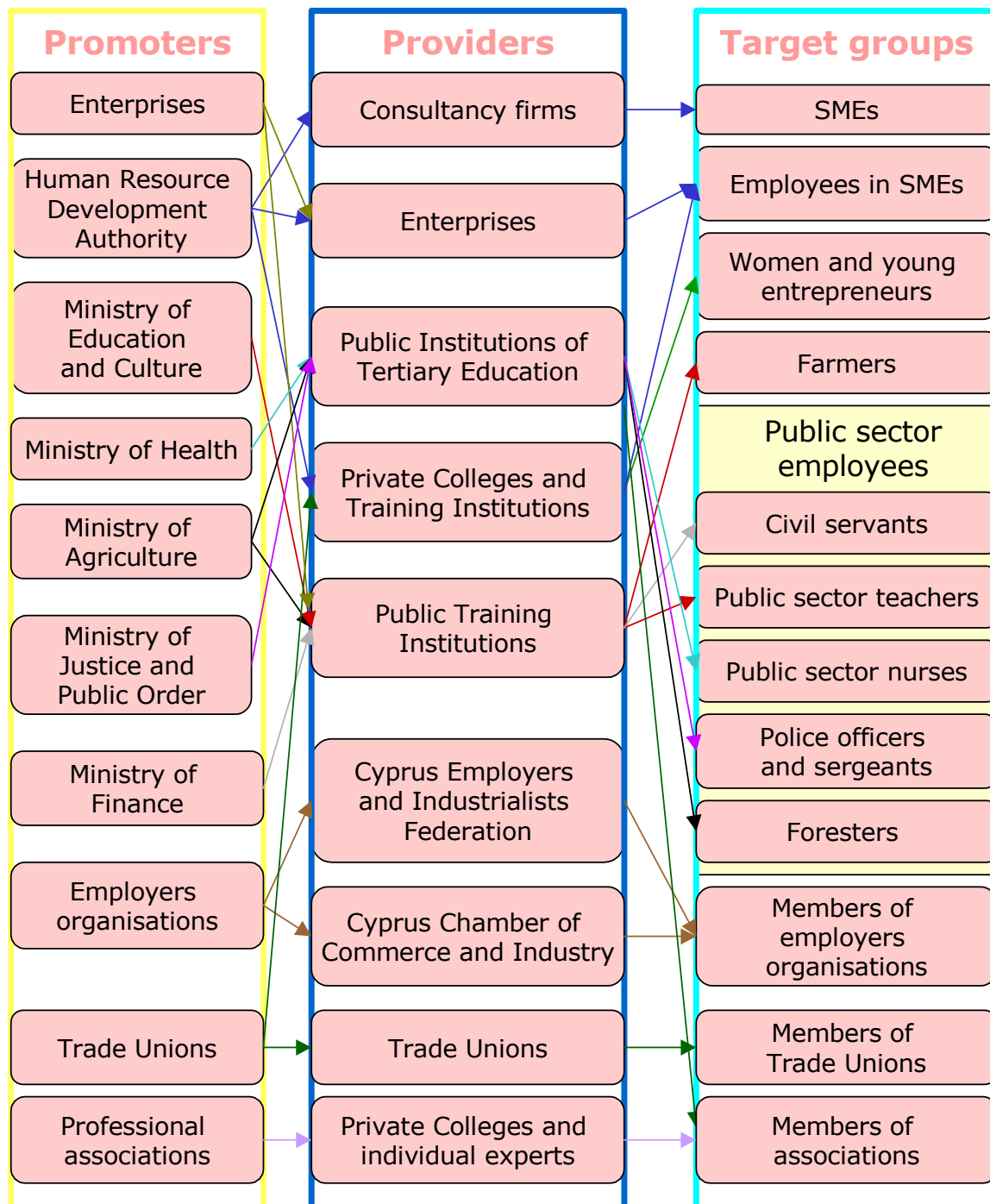
Constant assessment of the progress of learners, in the form of tests carried out by the Schools and final examinations organised centrally by the MoEC, is instrumental in order for Inspectors to evaluate the outcome of the educators' work. In addition to the above, learners are asked to fill in questionnaires, in order to assess the content of the programmes they attended.

Finally, Inspectors of each branch are responsible for making sure that the infrastructure of Technical Schools (Technikes Scholes, TS) that offer CVET programmes is used in the best possible and most effective way. It is also their responsibility to encourage and guide educators to take the necessary measures where there is room for improvement and help them remove any obstacles to the proper functioning of the programmes.

As far as the Adult Education Centres (Epimorfotika Kentra) are concerned, the only form of evaluation of the content of the programmes that are offered is carried out through an analysis of the answers to the questionnaires that learners are asked to fill in at the end of each course.

CVET in Cyprus mainly involves the participation of employees in training activities at the instigation or approval of their employees, utilising the schemes offered by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), described in section 502. A graphical presentation of this kind of CVET is depicted in Table 1.

Table 1: CVET at the initiative of enterprises or social partners



CVET at the initiative of enterprises or social partners involves mainly:

- Measures to support training in SMEs.
- Measures to support training for civil servants and for employees in specific economic sectors.
- Social partner based schemes to support non-job related training.

Measures to support training in SMEs

The HRDA contributes towards the training and development of managers in Small and Medium Enterprises, SMEs (Mikromesaies Epichiriseis, MME) mainly through the pursuit of the following activities:

- Consultancy Services and Training to Microenterprises (MEs) employing 1-4 persons.
- Management and Entrepreneurship Training Programmes for SMEs, provided by private training institutions.
- Business Development Programme (BDP) for managers/owners of SMEs.
- Programmes for the reinforcement of female and youth entrepreneurship, in co-operation with the Ministry of Commerce, Industry and Tourism, MCIT (Ypourgeio Emporiou, Viomichanias kai Tourismou, YEVT).

Measures to support training for civil servants and for enterprises in specific economic sectors

Farmers

The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP) is responsible for the training of farmers provided by the Department of Agriculture Training Centres.

Civil servants

Continuous training and development of the civil servants is offered through the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO). Continuous training for civil servants is also being promoted by the Public Administration and Personnel Service, PAPS (Ypiresia Dimosias Dioikisis kai Prosopikou). Ministries, departments and services submit to the PAPS a yearly plan relating to the programming of their training activities and needs.

There are specific training programmes and seminars offered by public authorities to specific groups of civil servants such as public sector teachers, public sector nurses, police officers and sergeants as well as foresters.

- Public sector teachers

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is responsible for the training of public sector teachers provided by the Pedagogical Institute, PI (Pedagogiko Institutouto, PI).

- Public sector nurses

The Ministry of Health, MoH (Ypourgeio Ygeias) is responsible for the training of public sector nurses provided by the Nursing School (Nosileftiki Scholi).

- Police officers and sergeants

The Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT) promotes the training of police officers and sergeants provided by the Cyprus Police Academy (Astynomiki Akadimia Kyprou).

- Foresters and forestry graduates

The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP) is responsible for the training foresters and forestry graduates provided by the Forestry College (Dasiko Kolegio).

Social partner based schemes to support non-job related training

The Social partners organisations as well as certain ministries are involved in supporting non-job related training:

Employers' organisations

- The Cyprus Employers and Industrialists Federation, CEIF (Omospondia Ergodoton kai Viomichanon Kyprou, OEB).
- The Cyprus Chamber of Commerce and Industry, CCCI (Kypriako Emporiko kai Viomichaniko Epimelitirio, KEVE).

The main trade unions

- The Cyprus Workers Confederation (Synomospondia Ergaton Kyprou, SEK).
- The Pancyprian Federation of Labour, (Pankypria Ergatiki Omospondia, PEO).
- Democratic Labour Federation of Cyprus, (Demokratiki Ergatiki Omospondia Kyprou, DEOK).
- Cyprus Union of Bank Employees (Enosi Trapezikon Ypallilon Kyprou, ETYK).

The Ministry of Health, MoH (Ypourgeio Ygeias)

The MoH organises seminars to the public on health issues.

Statistical data

The source of the following data regarding participation in adult learning is the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) conducted by the Statistical Service of Cyprus since 2000. However, the Labour Force Survey since 2003 does not distinguish between initial education and training and adult learning. Therefore, the 2003-2007 data have been adjusted by applying the proportion of adult learning from the 2002 figures in order to have an estimate of adult learning for these years.

Furthermore, participation in CVET at the initiative of the enterprises or social partners cannot be separated from total participation in CVET therefore the tables for participation rates and for the distribution of participants by gender and educational attainment are the same as in section 501.

From Table 1, an upward trend can be observed in the participation in adult learning. It can be seen that the proportion of adult population participating in adult learning is significantly higher in 2007 (8,5%) than 2001 (2,9%). The highest differences are observed in the age groups 25-34 (10,3% in 2007 compared with 4,1% in 2001) and 35-49 (9,7% in 2007 compared with 3,2% in 2001).

From Table 1 it can also be seen that the highest participation rates in adult learning are found in the age groups 25-34 and 35-49.

As shown in Table 2, the majority of participants in adult learning are women (56,7% in 2007).

The majority of participants in adult learning have high educational attainment. From 2003 onwards, more than half of the participants in adult learning (55,1% in 2007) are university graduates, as shown in Table 3.

Table 4 shows the proportion of employees in CVET by occupation in 2001-2007. It can be seen that the highest percentage of participation in CVET involves the higher-level occupations, such as the professionals (36,6% in 2007).

Table 5 shows the proportion of employees in CVET by sector of economic activity in 2001-2007. The highest proportion of employees participating in CVET is in service sectors such as the Education sector (16,2% in 2007).

Table 1: Proportion of total adult population participating in adult learning by age group

Age group	2001	2002	2003	2004	2005	2006	2007
15-24	2,0%	2,1%	2,2%	2,0%	2,1%	2,2%	2,3%
25-34	4,1%	4,1%	9,7%	9,8%	7,5%	10,3%	10,3%
35-49	3,2%	3,9%	7,5%	10,2%	4,9%	8,1%	9,7%
50-64	1,4%	1,5%	3,2%	4,4%	2,2%	4,3%	5,3%
15-64	2,7%	3,0%	3,8%	4,0%	3,3%	3,9%	4,2%
25-64	2,9%	3,2%	6,9%	8,2%	4,9%	7,6%	8,5%

Source: Labour Force Survey 2001-2007

Table 2: Distribution of participants in adult learning by gender

Gender	2001	2002	2003	2004	2005	2006	2007
Male	45,9%	44,3%	42,6%	43,8%	42,1%	43,1%	43,3%
Female	54,1%	55,7%	57,4%	56,2%	57,9%	56,9%	56,7%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 3: Distribution of participants in adult learning by highest level of educational attainment or qualification level

Educational level	2001	2002	2003	2004	2005	2006	2007
Primary	4,9%	1,9%	1,2%	1,2%	1,0%	0,9%	0,9%
Lower secondary	2,8%	2,2%	1,3%	1,2%	1,7%	1,2%	1,2%
Upper secondary	32,3%	25,3%	15,5%	16,1%	20,5%	16,4%	16,9%
Tertiary non-university	17,3%	24,9%	28,1%	29,0%	25,2%	27,5%	25,9%
University	42,6%	45,8%	53,9%	52,4%	51,6%	54,1%	55,1%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 4: Proportion of employees in CVET by occupation

Occupation	2001	2002	2003	2004	2005	2006	2007
Legislators and managers	4,3%	5,6%	6,2%	4,3%	3,2%	5,1%	5,8%
Professionals	32,1%	37,1%	34,6%	33,4%	31,6%	35,0%	36,6%
Technicians	21,4%	20,3%	19,8%	23,6%	25,0%	21,2%	18,7%
Clerks	19,4%	17,7%	15,2%	12,9%	16,7%	14,8%	15,8%
Service and sales workers	12,1%	7,8%	12,0%	13,6%	10,6%	11,6%	12,1%
Agricultural and fishery workers	0,6%	0,6%	0,3%	1,1%	0,0%	0,0%	0,3%
Craft and related trades workers	4,5%	5,1%	5,1%	5,1%	5,4%	6,4%	4,6%
Plant and machine operators	1,2%	1,1%	1,0%	1,8%	0,8%	0,7%	1,5%
Elementary occupations	3,1%	2,6%	3,5%	3,0%	4,6%	5,1%	3,5%
Armed forces	1,3%	2,2%	2,5%	1,3%	2,2%	0,0%	1,1%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

Table 5: Proportion of employees in CVET by sector of economic activity

Sector	2001	2002	2003	2004	2005	2006	2007
Agriculture	0,0%	1,1%	0,5%	1,7%	0,4%	0,2%	1,3%
Mining and quarrying	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Manufacturing	6,4%	3,1%	5,9%	5,6%	3,3%	3,6%	3,9%
Electricity, gas and water	0,0%	1,7%	0,7%	1,3%	0,9%	1,4%	0,9%
Construction	4,1%	3,8%	4,5%	5,5%	7,6%	5,9%	5,0%
Wholesale and retail trade	10,1%	10,4%	11,1%	10,5%	9,7%	13,6%	12,7%
Hotels and restaurants	5,4%	5,8%	5,5%	4,7%	6,1%	3,1%	2,2%
Transport and communication	8,9%	6,9%	5,6%	6,6%	4,9%	6,2%	6,8%
Financial intermediation	20,4%	16,1%	10,9%	10,8%	10,7%	11,9%	10,5%
Real estate and business activities	9,0%	9,9%	11,6%	8,5%	10,5%	8,2%	11,2%
Public administration	10,4%	10,6%	10,2%	9,9%	12,5%	12,8%	13,2%
Education	12,5%	19,2%	15,9%	17,9%	17,4%	17,9%	16,2%
Health and social services	5,4%	8,2%	10,6%	8,1%	10,0%	8,6%	10,3%
Other services	5,5%	2,1%	6,4%	7,7%	5,3%	5,1%	5,1%
Private households	0,6%	0,5%	0,5%	0,7%	0,4%	0,7%	0,3%
Other organisations	1,2%	0,4%	0,3%	0,4%	0,3%	0,6%	0,5%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Labour Force Survey 2001-2007

50401 Measures to guarantee provision in enterprises

The most important development in the field of vocational training was the establishment of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) a semi-government organisation, which approves and subsidises training programmes implemented by public and private institutions. The HRDA activities include measures to guarantee provision of training in enterprises. Furthermore, leave of absence for education and training purposes is stated formally in the collective agreements of certain sectors.

Human Resource Development Authority measures

The HRDA is not a training provider but its establishment and operations changed the training scene and greatly influenced the development of the training market in Cyprus.

The HRDA is governed by a 13-strong Board of Governors, comprised of Government, Employer and Trade Union representatives. The tripartite character of the Board of Governors ensures the active participation of the social partners in the formulation of its strategic aims and goals. It is also evident in many aspects of the HRDA's operations in the form of advisory committees.

Employers allow and encourage employees to participate in continuing institutional training activities promoted by the HRDA and provided by public and private training institutions and organisations. These have been described in section 502. The measures promoted by the HRDA aiming to improve and sustain provision in enterprises are:

- Consultancy Services and Training to Microenterprises (MEs) employing 1-4 persons

This Scheme is co-financed by the ESF and is being implemented during the period 2006-2008. Through this Scheme, MEs receive substantial assistance in the form of appropriate consultancy services and training by competent consultants. The Scheme aims at increasing the productivity and improving the competitiveness of these enterprises through the development and more efficient utilisation of their owner/manager and the rest of their personnel.

- Training Infrastructure Support Scheme

This scheme aims to strengthen the training infrastructure of enterprises and training institutions in order to provide training more effectively by the use of modern technologies and thus meet human resources training needs in sectors, occupations and areas of priority. Enterprises and training institutions can receive financial assistance from HRDA to create

new or to improve the existing training infrastructure, which may include equipment and audio-visual aids, development of training specifications and training of trainers. Enterprises and training institutions wishing to benefit from the scheme submit a proposal to HRDA for approval before its implementation. Financial support under this scheme is provided in the form of net subsidies and has a ceiling of 30% for training providers and 45% for enterprises.

- Promotional campaigns

In order to increase the participation in training, a wide spectrum of communication campaigns on available training opportunities are promoted by the HRDA. The HRDA promotes appropriate information campaigns and dissemination activities on training and development opportunities available via the HRDA's schemes, which are addressed to the HRDA's associates/ clients and the public in general.

More specifically, the HRDA informs the enterprises and their employees about the importance of training and the training opportunities that exist and encourages greater participation in training programmes. At the same time, the HRDA informs young people in order to attract them to initial training. Yearly gatherings with the training institutions and the Consultancy firms are being organised for discussions on the promotion of training opportunities to the enterprises. Finally, the use of the media is a base-line activity for the promotion of the HRDA activities.

- Technical advise

The HRDA provides advisory services to enterprises in order to improve their mode of operation and efficiency and their competitiveness in general through better development and utilisation of their human resources.

- Conducting research studies and surveys

Dissemination of information on HRDA's research studies and surveys is a useful tool in the development of policies towards the better utilisation of human resources through its participation in training activities. Furthermore, this stimulates the interest of enterprises, employees and the public in general in human resource issues. Dissemination is effected through mailing the research studies, placing all studies in the HRDA's website and presenting them at interested groups of people.

Leave of absence for education and training

In certain sectors, leave of absence for education and training purposes is stated formally in the collective agreements. Such sectors are the Hotel Industry, Banking Sector, Cabinet making and Carpentry Industry and

Private Clinics. This is another measure that guarantees a certain level of education and training.

Also in the collective agreements of specific sectors (Hotel Industry, Textile Industry, Footwear Industry, Luggage and Handbags Industry, Publishing, Banking Sector, Cabinet making and Carpentry Industry, Construction Industry and Printing Industry, Private Clinics) leave of absence for trade unionists for trade union matters is mentioned explicitly and this includes the participation in relevant training programmes.

50402 Measures to support training in SMEs

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) contributes towards training and development in Small and Medium Enterprises, SMEs (Mikromesaies Epichiriseis, MME) mainly through the pursuit of the following activities:

- Consultancy Services and Training to Microenterprises.
- Management and Entrepreneurship Training Programmes for SMEs.
- Business Development Programme (BDP) for managers/owners of SMEs.
- Programmes for the reinforcement of female and youth entrepreneurship.

The SMEs are defined as enterprises employing less than 250 persons, which have a maximum yearly turnover of €50 million and a yearly balance sheet of maximum €43 million and meet the criterion for independence, i.e. they do not belong by a percentage 25% or more of their capital or right of vote to another enterprise or, jointly in more enterprises, which do not respond to the definitions of SMEs (EU definition).

Consultancy Services and Training to Microenterprises employing 1-4 persons

The HRDA, in order to increase further the participation of Microenterprises (MEs) in training activities, launched in 2006 a new scheme, Consultancy Services and Training to Microenterprises with 1-4 employees. The Scheme is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). Through this Scheme, MEs receive substantial assistance in the form of appropriate consultancy services and training by competent consultants.

The Scheme aims at increasing the productivity and improving the competitiveness of these enterprises through the development and more efficient utilisation of their owner/manager and the rest of their personnel.

The actions include systematic diagnosis of the needs of Microenterprises by special business consultants/trainers through the identification of their weaknesses/problems, group training for the owners/managers through the attendance of a specifically designed training programme and in-company informal training for the owners/managers and the personnel of the Microenterprises. Also, within the framework of the programme, opportunities are provided for specialised and practical application of knowledge acquired through the group training of owners/managers.

The Microenterprises pay nothing for their participation. The expenses for the benefit of the Microenterprises have the form of financial aid.

Management and Entrepreneurship Training Programmes for SMEs

The HRDA examines, approves and subsidises multi-company programmes (Management and Entrepreneurship Training Programmes for SMEs) offered by private and public training providers, which are targeted to employees of small enterprises.

The HRDA prepares on an annual basis a document that contains the priority themes for multi-company training programmes. In this document, which is communicated to all training institutions/providers, special attention is placed on Small Enterprises (SEs) with employment up to 49 persons, with increased emphasis on enterprises employing less than 20 persons.

The specific thematic priorities for 2008 for the training of managers of SEs, under which the training institutions/providers can submit to the HRDA training programmes for approval and subsidisation, are the following:

- Management/Supervision
- Product/Services development
- Financial and monetary matters
- Quality management
- Development of human resources
- Productivity improvement in enterprises
- Technology and information technology in enterprises
- Promotion of research in enterprises
- Environment, safety and hygiene in the workplace
- European union topics
- Business language skills

In addition to the multi-company programmes, the HRDA also funds single-company programmes as well as training abroad in which SMEs may participate. The design, organisation and implementation of single-company training programmes is carried out by the enterprises themselves for meeting their own training needs. The training programmes abroad aim to meet the training needs of enterprises in fields related to the introduction and utilisation of new technology and technical know-how as well as business and management innovative methods.

Business Development Programme (BDP) for managers/owners of SMEs

The HRDA has been running the Business Development Programme (BDP), which has been especially designed for owners/managers of SMEs who have a strong commitment to profitably expanding their business. The aim of BDP, which is run for about 15 months, is to assist owners/managers of SMEs to improve their skills and knowledge and to define practical ways of profitable development of their enterprises by preparing a business plan.

In the 3rd and 4th BDP, which were completed in 2000 and 2002 respectively, approximately 40 owners/managers participated from the Furniture, Printing, Footwear, Metal and Food industries and from the Farming and Livestock sector. The participation trends by size show that 90% come from Small Enterprises (24% from enterprises with 1-9 persons and 66% from enterprises with 10-49 persons) and 10% from Medium Enterprises (MEs) with 50-249 persons.

The HRDA is planning to launch the 5th BDP in 2008.

Programmes for the reinforcement of female and youth entrepreneurship

The HRDA is implementing specially designed training programmes in co-operation with the Ministry of Commerce, Industry and Tourism, MCIT (Ypourgeio Emporiou, Viomichanias kai Tourismou, YEVT) for the training of new entrepreneurs who are approved for support under the newly established programmes for the reinforcement of female and youth entrepreneurship.

The MCIT selects candidates for grants given to start up new businesses, while the HRDA organises training programmes provided by private training institutions with the aim to train the candidates to run their new business effectively. Each programme covers 15 modules the main ones being the Development of Entrepreneurship and the Business Strategy. Case studies and Business Games are included to give an inside of the real business environment and networking through the participation in discussion in classes is achieved. The programme runs for 8 weeks and requires attendance in classes 2-3 days per week. The actual duration of

each programme is 114 hours. Two programmes were organised in 2007, one in Nicosia with 26 new entrepreneurs and the other in Limassol with 18 new entrepreneurs.

The successful participants in these programmes will get a grant by the MCIT of 50% of the capital needed to start up their business (up to a specified maximum amount depending on the economic sector their business is classified) and will have gained the necessary knowledge and skills to run their business effectively.

50403 Measures to support training for enterprises in specific economic sectors

Professional groups in specific sectors and/or occupations, for example doctors, lawyers and dieticians organise lectures, seminars and conferences for the continuing training of their members.

The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP) is responsible for the training of farmers provided by the Agriculture Vocational Training Centres (Kentra Georgikis Ekpaidefsis, KEGE) of the Department of Agriculture (Tmima Georgias).

The Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO) provides training for the civil servants.

There are specific training programmes and seminars promoted and offered by public authorities to specific groups of civil servants such as public sector teachers, public sector nurses, police officers and sergeants, and foresters:

- The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is responsible for the training of public sector teachers provided by the Pedagogical Institute, PI (Pedagogiko Institouto, PI).
- The Ministry of Health, MoH (Ypourgeio Ygeias) is responsible for the training of public sector nurses provided by the Nursing School (Nosileftiki Scholi).
- The Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT) promotes the training of police officers and sergeants provided by the Cyprus Police Academy (Astynomiki Akadimia Kyprou).
- The MoA is responsible for the training of foresters and forestry graduates provided by the Forestry College (Dasiko Kolegio).

The two main Employers' organisations, the Cyprus Employers and Industrialists Federation, CEIF (Omospondia Ergodoton kai Viomichanon Kyprou, OEB) and the Cyprus Chamber of Commerce and Industry, CCCI (Kypriako Emporiko kai Viomichaniko Epimelitirio, KEVE) promote and provide seminars and training programmes for their members.

Farmers

The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP) is responsible for the training of Farmers provided by the Agriculture Vocational Training Centres (Kentra Georgikis Ekpaidefsis, KEGE) of the Department of Agriculture (Tmima Georgias).

The MoA through person to person contacts and organised seminars informs and trains farmers on technical, managerial and sustainable rural development issues. Often the assistance is offered at the spot, when problems arise, due to the short distances.

In addition, the Ministry, through the Vocational Training Centres of the Department of Agriculture offers a number of short courses lasting for one to five days to farm holders, so that they can improve their technical and managerial skills.

The training programmes are open to all Cypriot farmers and at the end of the programme a Certificate of Attendance is granted. The programmes offered are carried out mostly in the morning and they are offered near the farmers' worksite in order to facilitate access. The officers of the Department of Agriculture and the senior officers of the Agricultural Applications Department perform spot checks and sometimes participate in the programme to ensure the quality of the training programmes.

The training programmes cover a broad range of agricultural and animal husbandry activities such as fruit culture, cultivations of citrus fruits, sheep and goats production, bee-keeping etc. In addition, special attention is given to the training and re-training of Cypriot farmers on agrotourism, basket making, embroidery, weaving etc.

During 2007, 27 courses of 58 days duration in total were organised at the Agriculture Training Centres, where 524 farmers participated.

Apprenticeship schemes are also organised in a range of subjects. For persons under 40 years of age a daily allowance is granted of €20.49 per day of training. During 2007 4 schemes were implemented of 11 days duration, where 79 young farmers participated.

A new scheme was implemented in 2006, in order to promote the vocational training of new farmers, which involved the implementation of

programmes with duration 300 and 150 hours. During 2006 and 2007, 6 programmes were implemented and 103 young farmers participated, who were granted a daily allowance about €68,29.

Civil Servants

The Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) is part of the Ministry of Finance, MoF (Ypourgeoio Oikonomikon, YO). It was created in 1991 by a decision of the Council of Ministers (Ypourgiko Symvoulio). Its main aim is to contribute to the efficiency and effectiveness of the civil service through the training and development of the management capabilities of the civil servants.

It offers continuous learning workshops, seminars and day events, lasting from one to ten days, especially designed for civil servants. The CAPA activities focus in the following fields:

- Organisational Development
- Management training and development
The topics on which Management Development workshops focus are:
 - o Leadership
 - o Strategic Management
 - o Management of Change
 - o Planning
 - o Teamwork
 - o Human Resource Management
 - o Empowerment
 - o Time Management
- Development of learning capacity
- Development of personal and interpersonal skills
- European Union issues
- Utilisation of Information Technology
- Induction programmes for newly recruited personnel in the civil service

To prepare the newly recruited personnel in the civil service environment, these programmes offer basic knowledge and skills in relation to such an

environment. More specifically, the induction programmes have the following targets:

- o To inform participants about the structures and functions of the state and the public service
- o To give participants the opportunity to reflect on the role of the public officer
- o To promote the development of specific behavioural and technical skills needed for public officers to perform their job effectively

Furthermore, the CAPA, in co-operation with the public service organisations organises training programmes on specialised issues such as: library science, methods for the management of construction projects and the interactive management workshops for solving complex, multi-stakeholder problems.

Methodologically, the CAPA practices participative techniques in its training and development programmes, based on experiential and adult learning approaches. These encourage the undertaking by the participants of work-based projects combining job-related problem solving with learning. The CAPA supports these initiatives with follow-up meetings and other activities so as to ensure the effective transfer of learning from class to the work place. Methods and techniques used include lectures, teamwork, video, discussions, role-playing, cogniscope, case studies, exercises etc.

Those attending receive a certificate of attendance, which may play a role in enhancing promotion opportunities.

Continuous training for civil servants is being promoted by the Public Administration and Personnel Service (PAPS), in parallel to the training activities of the CAPA, in the areas of professional training, training related to technical issues, management/administration training and training on computer programmes (e.g. word processing programmes, spreadsheet programmes, databases, specially designed software relating to technical fields etc).

In addition, PAPS organises in co-operation with the CAPA, a range of seminars for senior staff or other groups of staff in the public service, as well as the introductory courses for newly hired staff, ensuring that civil servants acquire and update a range of skills and knowledge needed to carry out their duties effectively.

Furthermore, the government provides public-sector employees with the opportunity to take paid and in some cases unpaid educational leave for studies, which are relevant to his/her current job. More detail about the two schemes is provided in field 5010503.

Teachers

The University of Cyprus, UCY (Panepistimio Kyprou, PK), in collaboration with the MoEC, offers as of the academic year 2007-2008, a compulsory pre-service course, the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) to prospective secondary school teachers, while the Pedagogical Institute, PI (Pedagogiko Institutouto, PI) offers in-service training of teachers and trainers of both primary and secondary education, which is optional, except for two compulsory programmes that are addressed to Deputy Headmasters and Headmasters in secondary general and technical/vocational schools.

Continuing training for public upper STVE teachers consists of the following training programmes and developmental activities:

- Compulsory training of Deputy Headmasters and Headmasters of Technical and Vocational Education Schools
- Continuing training and development programmes for teachers
 - o Seminars
 - o ICT and eLearning
 - o Industrial placement of teachers
- Special developmental activity: Change agent teams

CVET of teachers and trainers is extensively described and analysed in the Detailed Thematic Analysis "The Vocational Education and Training System of Cyprus: Training VET Teachers and Trainers".

In addition to the above, the UCY organises a special course of continuing training for secondary school teachers on Classical Greek of 50 hours duration. A certificate of attendance is granted to the participants of the programme.

Nurses

The Nursing School of the Ministry of Health offers postgraduate studies in Nursing and Midwifery in order to fulfill the needs of the Nursing Services in highly skilled personnel.

It also organises upgrading courses for second level nurses, offering them the opportunity to register at first level. Furthermore the School plays a major role in making lifelong learning possible for practicing nurses.

There are three postgraduate programmes of 12 months duration available for nurses: Intensive Care, Nursing Administration and Mental

Health Nursing. All programmes lead to a diploma. The certificate acquired is essential for promotion in the higher level.

Police officers and sergeants

A number of courses are offered for police staff, inspectors, officers and sergeants by the Cyprus Police Academy, which operates under the supervision of the Ministry of Justice and Public Order. The language of instruction is Greek. The Academy is divided into three Schools:

- The Officers School: It organises a number of programmes, specialised courses, seminars and workshops providing Senior Police Staff, Chief Inspectors and Inspectors with training in strategic planning and management issues. The programme for the Senior Police Staff lasts for two weeks, for the Chief Inspectors lasts for four weeks and for Inspectors it lasts for eight weeks. The Officers School also organises specialised programmes, seminars and workshops depending on the needs of the senior officials of the police force and their duration varies from one day to one week.
- The School for Sergeants and Constables: Training for Sergeants lasts for eight weeks and consists of supervisory subjects, operational subjects and subjects of wider interest. Moreover, this school organises special programmes such as traffic courses, which last for six weeks, and criminal investigation courses, which last for five weeks.

The course for Constables lasts for three years and consists of theoretical and practical training. The theoretical training lasts for one academic year and consists of two semesters. After the completion of the first stage of the training (the first semester of theoretical training), the Constables are placed in departments of the police force for practical training (the second semester of theoretical training). At a later stage, before the completion of the three years, they are trained for five weeks at the Mobile Immediate Action Unit and then they return to the Police academy to complete their training.

- The School of Foreign Languages: It provides police officers with training in foreign languages, according to the needs of the Service. The programmes last for two years and cover languages such as Turkish, Arabic, French, Russian and Spanish.

Foresters and Forestry graduates

The MoA administrates the Forestry College (Dasiko Kolegio), which is engaged in the training of foresters in the management principles of forestry practice and environment for the protection and development of forest resources.

Foresters have the opportunity to attend a six-month post-diploma course as well as short training courses especially designed for them.

The Post Diploma course offered by the Forestry College is designed to provide to Foresters and Forestry graduates further studies in specific forestry topics. Each course is individually oriented to cater for the specific needs and interests of the course participants.

They are required to carry out investigation work and present their results in the form of a thesis report. Candidates can choose three to four of the following topics depending on the course duration, academic qualifications and their practical experiences: Forest Mensuration and Management, Forest Surveying, Mapping and Aerial Photogrammetry, Silviculture and Forest Research, Systematic Botany, Timber Harvesting and Chainsaws, Utilisation of Forest Products, Fuelwood Supply and Charcoal Production, Forest Administration, Forest Policy and Law, Nursery Management and Forest Protection.

The Short Training Courses are designed to meet the individual needs of foresters on a wide range of forestry topics at the Post-Diploma level. The courses may last from two to twelve weeks depending upon the topics required, the participants' academic standards and practical experiences.

The topics offered are: Forest Mensuration and Management, Forest Surveying, Mapping and Aerial Photogrammetry, Silviculture and Forest Research, Systematic Botany, Timber Harvesting and Chainsaws, Utilisation of Forest Products, Fuelwood Supply and Charcoal Production, Forest Administration, Forest Policy and Law, Forest Establishment, Nursery Management and Forest Protection.

Candidates for the Higher Diploma in Forestry should:

- Possess a technical qualification in Forestry or related subjects (i.e. Agriculture, Wildlife Management, Resource Management, etc) at degree, diploma or equivalent level,
- Have two or more years of field experience in Forestry after their basic training,
- Be competent in both written and spoken English. Candidates whose first language is not English must present a certificate of competence in English (issued by a recognised organisation e.g. British Council) unless they have a diploma or similar qualification by an institution in which English was the medium of instruction.

Health professionals

All departments of the Ministry of Health have placed a special importance to in-service training, to cover developing gaps as well as new areas in the

expanding field of Medicine. Such training targets either individuals or groups, is locally based or abroad, the duration is from days up to years and in some cases leads to higher qualifications. In addition, the Ministry organised courses and seminars on Information Technology, Management, Research and Evaluation.

The Department organises a two year training course to General Practitioners of the public and private sector and a continuous Medical Education programme to Specialists, in collaboration with foreign universities.

Members of Employers' Organisations

Cyprus Employers and Industrialists Federation

The Cyprus Employers and Industrialists Federation organises seminars aiming at enhancing and upgrading the knowledge and skills of the entrepreneurial world. About 50 seminars are organised each year with the support of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD). They cover a wide range of topical subjects in the areas of management, labour relations, quality, environment, EU affairs etc. and they are attended by entrepreneurs and decision makers in all areas of economic activity both in the private and public sector.

Cyprus Chamber of Commerce and Industry

The Cyprus Chamber of Commerce and Industry organises seminars on entrepreneurial and business skills. Amongst others, training programmes are organised by the CCCI in Management, Marketing, Taxation, European Union, Labour relations, Sales, International commercial terms, Business law, Quality systems, Office practice and Purchasing and storekeeping issues.

The basic aim of these programmes is to satisfy the specific training needs of the business community which are ascertained through research conducted among the member-enterprises but also through the close monitoring of the developments and changes in the economic, legal and business environment both in Cyprus and abroad.

All the programmes are conducted by Cypriot or foreign instructors who have extensive experience and knowledge in the specific topic and in the field of training/education. All modern training approaches are used such as multimedia projections, case studies, examples from real "business life", discussion etc.

The Chamber co-operates closely in the organisation of the programmes with the HRDA, the Local Chambers and other relevant organisations. The CCCI is also a professional examinations body offering examinations in business-related subjects.

50404 Social partner based schemes to support non-job related training

The Social partners organisations as well as certain ministries are involved in supporting non-job related training:

- Employers' organisations:
 - The Cyprus Employers and Industrialists Federation, CEIF (Omospondia Ergodoton kai Viomichanon Kyprou, OEB),
 - The Cyprus Chamber of Commerce and Industry, CCCI (Kypriako Emporiko kai Viomichaniko Epimelitirio, KEVE).
- The main trade unions:
 - The Cyprus Workers Confederation (Synomospondia Ergaton Kyprou, SEK).
 - The Pancyprian Federation of Labour, (Pankypria Ergatiki Omospondia, PEO).
 - Democratic Labour Federation of Cyprus, (Demokratiki Ergatiki Omospondia Kyprou, DEOK).
 - Cyprus Union of Bank Employees (Enosi Trapezikon Ypallilon Kyprou, ETYK).
- The Ministry of Health, MoH (Ypourgeio Ygeias) organises seminars to the public on health issues.

Employers' organisations

The two Employers' organisations organise seminars aiming at enhancing and upgrading the creative thinking and personal development of the managerial world. These seminars are promoted amongst the members of these organisations and are mainly attended by managers.

Trade Unions

The Trade Unions (Syntechnies) frequently organise seminars for their members so that they are kept informed on recent developments in the area of their particular work, as well as efficient use of technology, particularly ICT. The great majority of the seminars organised by the Trade Unions are subsidised by the HRDA. During 2007, the HRDA

subsidised the attendance of 4.038 trade union officials and members in 131 training programmes and seminars organised by Trade Unions.

Cyprus Workers Confederation

Specifically, the Cyprus Workers Confederation Trade Union School organises training courses of around 8-24 hours duration to their members and to trade union officials. The training courses that are available to members of trade unions, newly recruited trade union members and newly recruited trade unionists include matters such as trade union organisation and tools available to members, the economic policy and social protection in EU, health and safety at the workplace and human relations. The aim of these courses is to attract newcomers in the workplace to join the union, to brief trade union members in laws and processes that concern trade union subjects, in the economic policy and the social protection in the European Union and the changes that are expected to occur from the Cyprus accession to the European Union and to train them on the safety and health in the workplace.

The training courses that are available to trade union officials include EU harmonised labour law, free movement of workers, organisation of effective meetings and communication skills. The aim of these programmes is to help trade union officials to develop the necessary knowledge, capacity and skills so that they can respond to the needs of trade union activities and to promote their positions and ideas in the meetings, congresses and conferences they participate.

Pancyprian Federation of Labour

The Pancyprian Federation of Labour organises one and two-day seminars, lectures, meetings and discussions addressed to the salaried Trade Union Officers and other members of PEO. The topics cover mainly Trade Union and labour issues as well as issues on the Labour Legislation, the Cyprus and the international economy, the history of the Trade Union movement, means of communication, negotiations, and issues concerning the accession of Cyprus to the European Union as well as issues on the European integration and globalisation and gender equality.

Democratic Labour Federation of Cyprus

DEOK organises training courses to its members and trade union officials on trade union matters, issues concerning the accession of Cyprus to the European Union as well as issues on the European integration and the new developments concerning the labour market, the Cyprus economy and society. The training courses are conducted by experienced instructors, trade union officials or associates. Very often training courses are provided by foreign instructors.

Cyprus Union of Bank Employees

The Cyprus Union of Bank Employees organises training courses of around 7-21 hours duration to its members and to trade union officials. The training courses include matters such as European issues, globalisation, development of skills and knowledge, health and safety at the workplace, communication, negotiations, gender equality, trade union organisation and labour legislation. All the training courses are conducted by Cypriot or foreign instructors that possess a university degree and have extensive experience and knowledge in the specific topic.

Ministry of Health seminars on health matters

Education of the public on health issues is being considered by the Ministry as an important contribution. The Ministry through the School of Nursing, suggests the development of websites concerning health matters, regular seminars and workshops for NGOs/local authorities concerning chronic diseases, health promotion and risk reduction, as well as seminars for health professionals.

505 CVET AT THE INITIATIVE OF THE INDIVIDUAL

The only source of data regarding participation in education and training at the initiative of the individual is the "Lifelong Learning in Cyprus 2003" survey. This is the first survey on lifelong learning in Cyprus. It was conducted as part of the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) of 2003 conducted by the Statistical Service of Cyprus.

The results of the survey refer to the participation of the population of Cyprus aged 15 and over in formal education, non-formal education or informal learning activities.

Non-formal education refers to the learning activities, which take place outside the regular educational system but are organised and involve teaching. These can be of short or long duration and usually the participant should enrol in order to participate. These activities could be in the form of courses, seminars, conferences, private lessons, adult education programmes, apprenticeship schemes and many more.

Informal learning activities refer to the self-taught learning activities, which are not part of a taught activity or programme of studies. There is no teacher, school or institution directly involved. The methods of informal learning examined in this survey are the following:

- Self-studying by making use of printed materials (e.g. professional books, magazines etc).
- Computer based learning/training, online internet based web education.
- Studying by making use of educational broadcasting or offline computer based (audio or videotapes).
- Visiting facilities aimed at transmitting educational content (library, learning centres, etc).

The participation rates in non-formal education, as can be seen in Table 1, are higher for women and for the age group 15-19 (68,9%).

Furthermore, as it is shown in Table 2, the participation rates in non-formal education are higher for people with tertiary and doctoral education (43,3%).

The participation rates in informal learning activities, as shown in Table 3, are higher in the age groups 20-29 (37,4%) and 30-39 (36,6%), while the use of printed materials (19,4%) and computer based online learning (13,6%) are the most common methods used.

Table 1: Participation rates of population aged 15 and over in non-formal education by age group and sex in 2003

Age group	Male	Female	Total
15-19	66,1%	71,3%	68,9%
20-29	20,1%	29,7%	25,1%
30-39	27,6%	26,3%	26,9%
40-49	19,7%	22,9%	21,3%
50-59	14,1%	13,3%	13,7%
60+	2,9%	1,2%	2,9%
25-64	20,1%	21,3%	20,7%
Total	20,5%	22,5%	21,6%

Source: Lifelong Learning in Cyprus, 2003

Table 2: Participation rates of population aged 15 and over in non-formal education by educational attainment level and sex in 2003

Educational attainment	Male	Female	Total
Less than upper secondary	12,9%	12,7%	12,8%
Upper secondary and post-secondary not-tertiary	17,0%	19,6%	18,3%
Tertiary and doctoral	38,3%	48,4%	43,3%
Total	20,5%	22,5%	21,6%

Source: Lifelong Learning in Cyprus, 2003

Table 3: Participation rates of population aged 15 and over in informal learning activities by type of activity and age group in 2003

Age group	Use of at least one method	Printed materials	Computer based online learning	Educational broadcasting or offline computer	Visiting facilities
15-19	23,1%	7,7%	16,9%	12,0%	3,6%
20-29	37,4%	25,6%	25,0%	17,7%	7,5%
30-39	36,6%	28,6%	19,3%	16,5%	6,3%
40-49	28,9%	22,6%	13,9%	11,1%	5,8%
50-59	23,2%	19,9%	7,9%	9,1%	4,8%
60-64	13,4%	11,4%	3,0%	3,5%	2,2%
65+	6,7%	5,6%	1,1%	1,5%	1,4%
25-64	30,3%	23,8%	15,0%	12,7%	5,7%
Total	26,2%	19,4%	13,6%	11,1%	5,0%

Source: Lifelong Learning in Cyprus, 2003

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WEB SITES

Cyprus Academy of Public Administration, www.mof.gov.cy/capa

Cyprus Chamber of Commerce and Industry, www.ccci.org.cy

Cyprus Employers and Industrialists Federation, www.oeb.org.cy

Cyprus Productivity Centre, www.mlsi.gov.cy/kepa

Cyprus Workers Confederation, www.sek.org.cy

ETF www.etf.eu.int

Eurydice - CEDEFOP, www.eurydice.org

Forestry College of Cyprus – Ministry of Agriculture, Natural Resources and Environment www.moa.gov.cy/fc

Higher Hotel Institute – Ministry of Labour and Social Insurance, www.mlsi.gov.cy/mlsi/hhic

Higher Technical Institute, www.hti.ac.cy

Human Resource Development Authority, www.hrdauth.org.cy

Ministry of Agriculture, Natural Resources and Environment, www.moa.gov.cy

Ministry of Education and Culture of Cyprus, www.moec.gov.cy

Ministry of Labour and Social Insurance, www.mlsi.gov.cy

National Resource Centre for Guidance Cyprus, www.mlsi.gov.cy/dl/nrcg

Nursing School, www.moh.gov.cy

Pancyprian Federation of Labour, www.peo.org.cy

Planning Bureau, www.planning.gov.cy

Police Academy – Ministry of Justice and Public Order, www.police.gov.cy

Statistical Service of Cyprus, www.mof.gov.cy/mof/cystat

ANNEX 1: ACRONYMS AND ABBREVIATIONS

ACRONYMS	NAME	EN TRANSLATION	EN ACRONYM	COUNTRY
	Agrotiki Scholi	Agricultural School		Cyprus
APKy	Anikto Panepistimio Kyprou	Open University of Cyprus	OUC	Cyprus
ATI	Anotero Technologiko Institouto	Higher Technical Institute	HTI	Cyprus
AXIK	Anotero Xenodocheiako Institouto Kyprou	Higher Hotel Institute of Cyprus	HHIC	Cyprus
	Apolytirio	School Leaving Certificate		Cyprus
AnAD	Archi Anaptyxis Anthropinou Dynamikou	Human Resource Development Authority	HRDA	Cyprus
AVIKA	Archi Viomichanikis Katartisis	Industrial Training Authority	ITA	Cyprus
	Astynomiki Akadimia Kyprou	Cyprus Police Academy		Cyprus
	Dasiko Kolegio	Forestry College		Cyprus
DTEE	Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi	Secondary Technical and Vocational Education	STVE	Cyprus
DEOK	Demokratiki Ergatiki Omospondia Kyprou	Democratic Labour Federation of Cyprus		Cyprus
DYA	Dimosies Ypiresies Apascholis	Public Employment Services	PES	Cyprus
DDE	Diefthinsi Dimotikis Ekpaidefsis	Directorate of Primary Education		Cyprus
DME	Diefthinsi Mesis Genikis Ekpaidefsis	Directorate of Secondary General Education		Cyprus

ACRONYMS	NAME	EN TRANSLATION	EN ACRONYM	COUNTRY
DMTE	Diefthinsi Mesis kai Technikis Ekpaidefsis	Directorate of Secondary Technical and Vocational Education		Cyprus
	Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis	Afternoon and Evening Institutes of the Technical Education		Cyprus
EL	Eniaio Lykeio	Unified Lyceum		Cyprus
ETYK	Enosi Trapezikon Ypallilon Kyprou	Cyprus Union of Bank Employees		Cyprus
ESDE	Epaggelmatikes Scholes Dia Viou Ekpaidefsis	Vocational Schools of Lifelong Learning		Cyprus
	Epangelmatiki Ekpaidefsi kai Katartisi	Vocational Education and Training	VET	Cyprus
	Epimorfotika Kentra	Adult Education Centres		Cyprus
EED	Erevna Ergatikou Dynamikou	Labour Force Survey	LFS	
	Ergodotikes Organoseis	Employers Organisations		Cyprus
	Esperini Techniki Scholi	Evening Technical School		Cyprus
ESDA	Ethniko Schedio Drasis gia tin Apascholisi	National Action Plan for Employment	NAP	Cyprus
	Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas	National Lisbon Programme		Cyprus
ESPE	Ekthesi gia tis Stratigikes Koinonikis Prostasias kai Koinonikis Ensomatosis	National Report on the Strategies for Social Protection and Social Inclusion	NSPI	Cyprus

ACRONYMS	NAME	EN TRANSLATION	EN ACRONYM	COUNTRY
	Ethniki Stratigiki Dia Viou Mathisis	National Lifelong Learning Strategy		Cyprus
ESPA	Ethniko Stratigiko Plaisio Anaforas gia tin Politiki Synoxis	National Strategic Reference Framework for Cohesion Policy	NSRF	Cyprus
EKT	Evropaiko Koinoniko Tamio	European Social Fund	ESF	
GP	Grafeio Programmatismou	Planning Bureau	PB	Cyprus
KEGE	Kentra Georgikis Ekpaidefsis	Agriculture Vocational Training Centres		Cyprus
KEAA	Kentro Epaggelmatikis Apokatastasis Anapiron	Centre for the Vocational Rehabilitation of the Disabled		Cyprus
KEPA	Kentro Paragogikotitas	Cyprus Productivity Centre	CPC	Cyprus
KIE	Kratika Institouta Epimorfosis	State Institutes of Further Education		Cyprus
KADD	Kypriaki Akadimia Dimosias Dioikisis	Cyprus Academy of Public Administration	CAPA	Cyprus
KEVE	Kypriako Emporiko kai Viomichaniko Epimelitirio	Cyprus Chamber of Commerce and Industry	CCCI	Cyprus
MTEE	Mesi Techniki kai Epaggelmatiki Ekpaidefsi	Secondary Technical and Vocational Education	STVE	Cyprus
MID	Mesogeiaiko Institouto Diefthinsis	Mediterranean Institute of Management	MIM	Cyprus
MME	Mikromesaies Epichiriseis	Small and Medium Enterprises	SMEs	

ACRONYMS	NAME	EN TRANSLATION	EN ACRONYM	COUNTRY
	Nosileftiki Scholi	School of Nursing		Cyprus
OEB	Omospondia Ergodoton kai Viomichanon Kyprou	Cyprus Employers and Industrialists Federation	CEIF	Cyprus
PI	Paidagogiko Institutouto	Pedagogical Institute	PI	Cyprus
PK	Panepistimio Kyprou	University of Cyprus	UCY	Cyprus
PEO	Pankypria Ergatiki Omospondia	Pancyprian Federation of Labour		Cyprus
	Pedagogiki Akadimia Kyprou	Pedagogical Academy of Cyprus		Cyprus
	Programma Proypiresiakis katartisis	Pre-service Training Programme	PTP	Cyprus
SSA	Stratigiko Schedio Anaptyksis	Strategic Development Plan	SDP	Cyprus
SEK	Synomospondia Ergaton Kyprou	Cyprus Workers Confederation		Cyprus
	Syntechnies	Trade Unions		
SM	Systima Mathiteias	Apprenticeship System		Cyprus
TS	Technikes Scholes	Technical Schools		Cyprus
	Technologiko Panepistimio Kyprou	Cyprus University of Technology		Cyprus
	Tmima Georgias	Department of Agriculture		Cyprus
	Ypiresia Dimosias Dioikisis kai Prosopikou	Public Administration and Personnel Service	PAPs	Cyprus
	Ypiresies Koinonikis Merimnas	Social Welfare Services		Cyprus
YDDT	Ypourgeio Dikaiosynis kai Dimosias Taxis	Ministry of Justice and Public Order	MJPO	Cyprus

ACRONYMS	NAME	EN TRANSLATION	EN ACRONYM	COUNTRY
YEVT	Ypourgeio Emporiou, Viomichanias kai Tourismou	Ministry of Commerce, Industry and Tourism	MCIT	Cyprus
YEKA	Ypourgeio Ergasias kai Koinonikon Asfaliseon	Ministry of Labour and Social Insurance	MLSI	Cyprus
YGFPF	Ypourgeio Georgias, Fysikon Poron kai Perivallontos	Ministry of Agriculture, Natural Resources and Environment	MoA	Cyprus
YO	Ypourgeio Oikonomikon	Ministry of Finance	MoF	Cyprus
YPP	Ypourgeio Paideias kai Politismou	Ministry of Education and Culture	MoEC	Cyprus
	Ypourgeio Ygeias	Ministry of Health	MoH	Cyprus
	Ypourgiko Symvoulío	Council of Ministers		Cyprus
	Ypourgos Ergasias kai Koinonikon Asfaliseon	Minister of Labour and Social Insurance		Cyprus

ANNEX 2: MEMBERS OF THE CYPRUS CONSORTIUM

1. NATIONAL COORDINATOR

1.1. Human Resource Development Authority of Cyprus (www.hrdauth.org.cy)

2. MINISTRIES/GOVERNMENT DEPARTMENTS

2.1. Planning Bureau (www.planning.gov.cy)

2.2. Ministry of Labour and Social Insurance/Department of Labour (www.mlsi.gov.cy/dl)

2.3. Ministry of Education and Culture (www.moec.gov.cy)

2.4. Statistical Service of Cyprus (www.mof.gov.cy/cystat)

2.5. Cyprus Academy of Public Administration (CAPA) (www.mof.gov.cy)

2.6. Pedagogical Institute (www.pi.ac.cy)

2.7. Cyprus Productivity Centre (www.mlsi.gov.cy/kepa)

3. SOCIAL PARTNERS: EMPLOYER AND TRADE UNION ORGANISATIONS

3.1. Cyprus Employers and Industrialists Federation (www.oeb-eif.org)

3.2. Cyprus Chamber of Commerce and Industry (www.ccci.org.cy)

3.3. Cyprus Workers' Confederation (www.sek.org.cy)

3.4. Pancyprian Federation of Labour (www.peo.org.cy)

3.5. Democratic Labour Federation of Cyprus (www.deok.org.cy)

3.6. Cyprus Union of Bank Employees (www.etyk.org)

4. OTHER ORGANISATIONS/NON-PROFIT MAKING ORGANISATIONS

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

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

5. NATIONAL AGENCIES/UNITS FOR MANAGING EUROPEAN PROGRAMMES/INITIATIVES

5.1. Foundation for the Management of European Lifelong Learning Programmes (www.llp.org.cy)

5.2. National Eurydice Unit (www.eurydice.org)