

# VET in Europe: Cyprus 2011





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**Prepared by**

Ms. Yianna Korelli, Human Resource Officer

**Coordination**

Mr. Yiannis Mourouzides, Senior Human Resource Officer

**Contribution**

Members of the Cyprus ReferNet Consortium

**Supervision**

Mr. Xenakis Michaelides, Research and Planning Director

**Overall responsibility**

Dr George Oxinos, Director General

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Human Resource Development Authority:

2 Anavissou Str., Strovolos, P.O. Box 25431, CY-1392 Nicosia, Cyprus

Tel: +357 22515000, Fax: +357 22496949

E-mail: [hrda@hrdauth.org.cy](mailto:hrda@hrdauth.org.cy), Website: [www.hrdauth.org.cy](http://www.hrdauth.org.cy)

ReferNet Cyprus:

Tel: +357 22390350, Fax: +357 22428522

E-mail: [refernet@hrdauth.org.cy](mailto:refernet@hrdauth.org.cy), Website: [www.refernet.org.cy](http://www.refernet.org.cy).

## **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, which is the nominated National Coordinator of the European network ReferNet in Cyprus.

Cedefop established ReferNet as the European network of reference and expertise in vocational education and training. The aim of this network is to meet the growing demand for information on policies and developments in the area of vocational education and training in the European Union.

The report has been prepared as part of a series of reports on vocational education and training in European Union countries. The reports follow a common structure, which has been provided in the form of guidelines by Cedefop. The reports are updated annually and reports from past years are available to the public through Cedefop's VET-Bib. They aim to provide stakeholders in Europe with a description of the national VET systems in Europe to feed into research work, policy initiatives, peer reviews, best practices and projects at national and European levels.

This report aims to provide essential background information and statistical data on vocational education and training in Cyprus. It situates the Cyprus education and training system within a broad political, social, economic, and labour market framework.

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. ReferNet provides a forum for exchanging information through a decentralised approach based on the contribution of the national consortia. The HRDA, as the National Coordinator of ReferNet in Cyprus, wishes to acknowledge the invaluable contribution of the other members of the Cyprus consortium in the preparation of this report.



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**Theme 1: General context – framework for the knowledge society**

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**1.1. Political and socio-economic context**

Cyprus became an independent sovereign Republic in 1960 with a presidential system of government. The 1960 constitution institutionalised communal dualism between the Greek and Turkish communities on the island in all spheres of government activity. The Turkish invasion of the island in 1974 led to the occupation, until today, of 37% of the island's territory and the displacement of 200.000 Greek Cypriots.

Executive power is vested in the President of the Republic. The president exercises executive power through a Council of Ministers (Ypourgiko Symvoulío) appointed by him. The House of Representatives (Vouli ton Antiprosopon) exercises legislative authority. Cyprus is divided into six administrative districts. Each district has a district officer, who is the local representative of the central government.

The Planning Bureau, PB (Grafeío Programmatismou, GP), a coordinating and policy-making body, in cooperation with all Governmental Services, collects and analyses information on the economy and proposes measures for future action, including the overall planning of education.

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) has the overall responsibility for the development and implementation of educational policy. The Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) has the overall responsibility for labour and social policy.

The Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD) plays an important role in vocational training. 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.

Cyprus' economy is small, open and flexible. Previous to the economic crisis, the economy of Cyprus was characterised by conditions of near full employment with high employment rate, relatively low unemployment rate and high economic growth. As a consequence of the economic crisis, the Cyprus economy contracted by 1,7% in 2009, before rebounding to 1% in 2010, negatively affecting the employment rate (69,7% in 2010) and unemployment rate (6,2% in 2010). (More information is provided in section 1.3). Human resources are characterised by a high level of educational attainment (more information is provided in section 1.4). Since the early 1990s, the labour market has been confronted with labour shortages mainly in low-skilled occupations. The low fertility rate is gradually aggravating the problem. This has led to the need for employment of foreign workers. According to Social Insurance data, in 2010 foreign workers, including EU27 nationals, represented 29,6% of total employment. Thus there is significant potential for attracting inactive women into the labour market, though the possibilities are somewhat limited for middle-aged and older women.

**1.2. Population and demographics**

Cyprus is an island located in the Eastern Mediterranean sea. It covers a total area of 9.250 square kilometers. According to the Statistical Service of Cyprus (Statistiki Ypiresia Kyprou), the population of the government-controlled area is 803.200 (end of 2009) and has risen on average by around 1,6% per year since 1980. The Turkish-Cypriot population was estimated to be 89.200 (end of 2009).

The low fertility rate (1,5 in 2009) is gradually aggravating the existing labour shortages and bottlenecks. The population over 60 years of age, as shown in Table 1, is estimated to reach 24,0% in 2025 in comparison to 18,3% in 2009. In an effort to tackle pressing demand for labour, a policy for the employment on a temporary basis of foreigners was implemented since the early 1990s in occupations or economic sectors facing labour shortages.

Table 1: Age-specific demographic trends  
(end of year population estimates for government-controlled area)

Age group	1995	2000	2005	2006	2007	2008	2009	2025
<b>0-24</b>	39,3%	38,1%	34,2%	33,5%	32,9%	32,3%	31,8%	27,7%
<b>25-59</b>	45,7%	46,5%	49,1%	49,5%	49,8%	49,9%	49,9%	48,3%
<b>60+</b>	15,0%	15,4%	16,7%	17,0%	17,4%	17,8%	18,3%	24,0%
<b>Total</b>	656,3	697,5	766,4	778,7	789,3	796,9	803,2	933,0

Source: Statistical Service of Cyprus, Eurostat

Table 2 presents the old age dependency ratio projections (number of persons aged 65 and over expressed as a percentage of the number of persons aged between 15 and 64). This ratio is expected to increase from 18,0% in 2010 to 44,5% in 2060, remaining lower than the average EU27 ratio which is projected to be 53,5%.

Table 2: Projected old-age dependency ratio %

	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
<b>EU27</b>	25,9	28,3	31,1	34,2	38,0	42,1	45,4	48,0	50,4	52,5	53,5
<b>Cyprus</b>	18,0	19,9	22,3	25,0	27,4	29,0	30,8	33,3	37,7	41,4	44,5

Source: Eurostat

The need to increase participation in the labour market, especially of target groups that are lagging behind such as women and older persons, remains a central challenge for Cyprus. Moreover, further promotion and improvement of continuing training activities is expected to contribute to the adaptation and improvement of the knowledge and skills of the labour force and to productivity increases.

### 1.3. Economy and labour market indicators

Cyprus has experienced strong economic growth ever since independence in 1960. The average GDP growth rate in real terms, which was 3,8% during 1995-2000, fell to 3,5% during 2000-2007, reaching 4,4% in 2007 and declining to 3,6% in 2008. The world economic crisis affected Cyprus and in 2009 GDP decelerated by 1,7% mainly due to the poor performance of the tourism, construction and manufacturing sectors, before rebounding to 1% in 2010. The importance of the tertiary sector has grown while the shares of the secondary and the primary sectors have declined.

Table 1 presents GDP by sector in 2010, while Table 2 presents employment shares by sector in 2010 for Cyprus and EU27. As shown in Table 1, the sector of Business and other services contributed 33,8% to the GDP in 2010 and the sector of Distribution and transport contributed 26,7% of the GDP. As shown in Table 2, Cyprus compared to the EU has lower percentage of

employment in Manufacturing and higher in Services and particularly in Distribution and transport and in Business and other services.

Table 1: Gross Domestic Product by sector 2010

<b>Economic Sector</b>	<b>Cyprus</b>
Primary sector and utilities	4,4%
Manufacturing	7,2%
Construction	7,6%
Distribution and transport	26,7%
Business and other services	33,8%
Non-marketed services	20,3%
<b>Total</b>	<b>100,0%</b>

Source: Statistical Service of Cyprus

Table 2: Employment shares (persons) aged 15+ by sector 2010

<b>Economic Sector</b>	<b>EU27</b>	<b>Cyprus</b>
Primary sector and utilities	7,0%	4,9%
Manufacturing	15,8%	8,4%
Construction	7,7%	11,3%
Distribution and transport	26,5%	32,5%
Business and other services	18,0%	24,0%
Non-marketed services	25,0%	18,9%
<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Source: Eurostat (LFS)

The total employment rate has shown a stable increase during the period 2000-2007, with the exception of 2005, while it has decreased during the years 2008-2010. The employment rate of 69,7% in 2010 still compares favourably with the EU27 average (64,2% in 2010). During the period 2000-2010 the employment rate of men remained rather stable, with the exception of 2009 and 2010 when it decreased, whereas the employment rate of women increased significantly from 53,0% in 2000 to 63,0% in 2010, a result of the introduction of specific policy measures for increasing female participation.

Table 3: Employment rates for the population 15-64 years

	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Men</b>	78,6%	79,4%	78,8%	78,8%	80,0%	79,2%	79,4%	80,0%	79,2%	77,6%	76,6%
<b>Women</b>	53,0%	57,1%	59,0%	60,2%	59,0%	58,4%	60,3%	62,4%	62,9%	62,5%	63,0%
<b>Total</b>	65,4%	67,9%	68,5%	69,2%	69,1%	68,5%	69,6%	71,0%	70,9%	69,9%	69,7%

Source: Statistical Service of Cyprus (LFS)

Table 4 shows employment rates by age groups and highest level of education attained. From the table it can be seen that employment rates in Cyprus are higher for the age group 25-49 (83,6% in 2010) while employment rates increase with higher educational attainment.

Table 4: Employment rates by age groups and highest level of education attained

	EU27 2010			Cyprus 2010		
	15-24	25-49	50-64	15-24	25-49	50-64
<b>Total</b>	34,1%	78,1%	56,7%	33,8%	83,6%	64,2%
<b>ISCED 0-2</b>	21,5%	62,8%	43,1%	15,7%	76,7%	56,6%
<b>ISCED 3-4</b>	45,0%	79,7%	59,6%	41,5%	82,6%	64,8%
<b>ISCED 5-6</b>	57,1%	87,4%	74,5%	65,1%	87,8%	75,7%
<b>No answer</b>	5,2%	72,8%	62,2%	-	-	-

ISCED 0-2: Pre-primary, primary and lower secondary education

ISCED 3-4: Upper secondary and post-secondary non-tertiary education

ISCED 5-6: Tertiary education

Source: Eurostat, Statistical Service of Cyprus (LFS)

The unemployment rate, 5,3% in 2009, increased to 6,2% in 2010, but still compares favourably with the EU27 average (9,6% in 2010). The unemployment rate in Cyprus is higher for women compared to men, although the difference has shrunk. The unemployment rate for young people under 25 increased from 13,8% in 2009 to 16,7% in 2010 but still compares favourably with the EU27 average (20,9% in 2010).

Table 5: Unemployment rates

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Total</b>	5,0%	4,0%	3,3%	4,1%	4,7%	5,3%	4,5%	3,9%	3,7%	5,3%	6,2%
<b>Men</b>	3,2%	2,7%	2,6%	3,8%	3,5%	4,4%	3,9%	3,4%	3,2%	5,1%	6,0%
<b>Women</b>	7,3%	5,7%	4,2%	4,6%	6,2%	6,5%	5,4%	4,6%	4,2%	5,5%	6,4%
<b>&lt;25</b>	10,2%	8,4%	7,9%	8,9%	10,7%	13,9%	10,2%	10,2%	9,0%	13,8%	16,7%

Source: Statistical Service of Cyprus (LFS)

Table 6 shows unemployment rates by age groups and highest level of education attained. From the table it can be seen that unemployment rates are higher for the age group 15-24 (16,7% in 2010) and usually decrease with higher educational attainment (with the exception of the age group 15-24).

Table 6: Unemployment rates by age groups and highest level of education attained

	EU27 2010			Cyprus 2010		
	15-24	25-49	50-64	15-24	25-49	50-64
<b>Total</b>	20,8%	8,9%	6,9%	16,7%	5,7%	4,3%
<b>ISCED 0-2</b>	27,4%	16,3%	10,2%	13,1%	7,8%	6,3%
<b>ISCED 3-4</b>	18,1%	8,2%	6,7%	17,2%	5,2%	3,8%
<b>ISCED 5-6</b>	16,2%	5,3%	3,6%	18,0%	5,1%	2,2%
<b>No answer</b>	-	8,2%	-	-	-	-

ISCED 0-2: Pre-primary, primary and lower secondary education

ISCED 3-4: Upper secondary and post-secondary non-tertiary education

ISCED 5-6: Tertiary education

Source: Eurostat, Statistical Service of Cyprus (LFS)

Public expenditure on education has increased from 5,6% of the GDP in 2000 to 8,1% in 2010.

Table 7: Expenditure on education

	2000	2005	2007	2008	2009	2010
<b>Public expenditure on education (% of budget)</b>	14,8%	16,0%	16,6%	17,6%	17,5%	17,3%
<b>Public expenditure on education (% on GDP)</b>	5,6%	7,0%	7,1%	7,5%	8,0%	8,1%
<b>Total expenditure on education (% on GDP)</b>	9,2%	9,1%	9,3%	9,6%	10,5%	10,5%

Source: Statistical Service of Cyprus

#### 1.4. Educational attainment of population

Human resources in Cyprus are characterised by a high level of educational attainment. There is one state university operating since 1992, while two other state universities commenced their operations in 2006 and 2007. Four private universities started to operate after 2007 and there are also other public and private tertiary education colleges / institutions. The percentage of people aged 25-64 with tertiary education was 35% in 2010, significantly above the corresponding EU27 average (26% in 2010).

There is a strong cultural trend among the Cypriot population in favour of general secondary education followed by higher education. Family plays a significant influence in encouraging and supporting young people to continue to higher education. A large proportion of young persons that continue to higher education are enrolled in education institutions abroad. High education attainment is also driven by economic reasons, as tertiary education graduates usually receive higher remuneration.

Table 1: Educational attainment of the population aged 25 to 64 by ISCED level

	EU 27				Cyprus			
	2007	2008	2009	2010	2007	2008	2009	2010
<b>ISCED 0-2</b>	29%	29%	28%	27%	28%	26%	28%	26%
<b>ISCED 3-4</b>	47%	47%	47%	47%	39%	39%	38%	39%
<b>ISCED 5-6</b>	24%	24%	25%	26%	33%	35%	34%	35%
<b>Total</b>	100%	100%	100%	100%	100%	100%	100%	100%

ISCED 0-2: Pre-primary, primary and lower secondary education

ISCED 3-4: Upper secondary and post-secondary non-tertiary education

ISCED 5-6: Tertiary education

Source: Eurostat (LFS)

The percentage of early school leavers has decreased from 18,5% in 2000 to 12,6% in 2010, although this was standing even lower at 11,7% in 2009. The EU27 average in 2010 was

14,1% and the EU2020 target is to reduce the dropout rate to 10% by 2020. However, Cypriot students abroad and soldiers aged 18-20 are not included in the LFS sample, while temporary foreign workers usually of low educational attainment are included. If students abroad, soldiers and foreign workers are taken into account the estimated percentage drops below 10%.

Table 2: Percentage of the population aged 18-24 with at most lower secondary education and not in education or training

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	%	%	%	%	%	%	%	%	%	%	%
<b>Early School Leavers</b>	18,5	17,9	15,9	17,3	20,6	18,2	14,9	12,5	13,7	11,7	12,6

Source: Eurostat (LFS)

The youth education attainment level, the percentage of the population aged 20 to 24 having completed at least upper secondary education, shown in Table 3, was 86,3% in 2010, higher than the EU27 which was 79,0% in 2010. This percentage was higher in women than in men (89,0% compared with 83,2% respectively).

Table 3: Youth education attainment level - the percentage of the population aged 20 to 24 having completed at least upper secondary education

	EU 27				Cyprus			
	2007	2008	2009	2010	2007	2008	2009	2010
<b>Male</b>	75,4%	75,6%	75,9%	76,2%	79,8%	80,1%	84,2%	83,2%
<b>Female</b>	80,8%	81,3%	81,4%	81,8%	91,0%	89,5%	90,2%	89,0%
<b>Total</b>	78,1%	78,4%	78,6%	79,0%	85,8%	85,1%	87,4%	86,3%

Source: Eurostat (LFS)

Table 4 presents the number of graduates in ISCED 3-6 by field of education and gender. The number of graduates in ISCED 3VOC (Upper Secondary Technical and Vocational Education) decreased from 1.245 in 2008/2009 to 1.165 in 2009/2010. The number of graduates in ISCED 5-6 increased from 4.228 in 2008/2009 to 4.522 in 2009/2010.

Table 4: Graduates in ISCED level 3-6 by level of education, programme destination and gender, 2009/2010

	ISCED 3GEN	ISCED 3VOC	ISCED 5-6
<b>Male</b>	4.228	984	1.829
<b>Female</b>	5.018	181	2.693
<b>Total</b>	9.246	1.165	4.522

ISCED 3 GEN: Upper secondary general

ISCED 3 VOC: Upper secondary vocational

ISCED 5-6: Tertiary education

Source: Eurostat

According to the LFS, the percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey was 7,7% in 2010, which is lower than the EU27 average which was 9,1% in 2010. The national target for 2020 is for this percentage to reach 12%. The participation of women was generally higher than that of men (with the exception of 2009 when it was the same), as shown in Table 5.

Table 5: Lifelong Learning (adult participation in education and training) - percentage of the population aged 25-64 participating in education and training over the 4 weeks prior to survey

	EU 27				Cyprus			
	2007	2008	2009	2010	2007	2008	2009	2010
<b>Male</b>	8,4%	8,3%	8,3%	8,3%	8,1%	8,1%	7,8%	7,5%
<b>Female</b>	10,1%	10,1%	10,1%	10,0%	8,6%	8,9%	7,8%	7,9%
<b>Total</b>	9,3%	9,2%	9,2%	9,1%	8,4%	8,5%	7,8%	7,7%

Source: Eurostat (LFS)

Finally, according to the Foundation for the Management of the European Lifelong Learning Programmes, during the 2010 Leonardo da Vinci mobility programme 237 learners were approved for VET mobility grant (compared with 188 in 2009), whereas 51 teachers and trainers (compared with 91 in 2009) and 25 enterprises / organisations (compared with 24 in 2009) participated in VET mobility schemes.

## 1.5. Definitions

The terms used do not differ from the European or international definitions.



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## **Theme 2: Modernising VET to support LLL, internationalisation and mobility**

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### **2.1. VET policy developments and priorities in supporting LLL**

#### Main objectives of the national policies and strategies on LLL

The promotion of access to lifelong learning for all, including the provision of access to education and entry / re-entry to the labour market is a strategic objective. The Cyprus Lifelong Learning Strategy, CyLLS (Ethniki Stratigiki dia Viou Mathisis) for 2007-2013 contains many policy priorities for VET. The LLL strategy has four priority pillars:

- Promoting access to lifelong learning for all.
- Enhancing lifelong learning infrastructure and systems.
- Promoting research and development to support lifelong learning.
- Effective governance of lifelong learning.

The main actions to achieve the objectives of the CyLLS include, amongst others, the enhancement of lifelong guidance and counselling services, the development of a National Qualifications Framework (NQF) and the promotion of actions outlined in the Education Reform (Ekpaideftiki Metarithmisi), which have specific impact on VET such as creating new VET pathways and facilitating horizontal and vertical movement in education.

A National Lifelong Learning Committee and a supporting Technical Committee (representing Planning Bureau, Ministry of Education and Culture, Ministry of Labour and Social Insurance, Human Resource Development Authority of Cyprus and Cyprus Productivity Centre) have been appointed in order to monitor, coordinate and promote all necessary actions for the realisation of the CyLLS, as well as the issuing of an Annual Progress Report. The first progress report was issued in 2010 and was delivered to major VET stakeholders. According to this report, lifelong learning can potentially play a central role in facing the impact of the global economic crisis on Cyprus, mainly through employment growth, the enhancement of productivity and by utilising the combination of knowledge, innovation and research within the context of the “knowledge triangle”. The LLL objectives are subject to continuous updating so as to respond to the new needs emerging from economic recession and the EU 2020 strategy.

In May 2011, Cyprus submitted the final National Reform Programme (NRP) on EU2020, in conformity with the Integrated Guidelines for economic and employment policies agreed by the European Council on 17 June 2010. The NRP presents the national targets under the EU2020 strategy, the key measures to reach these targets and tackle bottlenecks and it also presents the structural reforms that aim to boost growth, employment and social cohesion. The main policies in the field of VET, as outlined in the NRP, include:

- Restructuring the education system and modernising the content of education by the introduction of new curricula which focuses on the development of new skills and key competences, the introduction of new timetables, the production of new educational material and the continuous professional development of teachers.
- Upgrading vocational education and training, by improving the quality and attractiveness of the education and training systems, establishing mechanisms of lifelong guidance and validation of acquired skills, providing alternative pathways to young persons and upgrading the Apprenticeship System and facilitating the transfer of students between general education and VET.

- Strengthening the links between technical vocational education, training and the labour market, by the establishment of Post Secondary Institutes for Technical and Vocational Education and Training, strengthening the contacts between VET, the social partners and the enterprises, promoting a culture of research and innovation, strengthening the efforts towards better and systematic collection of data and upgrading vocational guidance services.
- Promoting transnational mobility, through the establishment of a National Qualifications Framework, implementation of EU tools and increasing participation in EU programmes.
- Increasing labour market participation, mainly through training schemes targeting the economically inactive women and the unemployed, groups vulnerable to exclusion from the labour market and tertiary education graduates.
- Improving the education and training systems, mainly through the implementation of the System of Vocational Qualifications, the enhancement of training infrastructure, the certification of training providers and the promotion of innovation in training.

#### Current national policy debates on VET

The government is promoting major reforms in the educational system, within the context of the Education Reform. A public dialogue was initiated in 2005, based on a report conducted by seven experts in the field of education. The Education Reform is an ongoing effort for a comprehensive introduction of changes and innovations at all levels and aspects of the education system.

In 2008, the Ministry of Education and Culture, MoEC (Ypourgeio Paidias kai Politismou, YPP) appointed a committee made up of academics and specialists in curriculum issues with the mandate to set out guidelines and general objectives and expected educational outcomes for the design of new curricula and syllabi for all levels from pre-primary to secondary education. In 2009, the MoEC appointed a number of sub-committees made up of subject specialists and practitioners in the field of education with instructions to design new curricula. The new curricula for upper secondary and technical vocational education will be fully developed by 2015.

Other current national policy debates and / or issues, which have direct or indirect effects on VET, include the following:

- Promotion of New Modern Apprenticeship (NMA) in order to provide an alternative education and training pathway to young persons who drop out of the formal education system (more information is provided in section 5.4).
- Establishment of a System for the Assessment and Certification of training providers, which is considered of vital importance for the adaptation of the training system to the current needs of the labour and training markets and it is expected to contribute to the improvement of quality and effectiveness of the training provision in Cyprus (more information is provided in section 7.1).
- Continuous anticipation of skill needs in the labour market, which includes mainly, the provision of employment forecasts in occupations and sectors of economic activity, as well as the identification of educational, training and special skill needs, including green skill needs (more information is provided in section 8.1).

- Establishment of mechanisms of Lifelong Guidance, such as the National Forum for Lifelong Guidance, in order to upgrade guidance and counselling services (more information is provided in section 9.1).

## **2.2. Implementation of European tools and principles**

Cyprus remains committed towards introducing relevant EU tools and frameworks in the national scene.

### Implementation of a National Qualifications Framework (NQF)

The development of a NQF for promoting the recognition of academic and vocational qualifications that have been acquired in Cyprus is a priority of the government. As a result, the Council of Ministers appointed a national high level committee comprising the Director General of the Ministry of Education and Culture, MoEC (Ypourgeoio Paideias kai Politismou, YPP), the Ministry of Labour and Social Insurance, MLSI (Ypourgeoio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Human Resource Development Authority, (Archi Anaptyxis Anthropinou Dynamikou, AnAD), to formulate the general framework and the policies for the design and implementation of a NQF.

In February 2009, the National Committee appointed a Working Committee in order to facilitate and coordinate the process. The Working Committee, after studying the examples and good practices of other European countries, prepared an Interim Report on the State of the Development of a NQF in Cyprus, which was finalised in March 2011 and will form the basis for further consultation with stakeholders and other parties involved.

The Working Committee is in the process of seeking to appoint an international Expert for the detailed design and development of the Referencing Report. Furthermore, the level descriptors are being developed in order to make them relevant and effective to the Cyprus Education System. The most important challenges to be met in the effort to establish a NQF in Cyprus are the shift from learning inputs to learning outcomes, the establishment of a credit system to validate all forms of learning and the establishment of criteria and procedures for referencing NQF levels to European Qualifications Framework (EQF) levels. The project for the establishment of a NQF in Cyprus is expected to be completed by June 2013.

The development of a Competence-Based System of Vocational Qualifications, which will constitute an integral part of a future NQF is a high priority objective for Cyprus. The System is being established and implemented by the HRDA in two phases. During the 1st phase in the period 2006-2009, 5 Standards of Vocational Qualifications at level 2 have been developed in the 3 economic sectors of Hotel and Restaurants, Construction and Retail trade for the occupations of waiter, cook, receptionist, construction mason and sales person.

During the 2nd phase, which covers the period 2007 – 2015 and is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tameio, EKT), 72 new standards in priority occupations at various levels have been developed and opportunities for access will be provided to employees, unemployed and economically inactive persons. The standards 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 and Hairdressing as well as the occupation of Trainer of Vocational Training. The new standards have been developed, discussed by the sectoral

technical committees of vocational qualifications and approved by the Board of Governors of the HRDA. It is expected that during the second phase, opportunities for access will be provided to 7.000 persons.

Furthermore, it will be examined how the System will incorporate the branches / specialisations of Technical Schools and the Apprenticeship System as well as other initial vocational training programmes. In this way it is expected to bridge the various qualifications acquired via formal, non-formal and informal learning and strengthen the ties between initial and continuing vocational education and training.

Regarding the regulated professions, Cyprus has fully implemented the New Directive 2005/36/EC into national law by introducing eight different specific laws, one for the General System of recognition of regulated professions and seven others for the seven Sectoral Professions (nurse responsible for general care, dental practitioner, veterinary surgeon, midwife, architect, pharmacist and doctor).

#### Implementing a unit-based credit system

The European Credit System for Vocational Education and Training (ECVET) is part of the overall project for developing European cooperation in the field of vocational education and training and constitutes one of its operational tools. In this regard, ECVET complements the EQF. The MoEC in Cyprus initiated a process of national consultation with all VET stakeholders and has submitted to the EU the outcome of the national consultation. A Working Committee for the development and implementation of ECVET in Cyprus was set up in September 2011. This Committee comprises of stakeholders from the public and the private sector, such as the MoEC, the MLSI, the Planning Bureau, the HRDA, the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), the Foundation for the Management of the European Lifelong Learning Programmes in Cyprus and private providers of IVET and Tertiary VET.

#### Quality assurance

At present, there are no procedures or national guidelines for the recognition of prior learning, including non-formal and informal learning. Individual higher education institutions may allocate at their own discretion a number of credits for prior learning when evaluating entry or transfer requirements.

The Cyprus Council for the Recognition of Higher Education Qualifications, KYSATS (Kypriako Symvoulío Anagnorisis Titlon Spoudon), an independent body, is the competent authority responsible for the recognition of diplomas, which were awarded from institutions of higher education, recognised in the country they operate. A modification of the Law allows the Council to recognise, at its discretion, transfer credits based on previous work experience as part of a formal degree title. The general issue of recognising prior learning arose in the context of the discussions amongst numerous public and private stakeholders about the development of an NQF. However, some steps have been taken on the initiative of institutions. For example, the Continuing Education Centre of the University of Cyprus, UCY (Panepistimio Kyprou, PK) has assigned learning outcomes and credits to the modules of some of its lifelong learning programmes.

The Council for Educational Assessment and Accreditation, SEKAP (Symvoulío Ekpaideftikis Axiologisis kai Pistopoiisis) is an independent body that advises the Minister of

Education and Culture (Ypourgos Paideias kai Politismou) on issues concerning the establishment, control and operation of tertiary education institutions in Cyprus. It consists of seven senior academics, of international standing, appointed by the Council of Ministers after the recommendation of the Minister of Education and Culture. It is recognised internationally and is a member of the European Network of Quality Association (ENQA), the European University Association (EUA) and the International Quality Assurance Agency in Higher Education (INQAAHE).

A proposal has been put forward regarding the establishment of the Cyprus Quality Assurance and Accreditation (CQAA) Board which will be responsible for the external evaluation of all tertiary education institutions. The CQAA Board is going to replace the existing separate evaluation and accreditation bodies by integrating their responsibilities into one sole body. The CQAA Board will therefore incorporate the functions that are currently performed by SEKAP and KYSATS. The aim is to eliminate the weaknesses of the existing system such as duplication and contradictory decisions and to extend its responsibilities to cover, in addition to private tertiary education institutions, the state ones, as well as to cover institutional and also internal evaluation and accreditation, in addition to programme quality assurance conducted under the present system.

### Europass

The CPC, an institution of the MLSI, was appointed as the Cyprus National Europass Centre and thus:

- Is responsible for the coordination, management and promotion of all the activities related to Europass documents.
- Provides information to individuals, education and training providers, guidance operators, employers and anybody requiring information and guidance on Europass documents.
- Cooperates with other related organisations that operate in the same field of mobility and qualification transparency.

The Cyprus NEC in cooperation with the Foundation for the Management of the European Lifelong Learning Programmes in Cyprus is encouraging all organisations participating in mobility programmes to issue the Europass Mobility document and during 2010, 242 documents were issued.

Additionally, in 2010, the Cyprus NEC managed to contact almost all interested organisations both private and public, in order to promote the Europass Documents and make them accessible to all citizens. Around 80% of the Higher Educational Institutes automatically issue the Europass Diploma Supplement to their graduates, reaching the number of 3.702 Europass Diploma Supplements in 2010. Furthermore, 1.252 Europass Certificate Supplements have been given to all the 2010 Technical Schools' graduates.

In 2010, the Cyprus NEC organised 18 workshops with the total number of participants reaching the 172. During the workshops the participants, with the guidance of the Cyprus NEC team, created their own Europass CV and they were advised on how to write a cover letter and on how to perform well on an interview.

The Cyprus NEC's website ([www.kepa.gov.cy/europass](http://www.kepa.gov.cy/europass)) contains detailed information on both the Europass Documents and the role of the Cyprus NEC and is constantly updated with relevant articles, links, events, publications and announcements.

## **2.3. Internationalisation and transnational mobility in VET**

### 2.3.1. Policy framework for internationalisation and transnational mobility in VET

Participation of Cyprus in the European Programme for Lifelong Learning (LLP) helps towards the promotion of internationalisation of education and the creation of a culture for transnational mobility. In order to promote the participation of Cypriot citizens and organisations in the European LLP, a Foundation for the Management of the European Lifelong Learning Programmes has been established.

Increasing participation in European Programmes such as the LLP that have a strong element of geographical mobility is outlined in the National Reform Programme of Cyprus on EU2020. Efforts are directed towards encouraging all Technical Schools and adults to participate in the Leonardo da Vinci mobility action for initial and continuing training and placements in enterprises abroad, as currently only 50% of the Technical Schools are participating. Mobility of students, educators, staff, apprentices and researchers is also promoted.

There are no partnership agreements with countries for international cooperation in VET. However, participants choose mainly Greece and the UK for mobility, particularly due to the language (more information is provided in section 2.3.2.).

The establishment of a NQF and the implementation of European Credit Transfer System for Vocational Education (ECVET) are important milestones for the promotion of transnational mobility.

The 10% benchmark for EU IVET mobility set in the Bruges Communiqué is considered too high for Cyprus due to language barriers and the geographical position of Cyprus. Moreover, another obstacle to mobility is the culture of the Cypriot families not to leave their children unattended between the ages 16 to 18. A 4% benchmark regarding possible IVET mobility would be more feasible in the case of Cyprus.

### 2.3.2. Transnational mobility programmes and schemes in VET

The Leonardo da Vinci (LdV) Programme and the Comenius Action are transnational mobility programmes relevant to VET.

According to the Foundation for the Management of the European Lifelong Learning Programmes, there is a strong interest in participating in the LdV Programme, which is still growing. A variety of subjects and organisations are approved for a grant. Participants choose mainly Greece and the UK for mobility, particularly due to the language, but also Italy, Germany, Spain and other countries.

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), specifically the Directorate of Secondary Technical and Vocational Education, STVE (Mesi Techniki kai Epaggelmatiki Ekpaidefsi, MTEE), is very supportive to students for

participating in transnational mobility programmes. In most cases, IVET mobility that takes place in the context of LdV, is for the minimum period allowed by the programme, which is two weeks, due to school commitments. IVET students are in most cases placed in work environments. Professionals in IVET always get paid leave of absence in order to participate in LdV mobility projects. The funding provided through the programme in most cases is adequate for full coverage of the mobility costs.

According to the Foundation for the Management of the European Lifelong Learning Programmes, during the 2010 Call for Proposals, in the context of the Leonardo da Vinci mobility programme 237 learners were approved for VET mobility grant (compared with 188 in 2009), whereas 51 teachers and trainers (compared with 91 in 2009) and 25 enterprises / organisations (compared with 24 in 2009) participated in VET mobility schemes. The actual mobility that took place in 2010 (as the approved projects can be realised over a two year period) are shown in Table 1.

The Comenius Action promotes cooperation and mobility among various institutions that provide general or technical and vocational education at secondary level. It is aimed at all involved in school education, such as students up to the end of upper secondary education, teachers, support and administrative staff, members of representative organisations, etc. The objectives of the Comenius Action, among others, are:

- To develop knowledge and understanding among young people and educational staff of the diversity of European cultures.
- To help young people acquire the basic life-skills and competences necessary for their personal development, for future development and for active citizenship.
- To improve the quality and increase the volume of partnerships between schools in different Member States.

Examples of Technical Schools that have developed multilateral partnerships by participating in various projects of the Comenius Action are the following:

- The A' Technical School of Nicosia is currently participating in the project entitled "One Europe under Seven Heavens", which involves schools from Turkey, Spain, Norway, Greece, Romania and Slovakia.
- The Lyceum and Technical School of Polis Chrysochous is currently participating in the project entitled "Houses of Europe", which involves schools from Germany, Sweden, Spain, Ireland and Malta.
- The B' Technical School of Limassol is currently participating in the project entitled "The European Tradesman".
- The Saint Lazarus Technical School of Larnaca is currently participating in the project entitled "We Learn, Live, Work Together in Europe", which involves schools from Germany, Italy, Latvia and Spain.
- The Technical School of Paphos participated during the school year 2010-2011 in a project entitled "Diversity in Europe – Common Voice for Sustainable Development".

According to the Foundation for the Management of the European Lifelong Learning Programmes, during the 2009 Call for Proposals, in the context of the Comenius Action, 72 learners were approved for VET mobility grant (for a two year period) and in 2010 60

learners were approved. These are of very small duration, 3-4 days, due to school commitments.

The Cyprus National Europass Centre, in cooperation with the Foundation for the Management of the European Lifelong Learning Programmes in Cyprus, is encouraging all organisations participating in mobility programmes to issue the Europass Mobility document.

### 2.3.3. Arrangements to secure work placements for transnational mobility in VET

Financial incentives to interested sending organisations within the context of the Leonardo da Vinci (LdV) Programme include a management fee based on unit costs. Non-financial incentives are not granted. Host organisations do not receive any incentives, other than the fact that they pay no salaries to the learners.

In order to raise awareness and promote participation in the Lifelong Learning Programmes, the Foundation for the Management of the European Lifelong Learning Programmes organises “Information Days”, open to all, disseminated to the public through the mass media. The Foundation also participates in the “Job Days” organised by the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).

There is no formal recognition of the periods of work placement abroad other than the one offered through Europass.



Table 1: Overview of VET transnational mobility programmes and schemes

Title of program/scheme and geographical coverage	Managing authority	Sources of funding <sup>(1)</sup> and corresponding level of funding for the programming period	Start – end date (programming period)	Target groups <sup>(2)</sup>	Average duration of mobility per target group (in months)	Number of participants <sup>(3)</sup>	Implementation mechanisms <sup>(4)</sup>	Practices to recognize the KSC acquired abroad	Sources of information (including evaluation reports)
<b>EU programs</b>									
1. Leonardo da Vinci - Mobility	Foundation for the management of the European Lifelong Learning programmes - Cyprus National Agency	European Programmes – full coverage	1 January 2010 – 31 December 2010	IVT - Initial Vocational Training  VETPRO – VET Professionals  PLM- People in the labour market	IVET Students:* 0.6  VET Professionals:*** 0.3  Others (PLM): 1.3	IVET Students:* 56  VET Professionals:*** 107  Others (PLM): 179	Standard procedure of EU Programmes	Europass Certificate as well as Certificate issued by the Training Organisation	Foundation for the management of the European Lifelong Learning programmes - Cyprus National Agency

<sup>(1)</sup> EU programmes, EU Structural Funds (e.g. ESF), National budget, Employer contribution, Individuals' funds/savings, etc.

<sup>(2)</sup> E.g. students, apprentices, VET professionals, etc.

<sup>(3)</sup> The number of students who have spent a period abroad in one single year (please specify year). In case statistics are collected differently, please specify.

<sup>(4)</sup> Please briefly present the application procedure & the eligibility requirements for the applicants. In case of EU programs, please indicate if standard procedure is applied. In case of exceptions, please briefly describe.

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## **Theme 3: VET to support recovery from crisis**

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### **3.1. Overview**

Cyprus economy has been adversely affected by the world economic crisis. The negative effects of the economic crisis were strikingly evident in 2009, where the performance of the Cyprus economy deteriorated sharply, mainly because of a reduction of tourism by 10% and a stagnated estate market. Therefore, the sectors that have been affected most are the Hotel and Catering Industry, Construction, Manufacturing and Retail Trade. This is reflected in the significant shrink of the Gross Domestic Product by 1,7% in 2009, in comparison with an increase of 3,6% in 2008. Following the adverse developments in 2009, some encouraging signs have been observed in 2010 as economic growth was 1,0%.

The slowdown of economic activity has visibly affected employment growth and unemployment. Employment in 2009 registered a reduction of 0,8%, contracting for the first time in many years, whereas in 2010 it grew by 0,5%. According to data from the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou), unemployment rate increased to 5,3% in 2009 and to 6,2% in 2010. Young people have been especially affected by the crisis. According to the LFS, youth unemployment under 25 years of age has increased from 13,8% in 2009 to 16,7% in 2010. In addition, there has been an increase in the long term unemployed. Specifically, the percentage of the unemployed who remained in unemployment for over 6 months increased from 29,9% in 2009 to 42,9% in 2010.

### **3.2. Effects of the crisis on VET and corresponding measures**

VET in Cyprus is having a significant role in dealing with the effects of the economic crisis on the labour market. Towards this purpose it has been redirected in order to respond in a flexible and effective way to the crisis with specific measures which are described in 3.2.3.

#### 3.2.1. Trends in learners' behaviour

There has been no evidence that the crisis has affected preferences for VET programmes versus general education programmes. The percentage of students in upper secondary education by programme orientation has been quite stable during the last three years, which means that the percentage of students in technical schools remains very low, 13,2% of total enrolments in the school year 2009/2010.

Statistical data show that there has been an increase in the percentage of early school leavers from 11,7% in 2009 to 12,6% in 2010. The youth education attainment level, the percentage of the population aged 20 to 24 having completed at least upper secondary education, increased from 85,1% in 2008 to 87,4% in 2009, and then it decreased slightly to 86,3% in 2010. This compares favourably with the EU27 of 79,0% in 2010, which shows that learners stay longer in education and highlights the preference of young people to continue and complete studies in higher education.

According to the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou), the percentage of the population aged 25-64 participating in education and training over the four weeks prior to survey was 7,7% in 2010, around the same as in 2009 (7,8%), but still lower than 2008 which was 8,5% and lower than the EU27 which was 9,1% in 2010.

### 3.2.2. Trends in enterprises' behaviour

There is no evidence yet that the current economic crisis has affected to a large extent the willingness of companies to provide work-based training for VET-learners, although problems have been encountered in the Apprenticeship System. However, the measures taken, apart from preventing unemployment also stimulate work-based training opportunities for employees and thus help towards improving the level of VET provided in Cyprus.

The promotion of the scheme for in-company training programmes which are subsidised by the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD), since 2009, led to an increase in the participants and in subsidies provided. During 2010, participation of employees in single company continuing training programmes in Cyprus subsidised by the HRDA reached 35.272 (compared to 36.149 in 2009) and 31.743 in 2008. The total expenditure amounted to €4.115.455 (compared to €4.160.570 in 2009) compared to €3.763.824 in 2008.

The problem of securing employment for apprentices became severe under the conditions of economic recession. During 2010, subsidies were provided to companies employing 131 apprentices compared to 123 apprentices in 2009, while during 2008 the number was 156. The decrease in the job positions offered concerned all sectors of economic activity but was more evident in Construction and other related sectors. In order to alleviate the problem of securing employment for apprentices, the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) implements during the period 2010-2015 a subsidy scheme which aims to promote the employment and in-company training in the private sector of Apprenticeship System Students, by subsidising companies for part of the salary of the in-company trainer who is responsible for training the Apprentice and by covering social insurance contributions for the Apprentice.

### 3.2.3. Measures taken to address the negative effects or as a result of the crisis (by public authorities at national, regional, local level and by social partners)

With the aim of minimising the effects of the world economic recession on the labour market, the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD) put forward a number of measures.

Implementation of the measures required budgetary increases, mainly as far as the HRDA is concerned. Specifically, the HRDA budget for training subsidies increased by around 40% in 2010 and by a further 30% in 2011 mainly attributed to the measures that deal with the crisis. Furthermore, certain measures, as mentioned below, are co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tameio, EKT).

The HRDA cooperates closely with the MLSI and the social partners for the continuous monitoring of labour market conditions and the implementation of targeted actions with special emphasis on the prevention of unemployment. These measures are supported by a targeted promotional campaign utilising all mass communication media.

A description of all the measures taken at national level in order to deal with the effects of the crisis is provided below.

- Measure 1: In-company / On-the-job training programmes (measure in response to the crisis)

Under this measure the HRDA helps employers to retain their employees instead of laying them off, by participating in training. In particular, the HRDA helps employers to design and implement training programmes that meet their specialised needs and subsidises their eligible costs, including wages of the participants for the duration of the training. The promotion of these in-house training programmes focuses on the sectors of the economy which are mostly affected by the economic recession and where the possibility of employee lay-offs is imminent. Such sectors are Hotel and Catering, Retail Trade and Construction.

- Measure 2: Training programmes for upgrading the skills of unemployed persons (measure in response to the crisis)

The HRDA, in partnership with the Public Employment Service, PES (Dimosies Ypiresies Apascholis), the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) and the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK), organises upgrading training programmes for unemployed persons which are being implemented as from May 2009, in order to deal with the effects of the crisis. These programmes cover important horizontal as well as job specific skills, which will help people to return to productive employment. They are offered free of charge to unemployed persons. Such skills are for example entrepreneurship and managerial skills for university graduates, information technology (IT) skills, basic knowledge of the Greek language (for EU nationals) and professional behavior and communication. In addition, under this scheme, a variety of technical training programmes are offered to unemployed persons, giving them the opportunity to enrich their existing skills or be retrained and qualify for jobs which demand these skills (examples are training programmes for energy management and renewable energy sources for mechanics, installation of photovoltaic systems, refrigeration and air conditioning, maintenance of hotel electromechanical equipment, specialised welding, technical skills for building, bakery, elderly care and skills for accounting clerks). The participants receive training allowances from the HRDA.

- Measure 3: Accelerated initial training scheme

Under this measure, the HRDA organises accelerated initial training courses implemented by the CPC and the HHIC, which aim at giving theoretical and practical training in occupations which are currently in demand. These courses are offered free of charge to persons who want to embark on a career in such occupations (examples are: Cooks, Construction Workers, Plumbers, Auto Body Fitters, Sheet Metal Workers, Builder Electricians, Carpenters, Air Conditioning and Refrigeration Mechanics and Mobile Telephone Technicians). The participants receive training allowances from the HRDA. These programmes have 21 to 25 weeks duration.

- Measure 4: Job placement and training of unemployed tertiary education graduates

This measure aims at strengthening the management capacity of enterprises and organisations through the employment and training of young university and other tertiary education graduates. The measure provides incentives to enterprises to provide employment, practical training and work experience to graduates. The HRDA provides subsidies to employers for the delivery of in-house training programmes to young graduates (6 or 12 months duration).

The in-house training of graduates is enhanced by the participation in other training courses, aiming at specialising and upgrading their knowledge.

Emphasis is given on the publicity of the measure by providing information to unemployed tertiary education graduates as well as employers in order to improve the employment prospects of the unemployed young graduates. The results show satisfactory interest among employers and young graduates in participating in the measure. It is estimated that the measure contributes significantly to the entrance of young graduates in the labour market.

- Measure 5: Schemes co-financed by the European Social Fund (ESF) and the HRDA

The HRDA is implementing schemes co-financed by the ESF and the HRDA in the programming period 2007-2013, which aim at the improvement of the employability of the unemployed and the economically inactive women through offering opportunities for participation in training activities and work experience. The schemes offer opportunities for participation in training programmes on information technology, learning of the English language and secretarial skills, as well as work experience programmes of 8-10 weeks duration.

- Measure 6: Job placement and training of unemployed Cypriots and EU nationals to fill vacancies and / or replace labour from third countries (measure in response to the crisis)

This measure was introduced in October 2009, in an effort to minimise the effects of the crisis. It provides incentives to employers in the form of subsidy and guidance for the employment and individualised training of unemployed persons, in order to fill vacancies or to replace labour from non-EU countries with Cypriot or other EU nationals. The measure also promotes the job placement of persons who previously participated in other training programmes. For each unemployed person who is recruited, a practical on-the-job training programme is designed, with duration 3 or 6 months.

- Measure 7: Additional subsidies to employers towards the wages of participants and the salary of in-company trainers in the Apprenticeship System (measure in response to the crisis)

The CPC, during the period 2010-2015, implements a subsidy scheme which aims to promote the employment and in company training in the private sector of Apprenticeship System Students. The scheme is co-financed by the ESF and is designed to improve the quality of in-company training by subsidising companies for part of the salary of the in-company trainer who is responsible for training the Apprentice (10% of the monthly salary with a maximum of €171). The subsidy also covers social insurance contributions for the Apprentice.

- Measure 8: Training of persons employed in hotels (measure in response to the crisis)

The training of persons employed in hotels which interrupt their operation during the winter period has been promoted by the HHIC. Under this scheme, which is being implemented during the period 2009-2013 and is co-financed by the ESF, companies in the hotel industry that have temporarily suspended their operation (partially or wholly) have the opportunity to place their employees in training programmes and while the employee is under training the employers receive government grants to cover the salary cost. (subsidising 55% of the monthly salary from the Social Insurance Unemployment Fund).

- Measure 9: Subsidy scheme for attracting people in the labour market through flexible forms of employment

The CPC operates a subsidy scheme for the promotion of flexible forms of employment, for attracting and assisting economically inactive persons and persons who need flexibility for family reasons to remain in the labour market. The scheme addresses enterprises in all sectors of economic activity that develop and apply one or more new job positions with flexible arrangements. The scheme is co-financed by the ESF during the period 2009-2013 and subsidises enterprises for 12 months for the labour cost of persons employed in new job positions with flexible arrangements.

- Measure 10: Intensification of support provided by the Public Employment Service (measure in response to the crisis)

This measure, implemented by the Department of Labour, concerns intensification of support provided by the PES. It has been implemented since October 2008 due to the gradual increase in the number of registered unemployed at the PES, as a result of the economic crisis. The PES actions focused on speeding referrals of unemployed to vacant posts and on providing special support to unemployed persons from the sectors which have been affected by the crisis (mainly construction, tourism and trade), in the form of counselling and referrals to training programmes, with the aim of facilitating employability.

- Measure 11: Inspection mechanism for fighting illegal employment (measure in response to the crisis)

An inspection mechanism has been set up for fighting illegal employment by creating inspection teams in all districts consisting of inspectors from the Department of Industrial Relations and the Social Security Services in order to combat illegal employment.

- Measure 12: Vocational training to vulnerable groups

The Social Welfare Services, SWS (Ypiresies Koinonikis Evimerias) of the MLSI are planning to launch the project named “Project Work and Social Activation of People in Vulnerable Groups through the Development of Social Skills and Other Actions” which will be co-financed by the ESF during the programming period of 2007-2013. The aim of this project is to provide training in social skills to public assistance recipients and to reintegrate them in the labour market. For the purposes of this project, the vulnerable groups of the population are: Drop-outs, people aged 15-24 or over 50 years of age, lone parents, public assistance recipients, ex-prisoners, young people who used to be under the care of the Director of SWS, families facing psychosocial difficulties, people with disabilities and previous substance abusers.

The SWS will promote training in social skills while the Public Employment Services (PES) will undertake their work placements and / or vocational training if necessary. The aim is to facilitate the employability of people threatened by conditions of poverty and social exclusion, through active employment measures. Within this framework, the target group will be offered counselling and other supportive services to help them overcome any difficulties they may face and adjust to the new training/ working environment.

- Measure 13: Incentives for the employment of unemployed people (measure in response to the crisis)

The Department of Labour of the MLSI implements a scheme providing incentives to private sector employers, co-financed by the ESF, for the employment of unemployed people. The scheme's purpose is to mitigate the impact of the economic crisis in the labour market, to stimulate demand and economic activity, to create new jobs, to promote the social rehabilitation of the unemployed and to support with greater intense several economic sectors.

- Measure 14: Incentives for the employment of people who belong in disadvantaged groups (measure in response to the crisis)

The Department of Labour of the MLSI implements a scheme providing incentives to private sector employers and local authorities for the employment of people who belong in disadvantaged groups. The scheme's purpose is the social rehabilitation of people facing social exclusion and the creation of new jobs and is co-financed by the ESF.

- Measure 15: Incentives for the employment of people with disabilities

The Department of Labour of the MLSI implements a scheme providing incentives to private sector employers and local authorities for the employment of people with disabilities. The scheme's purpose is the integration of people with disabilities in the labour market, the social rehabilitation of people facing social exclusion and the creation of new jobs.

- Measure 16: Company intensive scheme for the enhancement of employment (measure in response to the crisis)

The CPC implements this scheme, co-financed by the ESF, providing subsidies to companies for the processing, compilation and implementation of a business plan that will lead to improvement of their competitive advantage and ability and through this improvement, the quantitative and qualitative enhancement of employment in the enterprise.

- Measure 17: Scheme to facilitate the shift from low productivity jobs to high productivity jobs

The scheme is implemented by the CPC in order to facilitate the shift from low productivity jobs to high productivity jobs, co-financed with the ESF. The scheme provides for subsidies to enterprises to develop, design and implement a business plan for improving their productivity by replacing low with high productivity jobs.

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## **Theme 4: Historical background, Legislative and Institutional framework**

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### **4.1. Historical Background**

Cyprus gained independence in 1960 after centuries of foreign rule. Before that, 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.

During the Second World War, the lack of trained personnel forced the British colonial authorities of Cyprus to take the first steps towards developing a Public Technical and Vocational Education system. In 1944, a special committee was formed in order to draw a proposal for the establishment of Technical and Vocational Education, TVE (Techniki kai Epangelmatiki Ekpaidefsi, TEE) in Cyprus. 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. Specifically, in 1946, the first apprentice-training programme was introduced and in 1951 a Technical and Vocational School was established in Lefka. In 1952, the British authorities decided to introduce a five-year Technical and Vocational Education programme. In 1956, the Nicosia Technical Institute, the Nicosia Preparatory Technical School and the Limassol Technical School commenced their operation.

After 1960, when Cyprus was declared an independent state, the Cyprus economy exhibited spectacular growth and, as a result, there was great need for adequately trained personnel in all sectors of the economy. Therefore, the number of Technical and Vocational Schools increased to eleven, including two Commercial and Vocational Schools and an Agricultural School. The Planning Bureau, PB (Grafeio Programmatismou, GP) also set the framework for National Development Plans, which gave provision for adult education in 1960.

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 these teachers 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 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, with the operation of the State Institutes of Further Education (Kratika Instituta Epimorfosis KIE) and the Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon/Vradinon Tmimatou Technikon Scholon).



The Turkish invasion in 1974 and the occupation of 40% of the island had devastating effects on all aspects of life, including education. Five out of eleven Technical and Vocational Schools were occupied, including the two Commercial and Vocational Schools and the Agricultural School. In the years after the Turkish invasion, there was a swift transformation of the economy from predominantly agricultural to service based. As a result, Technical and Vocational Education had to respond to new educational, economic, industrial and social challenges.

Gradually, more Technical and Vocational Schools were established in the government-controlled area of Cyprus. Currently, there are twelve TVE Schools: three in Nicosia, three in Limassol, two in Larnaca, two in the free area of the Famagusta district, one in Pafos and one in Polis. There is also one Hotel and Catering department at Apeitio Gymnasium in Agros. Apart from these schools, there is also one Evening Technical School (Esperini Techniki Scholi), which has been operating at the premises of the A' Technical School in Nicosia since September 1999.

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 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.

One of the most important developments in the educational sector in the 1990s and the 2000s was the expansion of the university sector. The University of Cyprus, UCY (Panepistimio Kyprou) was established in 1989, the Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy) in 2002 and the Cyprus University of Technology, CUT (Technologiko Panepistimio Kyprou, TEPAK) in 2003. Moreover, steps have been made to upgrade the private institutions of tertiary education to private universities and currently four private universities operate in Cyprus.

#### **4.2. Legislative framework for IVET**

All activities on the provision of initial vocational education and training are legitimised by decisions of the Council of Ministers (Ypourgiko Symvoulío) and/or Acts passed by the House of Representatives (Vouli ton Antiproson). There are no collective agreements for IVET. The main laws governing the provision of IVET are mentioned below.

##### Upper secondary vocational education

The legislative provisions for education are scattered through many pieces of legislation. The set of laws, which cover pre-primary, primary, secondary general and secondary technical and vocational institutions, are Nos 5/71, 56/83, 123/85 and 154 (I)/99.

## Apprenticeship

The Apprenticeship Law of 1966 (No 13/66) governs the operation of the Apprenticeship System (Systima Mathitias, SM). The Council of Ministers with decision 62.037 in May 2005, assigned the responsibility for the System to the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA).

## Post-secondary education

In 1963 a special agreement was made between the Government of Cyprus and the International Labour Office, regarding the establishment of the CPC 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).

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) 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 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. Civil servants and the self-employed are excluded from the HRDA's sphere of competence. The HRDA finances initial training schemes.

## Tertiary education

Higher education in Cyprus was mainly developed after independence in 1960. Law 1/1987 provided the basis for non-university higher education, both public and private. The Law was substituted by laws 67 (I) 1996 to 1 (I) 2004 for the Establishment, Control and Operation of Institutions of Tertiary Education, both public and private, at the non-university level.

The University of Cyprus, UCY (Panepistimio Kyprou, PK) was established in July 1989 by Law 144/1989. Two state universities have been established, namely the Open University of Cyprus (Anikto Panepistimio Kyprou, APKy) by Law 234 (I)/2002 and the Cyprus University of Technology (Technologiko Panepistimio Kyprou, TEPAK) by Law No 198 (I)/2003.

Private universities have been established by Law No 109 (I)/2005. The accreditation body is the Council for Educational Assessment and Accreditation, CEAA (Symvoulío Ekpaideftikis Axiologisis kai Pistopiisis– SEKAP) whose powers derive from Law No 67 (I)/96.

### **4.3. Institutional framework for IVET and organigram**

The roles of the European Union, the Central Government and the Social Partners in Initial IVET are discussed below. It must be noted that regional / local government does not play any significant role in IVET.

## Role of European Union

The European Union has a role in policy making by setting relevant guidelines and policy priorities. In May 2011, Cyprus submitted the National Reform Programme (along with the submission of the Stability Programme), in conformity with the Integrated Guidelines for economic and employment policies agreed by the European Council on 17 June 2010, in order to advance the targets set out in the EU2020 strategy.

Additionally, the European Structural Funds finance projects relating to education and employment. The Cyprus National Strategic Reference Framework for Cohesion Policy 2007-2013 (NSRF) presents the development strategy framework for the utilisation of the resources of the Structural Funds and the Cohesion Fund.

The EU, in order to give its citizens the opportunity to participate in the Lifelong Learning, has established the European Lifelong Learning Program (LLP) 2007-2013. The government has established the Foundation for the Management of European Programmes for Lifelong Learning, following decision 64.892/2007 in order to promote the participation of Cypriot citizens and organisations in the European LLP. It is governed by a tripartite Governing Board comprising of nine members, who serve a four year-term, appointed by the Council of Ministers.

## Role of Government bodies

The government plays an important role in the promotion and provision of IVET. The Planning Bureau, PB (Grafeio Programmatismou, GP), a directorate under the authority of the Minister of Finance, is a coordinating and policy-making body responsible for the overall planning for education. All proposals for education reforms have to be endorsed by the PB in order to be considered for approval by the Council of Ministers (Ypourgiko Symvoulío) and the House of Representatives (Vouli ton Antiprosopon).

The dominant actors responsible for governing IVET and implementing policy are 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 Human Resource Development Authority, HRDA (Archi Anaptyxis Antrhopinou Dynamikou, AnAD) and public institutions of tertiary education.

The MoEC has the overall responsibility for the enforcement of education laws, the implementation of education policy and the administration of education. The MoEC is advised on its policies by the Education Council, a widely representative body. Moreover, all private sector institutions, which offer school leaving or other certificates or diplomas are registered and approved by the MoEC.

There are other ministries or departments, which are also active in the provision of education and training. The MLSI has overall responsibility for labour and social policy including training and human resource development and has taken initiatives to set up professionally oriented education and training institutions. A small number of vocational and post-secondary institutions come under several other ministries. A list of these ministries is provided in section 5.7.

Furthermore, 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. The HRDA refers to the government through the Minister of Labour and Social Insurance. The HRDA is not a training provider itself, but it approves and subsidises training programmes implemented by public and private institutions.

#### Role of social partners

In Cyprus there has been a long-standing tradition of tripartite consultation (government, trade unions and employers associations) and social dialogue. This is reflected in the active participation of social partners in the various bodies and committees. Participation ranges from policy development to the design of training programmes and curricula.

The social partners participate in an advisory and consultative capacity in the planning process. Furthermore, the social partners usually participate in the Board of Governors of institutions dealing with human resources. Finally, the social partners participate in consultative committees (Consultative Committee of Technical and Vocational Education, ad hoc committees for curriculum development).

Table 1: Administrative Government Bodies and Social Partners responsibilities in IVET

<b>Bodies</b>	<b>Responsibilities</b>
<b>European Union</b>	Set guidelines and priorities
<b>Central Government:</b>	
Planning Bureau	Coordinating, policy-making body
Ministry of Education and Culture	Overall responsibility for education
Ministry of Labour and Social Insurance	Labour and human resource development matters
Human Resource Development Authority	Planned and systematic training and development of the human resources
<b>Social Partners</b>	Participation in the Strategic Development Plan
	Participation in the: National Reform Programme National Lifelong Learning Strategy National Strategic Reference Framework for Cohesion Policy 2007-2013
	Members of Board of Governors of: Human Resource Development Authority Cyprus Productivity Centre Higher Hotel Institute of Cyprus Foundation for the Management of European Programmes for Lifelong Learning
	Consultative committees, boards, councils

#### **4.4. Legislative framework for CVET**

All activities on the provision of CVET are legitimised by decisions of the Council of Ministers (Ypourgiko Symvoulío) and / or Acts passed by the House of Representatives (Vouli ton Antiprosopon). In certain sectors, leave of absence for education and training

purposes is included in the collective agreements. The main laws governing the provision of CVET are mentioned below.

The set of laws, which cover pre-primary, primary, secondary general and secondary technical and vocational institutions, are Nos 5/71, 56/83, 123/85 and 154 (I)/99.

The laws that govern the provision of VET by the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA), the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and higher education are mentioned in section 4.1.

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 for civil servants.

The Decision of the Council of Ministers no. 11.330 13 a-d governs the establishment of the Pedagogical Institute, PI (Pedagogiko Instituto, PI) which is supervised by the MoEC and offers training to secondary school teachers.

The Decision of the Council of Ministers No. 64.892 dated 17.1.2007 governs the establishment of the Foundation for the Management of European Programmes for Lifelong Learning.

#### Collective agreements

In certain sectors, leave of absence for education and training purposes is included in the collective agreements. Such sectors are the Hotel Industry, Banking Sector, Cabinet making and Carpentry Industry and Private Clinics. This is a 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 training programmes.

#### **4.5. Institutional framework for CVET and organigram**

The roles of the European Union, the Central Government, the Social Partners and the Private Sector in CVET are discussed below. It must be noted that regional / local government does not play any significant role in CVET.

##### Role of European Union

The European Union has a role in policy making by setting relevant guidelines and policy priorities. In May 2011, Cyprus submitted the National Reform Programme (along with the submission of the Stability Programme), in conformity with the Integrated Guidelines for

economic and employment policies agreed by the European Council on 17 June 2010, in order to advance the targets set out in the EU2020 strategy.

The EU, in order to give its citizens the opportunity to participate in the Lifelong Learning, has established the European Lifelong Learning Program (LLP) 2007-2013. The government of Cyprus established the Foundation for the Management of European Programmes for Lifelong Learning, in order to promote the participation of Cypriot citizens and organisations in the European LLP. The European Programmes for Lifelong Learning support mobility and development projects in the vocational training sector.

Furthermore, the Council called the Member States, to establish coherent and comprehensive LLL strategies and practical measures for the promotion of Lifelong Learning for all (European Council, Resolution no. 2002/C 163/01 of 27.6.2002). The Lifelong Learning Strategy for Cyprus, LLL Strategy (Ethniki Stratigiki Dia Viou Mathisis) for 2007-2013 was prepared in 2007 and approved by the Council of Ministers (Decision No. 66.304 dated 7.11.2007).

Additionally, the European Structural Funds finance projects relating to education and employment.

### Role of Government bodies

The dominant actor responsible for governing CVET 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 and enterprises.

Other important actors, involved both at decision-making and implementation of CVET, are:

- The Ministry of Education and Culture, MoEC, (Ypourgeio Paideias kai Politismou, YPP), which is responsible for 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) and the Pedagogical Institute, PI (Paidagogiko Institutouto, PI).
- The Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YPP), which is responsible for public institutions of tertiary education and public training institutions.
- The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP), which administers the Forestry College (Dasiko Kolegio) and organises seminars to farmers.
- 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.

## Role of Social Partners

The role of social partners in CVET is the same as in IVET. More information on the role of social partners in VET is provided in section 4.3.

## Role of private sector

Apart from the above promoters of CVET in the broad public sector, there exists a large variety of private provision of CVET. Private institutions offer a variety of courses for adults, including many that are not subsidised by the HRDA. It must be noted that most of this provision is directed towards the needs of both enterprises and individuals, mainly employees. The most prominent private providers of continuing training opportunities are:

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

Table 1: Administrative Government Bodies and Social Partners responsibilities in CVET

<b>Bodies</b>	<b>Responsibilities</b>
<b>European Union</b>	Set guidelines and priorities European Structural Funds European Programmes for Lifelong Learning
<b>Central Government:</b>	
Planning Bureau	Coordinating, policy-making body
Ministry of Education and Culture	Overall responsibility for education
Ministry of Labour and Social Insurance	Labour and human resource development matters
Human Resource Development Authority	Planned and systematic training and development of the human resources
<b>Social Partners</b>	Participation in the Strategic Development Plan
	Participation in the: National Reform Programme National Lifelong Learning Strategy National Strategic Reference Framework for Cohesion Policy 2007-2013
	Members of Board of Governors of: Human Resource Development Authority Cyprus Productivity Centre Higher Hotel Institute of Cyprus Foundation for the Management of European Programmes for Lifelong Learning
	Consultative committees, boards, councils
<b>Private Sector</b>	Provision of CVET directed towards the needs of both enterprises and individuals

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## **Theme 5: Initial vocational education and training**

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### **5.1. Background to the initial vocational education and training system and diagram of the education and training system**

Compulsory education lasts for ten years and covers pre-primary education, primary education (grades one to six), and lower secondary education in the gymnasium (gymnasio), (grades seven to nine). Students are accepted at the pre-primary school at the age of four years and eight months. At the end of the gymnasium, they receive a certificate. Most students in primary and secondary education (87,1% in 2009/2010, according to the Statistical Service of Cyprus) attend public-sector schools, which are set up and funded by the government. The rest attend private-sector schools, which are mainly self-funded.

Upper secondary education lasts for three years, grades 10 to 12. There are two types of upper secondary schools, namely, the unified lyceum (eniaio lykeio) and technical schools (Technikes Scholes, TS). The unified lyceum provides general upper secondary education and its curricula aim to provide a wide knowledge base and flexibility in the selection of subjects. More information is provided in section 5.3. Upper secondary education is also provided by the Evening Secondary General Schools and one Evening Technical School (Esperini Techniki Scholi) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).

General Education and Technical and Vocational Education share a number of common objectives, since both aim at providing students with the opportunity to develop their individual skills, aptitudes and unique personalities. They also aim at assisting students to develop their communication and learning skills so as to enhance self-confidence and therefore empower them to deal successfully with the diverse roles they are expected to play in life.

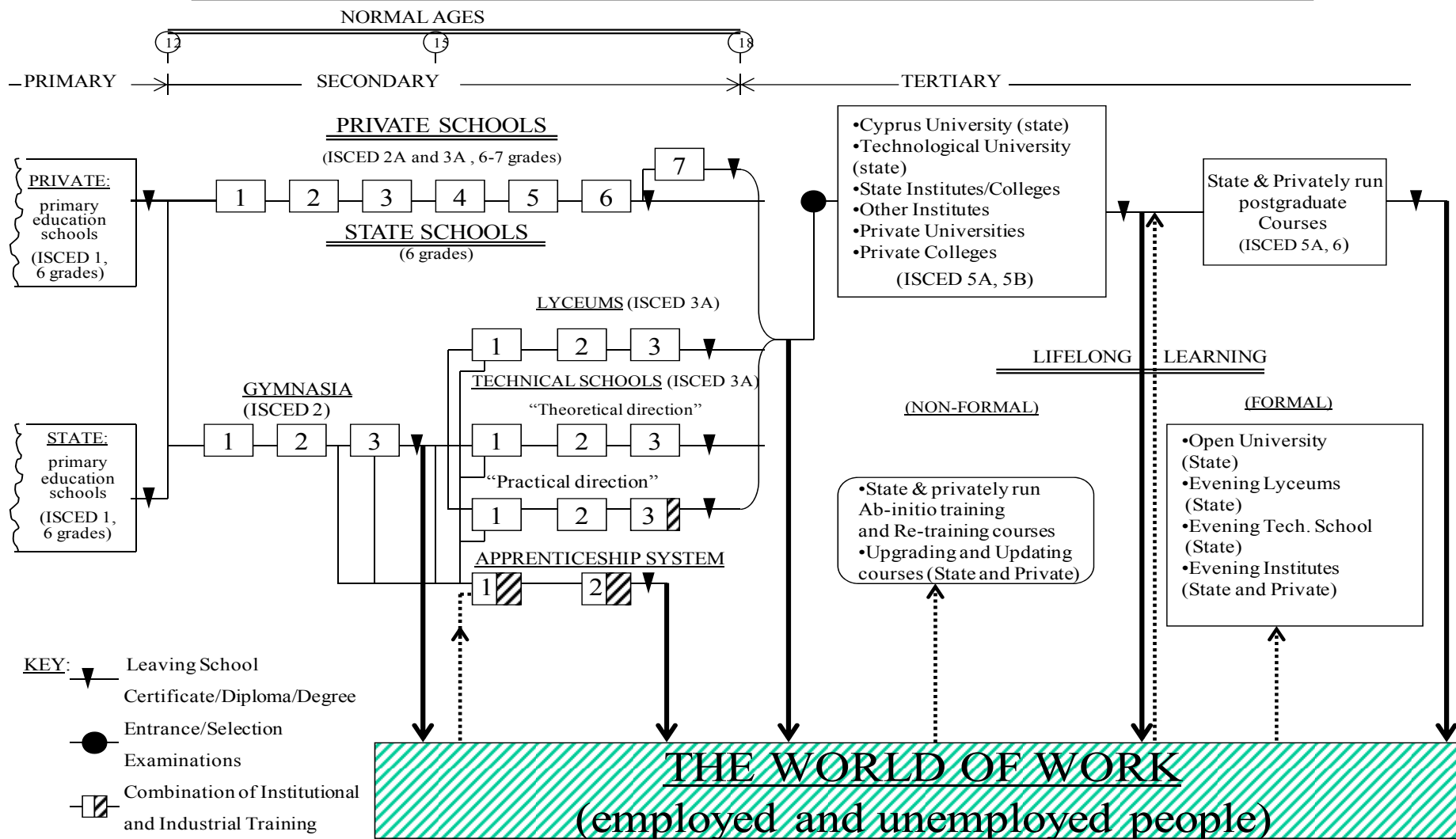
The main general objectives of the Secondary Technical and Vocational Education, STVE (Mesi Techniki kai Epaggelmatiki Ekpaidefsi, MTEE) are to help society achieve its goals for social, cultural and economic growth; to contribute to the improvement of the quality of life of students; to enable society to utilise economic, scientific and technological advances; to provide students with better opportunities for vertical and horizontal movement across the upper secondary educational system; to offer solid knowledge and broad technological training, thus contributing towards the development of students' talents, interests and skills; and finally to enhance the understanding of the technological dimensions of modern civilisation and their impact on the environment.

Upon completion all students receive an upper secondary school-leaving certificate (Apolytirio), following the Pancyprian Examinations. The objective of the Pancyprian Examinations is twofold: 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.

The respective Inspector of each branch is responsible for the proper implementation of the IVET 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. Furthermore, constant assessment of the progress of learners carried out throughout the entire school year, as well as final examinations, are instrumental in evaluating the outcome of the educators' work. In addition, Inspectors of each branch are responsible for making sure that the infrastructure of technical schools is used in the best possible and most effective way.



**TABLE 1: THE FORMAL AND NON-FORMAL EDUCATION AND TRAINING SYSTEM OF CYPRUS**



*Note:* Most of the Ab-initio, Re-training, Updating and Upgrading courses are subsidised by the Human Resource Development Authority.

Measures taken in order to render STVE more attractive to students and therefore promote participation were the operation of the Evening Technical School in 1999, the introduction of new specialisations, which was one of the major innovations included in the 2004 revision of the STVE curricula and an arrangement for foreign students who have language difficulties to attend as observers in order to be entitled to enrol in the next class if they succeed in special entrance exams. The restructuring of STVE, which is underway within the context of the Education Reform, through the further development of the infrastructure of Technical Schools and the introduction of modern technology in VET curricula to be developed by 2015, is expected to increase attractiveness of VET and match specialisations offered with the current needs of the labour market.

Formal education in the form of initial education and training is also available through the Apprenticeship System (Systima Mathiteias, SM), which accepts students who leave formal education between grades eight and ten. More information is provided in section 5.4. Responsibility is shared between the MoEC and the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), a dedicated centre of the Ministry of Labour and Social Insurance, MLSI (Ypourgeo Ergasias kai Koinonikon Asfaliseon, YEKA). Inspectors are appointed every year by the Minister of Labour and Social Insurance (Ypourgos Ergasias kai Koinonikon Asfaliseon). The inspectors appointed are teachers in the technical schools and they visit, on a regular basis, the trainees at their place of work. Apprentices can apply to inspectors in order to discuss and solve all the problems that might arise from their education in the schools or their training in the workplaces.

Public tertiary education is provided at the University of Cyprus, UCY (Panepistimio Kyprou, PK), the Cyprus University of Technology (Technologiko Panepistimio Kyprou, TEPAK) and the Open University of Cyprus (Anikto Panepistimio Kyprou, APKy). In addition, there are four private universities and several private institutions. IVET at tertiary level is provided at four public institutes / colleges, which come under the jurisdiction of various ministries. All public education in Cyprus is free of charge for Cypriot and EU students, including studying at the public universities and public institutes / colleges. Education in accredited private institutions is subsidised in the form of a grant, as is tertiary education abroad.

Finally, the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) approves and subsidises multi-company initial training programmes organised in cooperation with training institutions, enterprise-based initial training and the practical training of students of certain specialisations in public secondary and tertiary education institutions. These programmes are directed towards persons that have completed upper secondary education. The HRDA carries out selective site inspections to ensure the quality of the programmes. After completion of the programmes, participants receive a certificate of attendance.

## **5.2. IVET at lower secondary level**

There is no provision of VET at the lower secondary level in Cyprus.

## **5.3. IVET at Upper Secondary level (mainly school-based)**

IVET programmes begin to be provided at the upper secondary level of the education system. Upon completion of their compulsory lower-secondary education, successful lower secondary education graduates are eligible to enrol either in the theoretical or in the practical direction offered by technical schools (Technikes Scholes, TS), grade 11 of the education system. The typical age of students at the technical schools is between 15 and 18 years of age.

Secondary Technical and Vocational Education, STVE (Mesi Techniki kai Epaggelmatiki Ekpaidefsi, MTEE) provides a broad range of initial training programmes to gymnasium leavers and adults.

Technical Schools offer two distinct secondary school programmes free of charge: the Theoretical Direction (Theoritiki Katefthinsi) and the Practical Direction (Praktiki Katefthinsi). The duration of studies is three years for each direction. The first year of studies is common for the branch in each direction and students select a specialisation offered in the branch of their choice in the second and third year of their studies. The Theoretical Direction is completely school-based and combines general education subjects with technological and workshop subjects. The first and second year of the Practical Direction are also completely school-based and combine general education subjects with technological and workshop subjects, while the third year of studies in the Practical Direction combines a school-based environment with a real workplace as final-year students are placed in industry for one day per week, where they follow a practical training programme.

The programmes provided include a variety of branches in both the Theoretical and Practical Directions. Examples include mechanical engineering, electrical engineering, building and civil engineering, hotel and catering, fashion design, graphic arts and interior design and other branches. The great majority of branches are offered in both the Theoretical and Practical Directions.

The Theoretical Direction offers courses in a variety of specialisations with emphasis on general subjects and science, which take up 58% of the total programme. The remaining 42% is allocated to technology and workshops.

In the Practical Direction courses, special emphasis is given to technology and workshop skills with a 57,5% time allocation. The remaining 42,5% is devoted to general education subjects. Following a supervised practical training programme, final-year students of the Practical Direction are placed in approved enterprises for one day per week throughout their final year. Instructors who maintain continuous contact with the employers closely monitor their progress and performance.

The respective Inspector of each branch is responsible for the proper implementation of the IVET 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. Criteria to assess students include class participation, workshop and laboratory work, written assignments, projects, tests and a final examination.

School leaving certificates (apolytiria), equivalent to those of secondary general education schools, are awarded upon successful completion of either programme. Therefore, TVE school leavers are eligible for admission to universities and other tertiary education institutions in Cyprus and abroad. Qualifications provide access to regulated occupations. Each employer decides about the competence of the employees since there is not an official skill accreditation body.

Table 1: Students in upper secondary education by programme orientation (general / vocational)

	2007/2008 EU27	2008/2009 EU27	2007/2008 Cyprus	2008/2009 Cyprus	2009/2010 Cyprus
<b>Upper secondary education pre-vocational and vocational programmes (%)</b>	50,3%	50,4%	12,6%	12,8%	13,2%
<b>Upper secondary education general programmes (%)</b>	49,7%	49,6%	87,4%	87,2%	86,8%

Source: Eurostat, Statistical Service of Cyprus

The 2009/2010 enrolments in STVE include students in the theoretical direction and students in the practical direction as well as evening classes. Only 13,2%, one of the lowest percentages among European countries, were students in technical schools. Cyprus has a low percentage of students in

technical schools, as most students prefer to continue into higher education, and the path to follow for most tertiary education institutions is the general direction. Additionally, the economy is characterised by a thriving services sector and a declining manufacturing sector. This has led to a decline, over the years, of the number of persons employed in technical occupations and consequently to a decline in the number of students in technical schools, which are mainly catering to those occupations.

Table 2: Characteristics of IVET at upper secondary level by programme

Type of educational programme	Main economic sectors	Corresponding ISCED level/ orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Theoretical Direction	Primary sector and utilities, Manufacturing, Construction, Distribution and Transport, Business and other services.	3	58% general, 42% vocational		3 years	To Higher and Tertiary Education
Practical Direction	Primary sector and utilities, Manufacturing, Construction, Distribution and Transport, Business and other services.	3	42,5% general, 57,5% vocational	One day per week in industry in final year	3 years	To Higher and Tertiary Education

Curriculum development is a collective effort involving qualified STVE staff, experts from other training institutions, STVE Advisory Committee members, trade unions and employer’s representatives. The STVE curriculum is subject to approval by the Council of Ministers (Ypourgiko Symvoulío) before being implemented.

During the previous reform and modernisation of the curricula offered by STVE in Cyprus, the implementation of which was completed in 2004, all the stakeholders involved, i.e. the Advisory Committee for STVE, the Branches and Specialties Advisory Committees for STVE, the Employers’ Organisations, the Employees’ Organisations and the HRDA, agreed on the definition of the term “curriculum”, which includes the training objectives, the content, the teaching material, the student’s profile and suggested approaches and methods in order to achieve the training objectives.

An action aiming at strengthening the quality and attractiveness of STVE and improving the organisation of STVE was co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tameio, EKT) and the MoEC. The action involved a study focusing on the organisation of the STVE that was completed in July 2008. Within the context of the Education Reform and based on the findings of the study, the MoEC formed in 2009 various Working Groups who have revised the Technological and Laboratory Curricula of the Practical Direction. The objective of the curricula revision was to reduce the number of the specialties offered by the STVE, thus providing the students with the opportunity to acquire the key competences needed to make them more competitive when they enter the labour market. The revised curricula of the Practical Direction will

form the basis for the revision of the curricula of the Theoretical Direction. The new curricula for upper secondary and technical vocational education will be fully developed by 2015.

Furthermore, in order to improve both the quality and attractiveness of STVE, the MoEC continues its policy of developing the infrastructure of technical schools and also of introducing Modern Technology in the STVE curricula. Modern teaching methods are also being introduced, including group work and creative thinking techniques. Students are encouraged to take initiative in their learning and teachers are systematically trained to be in a position to implement the new student-centred teaching methods.

The MoEC, in an effort to include ICTs within all formal public education, materialises the DIA.S (ΔΙΑ.Σ.) project (Digital School). The DIA.S project as a digital application is a dynamic educational tool which promotes the communication, within and out of the class, between teachers, students and parents. It is a Virtual Learning Environment in which Digital Educational Content is hosted, available to be used during working or non working hours from all involved in the educational process. It is one of the most important educational innovations applied to the Cyprus Educational System and will be the starting point for the total reformation of the educational practice and school experience, as well as the reformation of the roles of teachers and students. The Digital School began its pilot implementation phase in November 2008, involving eight primary and secondary public schools throughout Cyprus and it will expand to all schools by 2014.

#### **5.4. Alternance training (including apprenticeship)**

The Apprenticeship System (Systima Mathiteias, SM) is a two-year initial vocational education and training programme providing practical and theoretical training to young people who have not successfully completed their lower-secondary compulsory education and wish to be trained and employed in technical occupations. Students must be at least fourteen to be accepted in the Apprenticeship System and must not be over eighteen at the time of graduation.

Responsibility is shared between the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPAs), a dedicated centre of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), while the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthroponou Dynamikou, AnAD) compensates employers for wages paid to apprentices while attending classes at technical schools.

Additionally, under a new policy measure of the CPC, a subsidy scheme aims to promote the employment and in company training of Apprenticeship System Students in the private sector. The scheme is co-financed by the ESF and the Cyprus government and is designed to improve the quality of in-company training by subsidising companies for part of the salary of the in-company trainer who is responsible for training the Apprentice. The subsidy also covers social insurance contributions for the Apprentice.

The Apprenticeship Board (Symvoulío Mathiteias) is responsible for supervising the operation of the Apprenticeship System. This Board has a tripartite character with representation of the government (MLSI, MoEC, CPC, Planning Bureau), technical schools, employers' and employees' organisations and the HRDA, thus ensuring the effective and coordinated effort of all interested parties. The members of the Board are appointed by the Minister of Labour and Social Insurance for a 2-year period. The Board examines issues that arise, takes decisions on the specialisations that will operate the following year and consults the CPC.

The Joint Apprenticeship Committees are responsible for monitoring the operation of the Apprenticeship System for each specialisation in each district. These committees also have tripartite character and their terms of reference are among others, to submit suggestions to the Apprenticeship Board concerning the problems arising from the operation of the System, for example the revision of curricula, the monitoring of the training of the apprentices and the information to the public of the aims and goals of the System. The members of the Committees are appointed for a 2-year period.

An apprenticeship contract is signed between the employer, the apprentice and his / her parent / guardian where the employer is committed to provide practical experience, according to the terms specified in the contract. During the two days spent at school apprentices take the following subjects for both years of their study: 1 period in Greek language, 1 period in English language, 2 periods in mathematics, 3 periods in technology, 2 periods in drawing and 5 periods in workshops / laboratory work.

The occupations which are covered by the Apprenticeship system are determined every year according to the demands of industry, the facilities that the laboratories offer, and the teachers of the technical schools who are available to teach. During the school year 2010-2011 apprentices were trained in occupations such as: builders, plumbers / welders, auto mechanics, auto electricians, furniture makers / carpenters, electricians, domestic appliances repairers and the specialisation of hairdresser.

Assessment in technical schools follows the rules of the education system with regular tests and final examinations. In industry the apprentices are assessed by their supervisors and their grade appears on the certificate which is issued by the CPC, for the apprentices who successfully complete the course.

The Apprenticeship Certificate allows access to a number of regulated occupations (e.g. building contractors, electricians), provided that all the other requirements of the relevant legislation are being observed.

Participants who wish to enter the Labour Market may apply to the District Labour Offices, DLO (Eparchiaka Grafeia Ergasias, EGE) and co-operate with the competent Officers in order to find suitable employment. Also, Inspectors' contribution is very important to this effort. A significant proportion of the apprentices tend to stay with their employer, after completing their training.

The Apprenticeship System is not compulsory and attendance is free of charge. However, there are not, at present, any direct and visible academic progression routes from the System.

The Apprenticeship System is associated with the low educational attainment and with failure at school. In addition, no girls have participated in the System during the last few years, although girls constitute about 25% of dropouts.

### **Upgrading the Apprenticeship System**

The proposal for the establishment of the New Modern Apprenticeship was approved by the Council of Ministers in November 2007. The NMA, designed to constitute a viable, alternative form of training and development for young people, has been approved for co-financing by the European Social Fund during the programming period 2007-2013. In 2011, a consultant was appointed for conducting a technical study. The NMA will become fully operational in 2015.

The main strategic objectives of the NMA are:

- To provide a learning pathway for young persons who withdraw from the education system early and persons who complete secondary education, so that they are able to learn how to

learn, acquire and / or upgrade their skills, and become more employable and more able to progress in their career.

- To ensure mobility between education, apprenticeship system and employment, and minimise the danger of social exclusion.
- To increase the supply of labour with persons qualified to meet the needs of the economy.

The NMA will embrace young people between 14 and 25 at three apprenticeship levels (preparatory, core and post-secondary), will be supported by an internal research and development centre, and will be linked to the national System of Vocational Qualifications established and implemented by the HRDA.

Table 1: Characteristics of the Apprenticeship System

Type of educational programme	Main economic sectors	Corresponding ISCED level/orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Apprenticeship System	Primary sector and utilities, Manufacturing, Construction, Distribution and Transport.	-	4 periods general, 10 periods vocational	Two days school-based, three days work-based	2 years	No other pathways

### 5.5. Programmes and alternative pathways for young people

There are three types of initial training schemes that are financed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and refer mostly to upper secondary education graduates. These are the accelerated initial training scheme, the enterprise-based initial training and the schemes that are co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

#### Accelerated Initial Training Scheme

The Accelerated Initial Training Scheme is a multi-company initial training scheme operated by the HRDA which aims to meet significant labour shortages through theoretical and practical training in occupations which are currently in demand. Training programmes are organised in cooperation with 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), the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK) and other institutions.

The duration of this type of training programmes ranges from 21 to 25 weeks, depending on the requirements of each occupation. They include theoretical and workshop sessions at a training institution and practical training in industry.

During 2010, training programmes were implemented for Cooks, Construction Workers, Plumbers, Auto Body Fitters, Sheet Metal Workers, Builder Electricians, Carpenters, Air Conditioning and Refrigeration Mechanics and Mobile Telephone Technicians.

The HRDA covers all costs for the institutional training. In addition, trainees receive a weekly allowance. The types of programmes that are offered are published in a prospectus twice a year for the technical occupations and once a year for other occupations. The occupations, the training centres, the districts, the number of trainees and other relevant information about the programmes are provided together with application details and dates of selection interviews.

The number of programmes is limited due to limitations in the training facilities and the instructors. The number of places is also limited, usually ranging from 12 to 15 places. The access requirements or criteria for selecting trainees for these programmes are the following:

- Age: Candidates must be at least 18 years old.
- Greek language: Candidates should have basic communication skills in the Greek language.
- Work experience: Candidates should not have work experience on the subject of the programme more than one year.
- Interest and level of commitment of the candidate: An important criterion is the interest of the candidate in the chosen specialisation.
- Education: They should have completed upper secondary general or vocational education or the Apprenticeship System in another specialisation.
- Training: Candidates should not have participated in any other programme of long duration on the same specialisation, or a related specialisation during the last 2 years.

Priority is given amongst others to the unemployed, especially the long term unemployed, the economically inactive, people with disabilities that do not affect their participation to the programme and their employment in the occupation, single parents and young persons under 25 years of age.

After the completion of the practical training at the industry, the employer and the instructor assess the participants and the resulting assessment form is given to the HRDA together with the training logbook. The participants who successfully complete the programme are granted a Training Certificate, which specifies the subject of specialisation, the duration and the content of the training and it certifies that the person who possesses the certificate has successfully completed the requirements of the training.

According to the HRDA, in 2010, 454 persons participated in accelerated initial training programmes.

### Enterprise-Based Initial Training Scheme

The Enterprise-Based Initial Training Scheme consists of single-company training programmes subsidised by the HRDA. It aims at the design, organisation and implementation of training programmes by the enterprises themselves for meeting their own training needs at all staff levels. These programmes are mainly designed for meeting the needs for initial training of newly recruited employees. These training programmes can be conducted by trainers that are company employees or by other trainers from Cyprus or abroad. The subsidies granted by the HRDA are calculated according to the cost of the trainer, the duration of the programme and the number of participants.

The curricula and the duration of the programme vary according to the trainee, the occupation and the needs of the enterprise. The duration of programmes however usually ranges between 4-12 weeks. During the execution of the course the trainer assesses the trainee and at the end the trainer performs a final evaluation to ensure that the programme has achieved its targets. These programmes do not provide a certificate or a recognised qualification since the knowledge received is specific to the requirements of the trainee, the occupation and the needs of the enterprise concerned.



## Schemes co-financed by the ESF

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) is implementing schemes co-financed by the ESF and the HRDA in the programming period 2007-2013. The schemes aim at the improvement of the employability of the unemployed and the economically inactive women through offering opportunities for participation in training activities and work experience.

The schemes offer opportunities for participation in training programmes on information technology skills, English language and secretarial skills as well as work experience programmes in enterprises of 8 weeks duration for the economically inactive women and 10 weeks duration for the unemployed. The programmes are offered free of charge and participants receive subsidy of €8 per hour for training and €200 per week for the work experience programmes. The first programmes on information technology skills for the unemployed and the economically inactive women began in May 2010.

These schemes are expected to have an important contribution towards the efforts against the effects of economic recession on unemployment. It is expected that 2.200 unemployed and 1.500 economically inactive women will benefit from these schemes. According to the HRDA, in 2010, 398 unemployed and 349 economically inactive women participated in the schemes.

Table 1: Characteristics of Initial training schemes at post-secondary level

<b>Type of educational programme</b>	<b>Main economic sectors</b>	<b>Corresponding ISCED level/ orientation</b>	<b>Balance between general and vocational subjects</b>	<b>Balance between school-based and work-based training</b>	<b>Average duration of studies</b>	<b>Transfer to other pathways</b>
Accelerated Initial Training Scheme	Manufacturing Construction Distribution Transport			13-17 weeks institutional and 8 weeks practical training	20 weeks	
Enterprise-Based Initial Training Scheme					4-12 weeks	
Schemes co-financed by the ESF - Unemployed				Training Programmes: 160 hours, work experience: 10 weeks	179 hours	
Schemes co-financed by the ESF- Inactive women				Training Programmes: 100 hours, work experience: 8 weeks	120 hours	

### **5.6. Vocational education and training at post-secondary (non tertiary) level (mainly school-based)**

There is no provision of vocational education and training at post-secondary (non tertiary) level in Cyprus.

## 5.7. Vocational education and training at tertiary level (mainly school-based)

Public tertiary education is provided by the University of Cyprus, UCY (Panepistimio Kyprou, PK), the Cyprus University of Technology, CUT (Technologiko Panepistimio Kyprou, TEPAK) and the Open University of Cyprus (Anikto Panepistimio Kyprou, APKy) as well as by the Public Institutions of Tertiary Education. In addition to the public provision of tertiary education, there are four private universities and around 35 Private Institutions of Tertiary Education. IVET at tertiary level is provided by four Public Institutions of Tertiary Education, which come under the jurisdiction of various ministries.

Education at a university / institution of tertiary education recognised by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is subsidised in the form of a grant, as is tertiary education abroad. The grant is awarded to every family who is permanently residing in Cyprus (in the areas under the effective control of the Government of the Republic of Cyprus) for every student (more information is provided in section 10.2).

According to Table 1, more than half (60,1%) of the persons in higher education participate in tertiary programmes that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skill requirements, while less than half (38,4%) participate in tertiary programmes that are practically oriented and occupationally specific. However, just 1,5% participate in the second stage of tertiary education, leading to an advanced research qualification.

It must be noted that large numbers of Cypriot students are enrolled in educational institutions abroad. During 2009/2010 there were 20.051 Cypriot students abroad (ISCED levels 5-6) compared to 21.095 Cypriot students in Cyprus, while the total number of students in Cyprus, including 11.138 foreign students, was 32.233.

Table 1: Participation rates in HE by programme orientation – 2009/2010

	Total ISCED 5-6	ISCED 5a		ISCED 5b		ISCED 6	
		Number	%	Number	%	Number	%
<b>Cyprus</b>	32.233	19.356	60,1	12.390	38,4	487	1,5

ISCED 5a: Tertiary education programmes that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and profession with skill requirements

ISCED 5b: Tertiary education programmes practically oriented and occupationally specific, which do not provide direct access to advanced research programmes

ISCED 6: Second stage of tertiary education, leading to an advanced research qualification

Source: Eurostat, Statistical Service of Cyprus

### Public Institutions of Tertiary Education

There are four Public Institutions of Tertiary Education (non university level) offering programmes in Forestry, Culinary Arts and other vocations. These institutions operate under a relevant ministry or organisation as following:

- Ministry of Labour and Social Insurance:

- Higher Hotel Institute of Cyprus.
- Ministry of Agriculture, Natural Resources and Environment:
  - Cyprus Forestry College.
- Cyprus Tourist Organisation:
  - Tourist Guides School (The Tourist Guides School operates whenever there is a need).
- Ministry of Justice and Public Order:
  - Police Academy.

The main aim of these institutions is to provide tertiary education and produce high-calibre professionals in each field. The objective is to provide education and training according to the needs of the Cyprus labour market. The programmes are technically-professionally oriented, and they are designed to offer students the necessary knowledge, skills and attitudes, which will enable them to work either in the public sector or in industry.

The basic admission requirement for public tertiary education institutions is the completion of 12 years of primary and secondary education, which is certified by the lyceum or technical school leaving certificate (apolytirio). The selection of candidates is based on the applicants' success in the Pancyprian Examinations and in some cases, passing an oral interview is also required.

Cypriot and EU students pay no fees. In some institutions, all students receive free accommodation and board. International students are required to pay fees to attend these institutions. The student tuition fees range from about €3.700 to €4.500 per year. All fees are paid to the institution. The means of financing for HE institutions is described in section 10.1.

Studies are organised in diploma programmes, which include different specialisations. The competent ministry of each institution has to approve each programme, but, to a large extent, the institutions themselves design the curricula. The diploma programmes consist of basic professional studies and practical training. The academic year commences in mid-September or early October and ends in May/June. It often consists of two semesters, with significant time spent on practical training.

Students are assessed, by taking part in semester, and often mid-term, examinations. Workshop and laboratory assignments are marked individually, with this mark forming a percentage of the final mark in the given subject. Project work and industrial training are also assessed and taken into consideration when assigning final marks. Successful completion of the programme, which lasts 2-3 years, leads to the institution's diploma or higher diploma. Following law 68 (I)/96, which regulates the procedure for the recognition of higher education qualifications, the diplomas awarded by the public tertiary education institutions are recognised by the competent authorities of the state.

### Private Institutions of Tertiary Education

Private Institutions of Tertiary Education offer a wide range of academic as well as vocational programmes of studies at various levels (one or two year Diploma, three year Higher Diploma, four year Bachelor Degree and one or two year Masters Degree) in the field of: Secretarial Studies, Aesthetics, Culinary, Music - Arts and Drama, Graphic Design, Hotel and Tourism Management, Computer Science, Social Sciences, Education, Business Studies and Engineering.

The language of instruction is English for the vast majority of programmes of studies offered, thus attracting scholars and students from other countries.

## 5.8. Language learning in IVET

### Language Learning within IVET and its objectives

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), taking into consideration contemporary challenges and trends in education, aims through the curricula and teaching of foreign languages in secondary general education as well as in secondary technical and vocational education, at students' cultural growth, emotional development and the fostering of social awareness. Therefore, foreign language curricula are based on the principles of “learning how to learn” and “doing and learning”.

Foreign language curricula aim at the multifaceted development of the personality of students by offering them the necessary background knowledge, attitudes and skills so that in the future they will be able to:

- Deal with their professional and social life
- Face the world of work
- Compete for a position in Tertiary Education
- Develop free, independent and critical thinking
- Participate in working groups, accept diversity and exchange knowledge and experiences
- Avoid fanaticism, racism and xenophobia and show tolerance within a multicultural society
- Communicate and interact on various topics
- Use foreign languages efficiently in order to express themselves clearly, both orally and in writing
- Comprehend technical and technological terms in foreign languages
- Be able to adjust in a continuously changing world through lifelong learning

### Foreign languages taught

General education subjects, including foreign language learning, constitute a substantial part of the Technical and Vocational Education programmes. English, French and German are the three foreign languages that are offered at Technical Schools.

English as a foreign language is offered as a compulsory subject of general education for three teaching periods per week in the first year, and for two teaching periods per week in the second and third year of studies (in the case of the Hotel and Catering branch and the Services branch it is offered for three periods per week in the third year of studies). Furthermore, in the second and third year of their studies, students are given the opportunity to select English as an elective subject of general education (but with a distinct curriculum for the Theoretical and the Practical Direction) for two additional teaching periods per week.

In addition to English, in the second and third year of their studies, students in both Directions are also given the opportunity to select French and / or German as elective subjects of general education, for two teaching periods per week (in the case of the Hotel and Catering branch and the Services branch there are compulsory for the first year of studies and in the second and third year, students may select French and/or German, either for two or four teaching periods per week). The curricula for French and German as elective subjects are the same for both Directions.

### Modes of delivery and methods of language learning

Teachers of foreign languages at Technical Schools are encouraged to adopt a combination of principles and techniques from various teaching methods in a carefully balanced manner. Hence, the act of teaching involves continuous adjustment and variety and flexibility are key principles in promoting effective teaching and learning.

The dominant principles, procedures and means employed in foreign language teaching in order to promote the objectives of the curricula are the following:

- Teaching is learner-centred.
- Autonomous learning is encouraged.
- Giving importance to the student-teacher cooperation and understanding.
- Emphasising the various roles of the teacher.
- Stress on communication skills.
- Exploitation of students' general and specific interests, environment and life experiences.
- Use of various activities and materials according to students' learning styles and levels.
- Minimisation of Teacher Talking Time and maximisation of Student Talking Time.
- Focus on authenticity to cater for the students' specialisation.
- Integration of the four skills (Listening, Speaking, Reading and Writing).

### Assessment and certification standard and validation of language skills

Assessment is part of the foreign language curricula, determining the degree of success of the students in relation to the aims and objectives of the curricula. It is a continuous process and it is based on the students' attitude, effort, participation, interest, willingness, persistence, test results, oral and written work and homework. Also students' fluency, creativity and communication skills, as well as project and portfolio work, are considered.

Testing is a useful tool, although there are other important criteria for assessing. Tests are graded and include various communicative tasks, giving the opportunity to all students to prove their abilities and achieve a measure of success.

The use of the Language Portfolio constitutes an alternative method of assessment since current trends in education call for its adoption in assessment, in addition to the methods already in use. Portfolios include project work, designs, drawings or pictures related to the students' specialisation and which students can describe orally or in writing, notes, instructions, invitations, greeting cards, photos, videos, pieces of writing work and any work students feel should be kept in their portfolio.

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## **Theme 6: Continuing vocational education and training**

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### **6.1. General background**

#### Main policy objectives

The promotion of access to lifelong learning for all, including the provision of access to education and entry / re-entry to the labour market is a main policy objective of CVET.

The main policies that are promoted include upgrading vocational education and training through the improvement of the quality and attractiveness of the education and training systems, strengthening the links between technical vocational education, training and the labour market through the establishment of Post Secondary Institutes for Technical and Vocational Training, developing a skilled workforce responding to labour market needs through the implementation of a variety of training measures addressing the needs of the employees, the unemployed and the economically inactive women.

Information on legislation and financing of CVET is provided in sections 4.4 and 10.3 respectively.

#### Role of social partners

In Cyprus there has been a long-standing tradition of tripartite consultation (government, trade unions and employers' organisations) and social dialogue.

The social partners are active in an advisory and consultative capacity in the planning process, by participating in various committees and working groups for the formulation of national policy documents and the formulation of Cyprus' position on EU issues. They participate in the Board of Governors of institutions dealing with human resources issues and thus are actively involved in the formulation of strategic plans and targets and the development of policies.

Social partners are involved in the identification of educational and training needs and the setting of priorities in education and training for meeting these needs. There is active involvement of the social partners in the development of Standards of Vocational Qualifications. Social partners are also involved in the dialogue for the Education Reform, an ongoing effort to introduce changes and innovations at all levels and aspects of the education system.

Furthermore, the main representative organisations of the social partners are actively involved in organising and implementing CVET programmes and thus promote in an energetic manner the participation of all, including their members, in CVET.

#### Roles and duties of institutions and bodies involved

Main bodies promoting CVET are the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) which offers formal education programmes through the Evening Technical School (Esperini Techniki Scholi), the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) which approves and subsidises training programmes implemented by public and private institutions and enterprises, the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) which offers a variety of courses for adults through the public institutions of tertiary education and public training institutions and other ministries and public institutions. Moreover, private institutions such as colleges, training institutions, consultancy firms and enterprises offer a variety of courses for adults, including many that are not subsidised by the HRDA.

The MoEC offers formal education programmes through the Evening Technical School (Esperini Techniki Scholi), in order to promote participation in Secondary Technical and Vocational Education and combat early leaving from education. The programmes offered by the Evening Technical School aim at providing CVET 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 programmes are equivalent to the Secondary Technical and Vocational Education programmes that are offered in mainstream Technical Schools. The MoEC is planning the establishment of another Evening Technical School in Limassol. The MoEC is continuously providing advanced ICT equipment to all public schools in Cyprus in order to facilitate the integration of ICT in all subjects. Furthermore, modernisation and upgrading of the curriculum for all public schools is being promoted.

The HRDA is governed by a 13-strong Board of Governors, comprised of Government, Employer and Trade Union representatives. 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 subsidises a variety of training programmes addressed to employees, the unemployed, including tertiary education graduates and the economically inactive women. Special emphasis is given to training measures which aim to improve the employability of the unemployed, in response to the economic crisis, as well as to the acquisition of green skills of both employed and unemployed people.

Work-based learning constitutes an integral part of schemes financed by the HRDA, such as single company and multi company training programmes, job placement and training of unemployed tertiary education graduates, job placement and training of unemployed Cypriots and EU nationals to fill vacancies and / or replace labour from third countries.

The acquisition of ICT skills (both digital skills for users and e-skills for ICT workforce) features prominently as a key training need of individuals and enterprises in single-company and multi-company training programmes that the HRDA approves and subsidises, as well as in the training programmes offered to the unemployed and the economically inactive women.

#### Main obstacles and measures to overcome them

Participation in formal CVET is rather low. In order to increase participation in the Evening Classes offered at Technical Schools, which are offering continuing education and training to adults working in industry, the MoEC, is planning the following:

- Introduction of legislation that will render the certificate awarded after successful completion of the three-year programme, equivalent to the School Leaving Certificate (Apolyterion) awarded by Secondary General and Technical / Vocational Education Schools.
- Linking the certificate of the Evening Classes offered at Technical Schools to the Competence based System of Vocational Qualifications, implemented by the HRDA.
- Introduction of measures that will promote work-based learning of participants in appropriate enterprises.
- Further reduction of the already low fees that individuals pay for attending Evening Classes of Technical Schools.

The Post Secondary Institutes for Technical and Vocational Education and Training (Metalykeiaka Institouta Epaggelmatikis Ekpaidefsis kai Katartisis), which will be established by 2012-2013, will provide an alternative pathway for secondary education graduates and adults.

The development of a National Qualifications Framework (NQF) that will incorporate the System of Vocational Qualifications is expected to contribute to the further improvement of knowledge, skills and competences through lifelong learning and is expected to contribute towards increasing the participation in CVET.

A general weakness in the current provision of training promoted by public authorities is the exemption of the self-employed from the sphere of competence of the HRDA. However, the HRDA recognising the importance of including the self-employed in its sphere of competences, has assigned to external consultants the task of conducting a study entitled “Creation of an effective mechanism for the training of self-employed – The possible role of the HRDA”. The study is expected to be completed by March 2012 and on the basis of its findings relevant decisions will be taken.

## **6.2. Formal learning in CVET**

Formal education programmes are provided at the Evening Technical School (Esperini Techniki Scholi), which operates under the supervision of the Directorate of Secondary Technical and Vocational Education, (Diefthinsi Mesis kai Technikis Ekpaidefsis, DMTEE) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).

The Evening Technical School was established in Nicosia in 1999 in order to promote participation in Secondary Technical and Vocational Education and combat early leaving from education. The MoEC is planning the establishment of another Evening Technical School in Limassol.

The programmes offered by the Evening Technical School aim at providing CVET 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. It operates from September to the end of May. The programmes offered aim at providing initial TVE to individuals who are fifteen years old and over and have completed Lower Secondary Education successfully.

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.

The curricula that are created for the programmes offered by the Evening Technical School are in line with the curricula that are implemented in mainstream IVET. The respective Inspector of each branch is responsible for the proper implementation of both IVET and CVET curricula. The curricula in each branch / specialisation are the same as the curricula in the respective branch / specialisation of the morning classes, adapted, however, to the particular characteristics and needs of the students who attend evening classes.

Attendance is free and leads to the acquisition of a Leaving Certificate (Apolyterio), which has the same legal status as that awarded by the Unified Lyceum (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.



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 that offer CVET programmes is used in the best possible and most effective way.

### Statistical data

As shown in Table 1, 2,9% of the population participated in formal education and training in 2007, a low percentage compared to 6,3% in the EU. The population with tertiary education had the highest participation rates, 7,8% in 2007. The respective percentages for the employed and inactive, shown in Table 2, are 2,7% and 3,4%, while the percentage of the unemployed who participated in formal education and training in 2007 was 4,4%, higher than the other groups in Cyprus.

Table 1 - Participation in formal education by highest level of educational attainment, 2007 [%]

	<b>ISCED 0-2</b>	<b>ISCED 3-4</b>	<b>ISCED 5-6</b>	<b>Total</b>
<b>EU27</b>	2,5	5,7	12,2	6,3
<b>Cyprus</b>	-	1,0	7,8	2,9

Source: Eurostat, Adult Education Survey

Table 2 – Participation in formal education by working status, 2007 [%]

	<b>Employment</b>	<b>Inactive population</b>	<b>Unemployment</b>	<b>Total</b>
<b>EU27</b>	6,2	6,4	6,3	6,3
<b>Cyprus</b>	2,7	3,4	4,4	2,9

Source: Eurostat, Adult Education Survey

### **6.3. Non-formal learning in CVET**

#### Main characteristics of non-formal CVET

There is a plethora of providers of non-formal CVET, both public such as the Secondary Technical and Vocational Education, STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis, DMTEE) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and public training institutions, as well as private, such as colleges, training institutions and enterprises. The public and private sector provision has been encouraged and strengthened primarily through the approval and subsequent subsidisation of training activities provided by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD). The Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and other ministries also play a role in the provision of non-formal learning.

Enterprises are actively involved in VET provision and in particular in continuing training activities. By law, enterprises pay 0,5% of their payroll to the Human Resource Development Fund and may receive subsidy from the HRDA for approved training activities. The funding provided by the HRDA has proven an efficient motive for the participation of employees in training programmes. Thus enterprises prepare and submit training programmes to the HRDA on a continuous basis.

In addition to public provision and funding, training is also directly financed from employers. Furthermore, leave of absence for education and training purposes is stated formally in the collective agreements of certain sectors (more information is provided in section 10.3.3).

The involvement of companies in VET provision is enhanced by the implementation of specific schemes for enhancing the competitiveness of micro-enterprises and improving the productivity of SMEs, through the provision of specialised guidance and training.

The CVET activities of HRDA include:

- Single-company Continuing Training Programmes in Cyprus.

The aim of these programmes is the provision of in-company training to the employees, in order to meet the specific needs of the enterprise for the effective utilisation of its personnel through its appropriate training and development. The minimum duration of these programmes is 6 hours. The maximum limit of training per day is 7 hours.

- Single-company Continuing Training Programmes Abroad.

The aim of these programmes 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. The minimum duration of these programmes is 2 days whereas their maximum duration is 60 days.

- Standard Multi-company Continuing Training Programmes.

The aim of these 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 programmes 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 7 hours.

- High-Priority Multi-company Continuing Training Programmes.

The aim of these 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 on specific high-priority issues.

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 3,5 hours and the maximum is 7 hours. The maximum duration of training sessions per day is 8 hours.

- Multi-company Continuing Training Programmes Abroad.

The aim of these programmes is the improvement and enrichment of the knowledge and skills of senior personnel of the enterprises through the transferring of know-how and by obtaining practical knowledge and experience from equivalent, successful units abroad. The minimum duration of these programmes is 4 days and the maximum is 15 days.

- Training programmes for newly employed tertiary education graduates.

The training programmes for newly employed tertiary education graduates aim at strengthening the management capacity of enterprises and organisations through the employment and training of young university and other tertiary education graduates. The HRDA provides subsidies to employers for the delivery of in-house training programmes of 6 to 12 months duration. This is enhanced by their participation in other training courses.

- Scheme for the enhancement of the competitiveness of micro-enterprises employing 1-4 persons

The scheme involves the provision of specialised guidance and training to micro-enterprises (MEs) that employ 1-4 persons to strengthen their competitiveness. The scheme is implemented by the HRDA during the period 2010-2014 and it is co-financed by the ESF.

- Scheme for the improvement of the productivity of small and medium-sized enterprises

The scheme involves the provision of specialised guidance and training to small and medium-sized enterprises (SMEs) that employ 5-249 persons to improve their productivity. The scheme is implemented by the HRDA during the period 2010-2014 and it is co-financed by the ESF.

The MoEC is responsible for the:

- Afternoon and Evening Classes of Technical Schools (Apogevmatina kai Vradina Tmimata Technikis Ekpaidefsis), which offer continuing education and training to adults. 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.
- Adult Education Centres (Epimorfotika Kentra), which offer a wide range of short or medium length courses that cover several interest areas and all adults can attend.
- Post Secondary Institutes for Technical and Vocational Education and Training (Metalykeiaka Institouta Epaggelmatikis Ekpaidefsis kai Katartisis), which will be established by 2012-2013 and will provide an alternative pathway for secondary education graduates and adults.
- Pedagogical Institute, PI (Paidagogiko Institouto, PI), which offers in-service training to secondary education teachers.
- The University of Cyprus, UCY (Panepistimio Kyprou), which offers pre-service training to secondary education teachers.

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 Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK), which offer upgrading courses for employees in the hotel and restaurants sector.

Other ministries are responsible for training for the civil servants and for enterprises in specific economic sectors:

### Farmers

The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeoio 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 (Ypourgeoio Oikonomikon, YO). Continuous training for civil servants is also being promoted by the Public Administration and Personnel Service, PAPS (Ypiresia Dimosias Dioikisis kai Prosopikou).

There are specific training programmes and seminars offered by public authorities to specific groups of civil servants:

- Public sector nurses

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

- Police officers and sergeants

The Ministry of Justice and Public Order, MJPO (Ypourgeoio Dikaiosynis kai Dimosias Taxis, YDDT) promotes the training of police officers and sergeants provided by the Cyprus Police Academy (Astynomiki Akadimia Kyprou). The Police Academy also offers part-time training in the use of computers for police members. To this end, two forty-five minute sessions are run on two afternoons per week, one for members attending an elementary course while the other is a more advanced programme. The lessons are taught by qualified teachers appointed by the MoEC and they take place at the Computer Lab of the Police Academy. The courses run from autumn until summer of next year.

- Foresters and forestry graduates

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

### Statistical data

As presented in Table 1, the participation rate in non-formal education / training in Cyprus is higher than the EU27 average (39,5% compared to 31,3% in the EU27 in 2007) according to the Adult Education Survey. It is noted that the survey was conducted in Cyprus in 2006. The participation rate is also higher than the EU27 average for people with higher educational attainment levels (61,9% compared to 51,5% in the EU27 for ISCED 5-6). As shown in Table 2, the participation rate is higher than the EU27 particularly for the employed and unemployed people. This is expected as the HRDA subsidises non-formal training mainly for employees and introduced schemes co-financed by the ESF for the unemployed.

Table 1 - Participation in non-formal education / training by educational attainment, 2007 [%]

	<b>ISCED 0-2</b>	<b>ISCED 3-4</b>	<b>ISCED 5-6</b>	<b>Total</b>
<b>EU27</b>	15,6	31,4	51,5	31,3
<b>Cyprus</b>	16,0	39,0	61,9	39,5

ISCED 0-2: Pre-primary, primary and lower secondary education

ISCED 3-4: Upper secondary and post-secondary non-tertiary education

ISCED 5-6: Tertiary education

Source: Eurostat, Adult Education Survey

Table 2 - Participation in non-formal education / training by labour status, 2007 [%]

	<b>Employment</b>	<b>Inactive Population</b>	<b>Unemployment</b>	<b>Total</b>
<b>EU27</b>	38,8	12,4	19,5	31,3
<b>Cyprus</b>	47,3	13,6	26,7	39,5

Source: Eurostat, Adult Education Survey

#### **6.4. Language learning in CVET**

Language learning in CVET is offered through the multi-company programmes subsidised by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and the Adult Education Centres (Epimorfotika Kentra) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).

##### Human Resource Development Authority

The aim of the multi-company training programmes subsidised by the HRDA 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 prepares on an annual basis a document that contains the thematic priorities for multi-company programmes offered to employees. 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.

Thematic priorities for standard multi-company programmes for the period 2012-2014 include Business Language Training (in the official languages of the European Union as well as Turkish, Russian and Arabic languages) for managers and Technical Language Training (in the official languages of the European Union as well as Turkish, Russian and Arabic languages) for supervisors and employees.

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 7 hours.

##### Ministry of Education and Culture

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. The subjects include, among others, Foreign Languages such as English, French, German, Arabic, Turkish, Russian, Spanish, Italian, Romanian and Bulgarian, Greek for foreigners.

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.

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 and dumb. These classes are offered free of charge.

A “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents of Cyprus”, is offered as of November 2010 by the Adult Education Centres of the MoEC and co-financed by the European Social Fund. The Programme aims at the prevention of social exclusion, as well as at the reinforcement of social and economic cohesion. Small groups of 10 to 15 students meet twice a week for two 90-minute sessions. Attendance is free of charge and the classes are conducted by experienced Greek language teachers especially trained in adult education. A total of 50 sessions take place per academic year, per group and the Programme is offered with an island-wide coverage. The Programme will operate up to school year 2014-2015. It is estimated that by 2015, the total number of enrolments will reach 15.000.

#### **6.5. Training programmes to help job-seekers and people vulnerable to exclusion from the labour market**

The full utilisation of human resources to promote social cohesion and equity is a priority as has been described in 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 from the labour market are described in the National Strategy for Social Inclusion NAP/Incl. 2008-2010 and in the National Reform Programme on EU2020.

Policies are directed to groups vulnerable to exclusion from the labour market, such as the elderly, unemployed women and young persons, economically inactive women, public assistance recipients, single parents, drop-outs, persons with disabilities and asylum seekers.

##### Schemes co-financed by the ESF

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) is implementing schemes co-financed by the ESF and the HRDA in the programming period 2007-2013. The schemes aim at the improvement of the employability of the unemployed and economically inactive women through offering opportunities for participation in training activities and work experience. (More information is provided in section 5.5).

##### Programmes by the Ministry of Education and Culture

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 sections 6.1 and 6.2 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).
- Post Secondary Institutes for Technical and Vocational Education and Training (Metalykeiaka Institouta Epaggelmatikis Ekpaidefsis kai Katartisis).

### Scheme for the Enhancement of Women's Entrepreneurship

The scheme 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.

### Vocational training to vulnerable groups

The Social Welfare Services, SWS (Ypiresies Koinonikis Evimerias) of the MLSI are planning to launch the project named “Project Work and Social Activation of People in Vulnerable Groups through the Development of Social Skills and Other Actions” which will be co-financed by the ESF during the programming period of 2007-2013. The aim of this project is to provide training in social skills to public assistance recipients and to reintegrate them in the labour market. For the purposes of this project, the vulnerable groups of the population are: Drop-outs, people aged 15-24 or over 50 years of age, lone parents, public assistance recipients, ex-prisoners, young people who used to be under the care of the Director of SWS, families facing psychosocial difficulties, people with disabilities and previous substance abusers.

The SWS will promote training in social skills while the Public Employment Services (PES) will undertake their work placements and / or vocational training if necessary. The aim is to facilitate the employability of people threatened by conditions of poverty and social exclusion, through active employment measures. Within this framework, the target group will be offered counselling and other supportive services to help them overcome any difficulties they may face and adjust to the new training/ working environment.

### Training scheme for the disabled

The Centre for the Vocational Rehabilitation of the Disabled (Kentro Epaggelmatikis Apokatastasis Anapiron, KEAA) provides specialised programmes for acquisition of professional skills for disabled persons promoted by the MLSI. 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 overcome any psychosocial problems.

The Centre provides training and offers employment opportunities in the following specialisations: leather goods/shoemaking, furniture industry / carpentry, brooms making, knitting and sewing embroidery. The Centre provides 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 how severe the disability is. Three laboratories are operating at the Centre, each of which has a capacity of 12 trainees.

Two schemes are implemented by the Department of Labour of the Ministry of Labour and Social Insurance, MLSI (Ypourgeoio Ergasias kai Koinonikon Asfaliseon, YEKA) which provide incentives to private sector employers and local authorities for the employment of people who belong to the disadvantaged groups and of people with disabilities. The schemes' purpose is the social rehabilitation of people facing social exclusion and the creation of new jobs and have been implemented to address the effects of the current crisis.

Programmes of professional training to prisoners

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

Measure for asylum seekers

In the National Strategy for Social Inclusion NAP/Incl. 2008-2010 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 enter 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 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.

Table 1 shows that during 2006, the unemployed participated mostly in non-formal education programmes (26,7%).

Table 1 - Participation rate of unemployed in education and training, 2006

	<b>Formal and non-formal education</b>	<b>Formal education</b>	<b>Non-formal education</b>
<b>Cyprus</b>	31,1%	4,4%	26,7%

Source: Eurostat (Adult Education Survey 2006)



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## **Theme 7: Training VET teachers and trainers**

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### **7.1. Priorities in training VET teachers and trainers**

There has not been a clear distinction between teachers and trainers in VET in Cyprus. Usually the term “teacher” refers to educators at all levels of the formal educational system thus persons working mainly in the formal part of the VET system, whereas the term “trainer” refers to persons providing training in the well-established training system in Cyprus, thus persons working mainly in the non-formal part of the VET system.

Within VET the following teachers and trainers are included:

- Teachers in public upper STVE:
  - Regular day Technical Schools.
  - Apprenticeship System.
  - Evening Technical School.
  - Afternoon and Evening Classes of Technical Schools.
  - Adult Education Centres.
- Teachers in public institutions of tertiary education:
  - Higher Hotel Institute of Cyprus.
  - Cyprus Forestry College.
  - Cyprus Police Academy.
  - Nursing School.
- Teachers in private colleges.
- Trainers in public training institutions:
  - Cyprus Productivity Centre.
  - Cyprus Academy of Public Administration.
- Trainers in private training institutions.
- Trainers in enterprises.

#### Provisions for entering and developing career for teachers and trainers

Teachers, according to the job specifications, must hold an appropriate diploma in their subject area or a degree relevant to the subject they will teach. In the case of the teachers in public institutions of tertiary education and teachers of technological or workshop practice subjects in STVE, work experience in their area of specialisation is also required. Teachers in private colleges usually hold the same or higher qualifications than the level of the subjects they are teaching.

Trainers in 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), according to job specifications, must hold either a diploma from a tertiary institution or a degree relevant to the subject they will teach. Additionally, they must have work experience, the length of which varies according to the position.

The minimum requirement for trainers in the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) is a degree or an equivalent qualification or a master’s degree or a relevant title in specific areas determined by the CAPA.

There are no set requirements for trainers in private training institutions or enterprises but each training institution or enterprise sets these on an individual basis. In case the private training institutions or enterprises wish to submit training programmes to be approved and subsidised by the

Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), then their trainers need to conform to the HRDA pre-set criteria concerning their educational background, work experience and teaching experience.

The most common training programme trainers attend regardless of the subject they teach is the “Training of Trainers”. This programme is organised by HRDA with the assistance of overseas collaborators and it is also provided by private training institutions. The body that defines the curricula of the “Training of Trainers” is the training institution that provides the training programme.

### Curriculum reform and innovative approaches to teaching and assessment

The dominant players in the development of policies for VET teachers and trainers are the public Secondary Technical and Vocational Education, STVE (Mesi Techniki kai Epaggelmatiki Ekpaidefsi, MTEE) and the HRDA.

A significant development in teacher training has been the introduction, since 2000, of the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis), which is an obligatory requirement for all new appointments to the Educational Service. This programme provides the opportunity to prospective teachers to acquire psycho-pedagogical knowledge, develop teaching skills and enhance their personal development. In an effort to upgrade the pre-service training, the course has been undertaken by the University of Cyprus UCY (Panepistimio Kyprou, PK) in collaboration with the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) as of the academic year 2007-2008.

The Pedagogical Institute, PI (Paidagogiko Institouto, PI) introduced for the year 2008/2009 in-service Induction Programmes for the newly qualified teachers, including secondary vocational education teachers. The aim of these programmes is to enable the induction of newly appointed teachers by providing support to their personal / emotional needs, their professional and practical needs / solving problems and the development of their critical thinking in relation to their teaching practice. The satisfaction of the novice teachers needs is also succeeded through the support they get from their mentor who works with them at the same school. The mentors attend special training programmes offered by the PI.

An important development with regard to trainers is the introduction of a System for the Assessment and Certification of training providers, which is one of the strategic objectives of the HRDA. Through this System, trainers of vocational training, vocational training institutions and vocational training infrastructure will be assessed against specific criteria to assure they are eligible for certification. It is expected that the System will be fully implemented by the end of 2012. The project is considered of vital importance for the adaptation of the training system to the current needs of the labour and training markets and it is expected to contribute to the improvement of quality and effectiveness of the training provision in Cyprus.

### Special teacher training provisions on how to educate students with special education needs (SEN) and other vulnerable groups

The MoEC has a policy to integrate provision for special education needs into mainstream education wherever possible. In public STVE, students with special needs (students having serious learning or special learning difficulties due to physical or mental conditions, students whose learning, adaptation or functioning skills are impaired compared to other children and students who suffer from incapacities) attending mainstream classrooms receive special educational support. In-service optional training programmes, seminars and meetings are provided to teachers of special education in STVE.

## 7.2. Teachers and trainers in IVET

### 7.2.1. Teachers, trainers and training facilitators in IVET

The different types of teachers and trainers in IVET and their place of work are shown in Table 1.

Table 1: Teachers and trainers in IVET by type of occupation and place of work

<b>Teachers/ Trainers</b>	<b>Type of occupation</b>	<b>Place of work</b>
<b>Teachers</b>	Teachers in Upper Secondary Technical and Vocational Education (STVE)	Public Vocational and Technical Secondary Schools Apprenticeship System
	Teachers in Public Institutions of Tertiary Education	Public Institutions of Tertiary Education
	Teachers in Private Colleges	Private Colleges
<b>Trainers</b>	Trainers in Public Training Institutions	Public Training Institutions
	Trainers in Private Training Institutions	Private Training Institutions & Enterprises
	Trainers in Enterprises	Enterprises

### Bodies that regulate teacher training

As far as the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) for teachers is concerned, which is composed of a theoretical part and a practical part, the teaching practice experience (TPE) (more information is provided in section 7.2), the bodies that define the curricula are:

- The Coordinating Committee (Epitropi Syntonismou), comprising the Director of Secondary General Education, the Director of Secondary Technical and Vocational Education, the Director of the Pedagogical Institute, PI (Pedagogiko Institouto, PI), two representatives from the University of Cyprus, UCY (Panepistimio Kyprou, PK), one representative from the Association of Secondary School Teachers of Cyprus, (Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou, OELMEK) and one representative from the Association of Teachers of Technical Education in Cyprus, (Organosi Leitourgon Technikis Ekpaidefsis Kyprou, OLTEK). This committee observes and assesses the PTP and submits suggestions on its structure, content and operation to the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and the UCY.
- The Teaching Practice Committee (Epitropi Scholikis Empirias), comprising four officers of the MoEC and one representative from the UCY. In this committee one representative from the Association of Secondary School Teachers of Cyprus and one representative from the Association of Teachers of Technical Education in Cyprus participate as observers. This committee coordinates and promotes necessary actions for the implementation of the teaching practice experience programme, which is part of PTP, in schools and approves the coordinators and mentors in each school, based on suggestions from the Headmasters of schools involved.

According to the Teaching Practice Experience, TPE (Scholiki Embiria), the trainees have to participate in a number of lessons and are also required to teach in a real school environment.

Essential and indispensable parts of the TPE are school involvement and the assignment of a mentor for each trainee. Therefore, trainees are encouraged to participate in all school activities and have to keep a portfolio of their teaching practice experience, according to the directions of their assigned mentor.

The UCY is responsible for the assessment and quality of the PTP programme, while the PI is responsible for the in-service training of teachers in STVE.

Concerning the Cyprus Police Academy (Astynomiki Akadimia Kyprou) the assessment and quality monitoring of teachers pre-service training is the sole responsibility of the Cyprus Police Academy.

The HRDA examines and approves the “Training of Trainers” programmes that are developed by the training institutions and submitted to the HRDA for subsidisation.

### Role of teachers and trainers in the VET system

#### Teachers in upper secondary technical and vocational education

Apart from being responsible for teaching their subject and ensuring the progression of their learners, teachers of public secondary education play a very significant role in VET, since they are also responsible for carrying out the following tasks:

- Draw up the analytical programmes of the curricula and also the profiles of the graduates, under the supervision of the respective inspector of each of the branches offered by Secondary Technical and Vocational Education.
- Write and / or revise textbooks.
- Develop audiovisual aids for the classroom.
- Develop and implement modern methods of teaching and learning.
- Assess their learners’ coursework and prepare and mark final exam papers.
- Participate in the planning of the annual budget for their specialty. Teachers also undertake to draw up the specifications of the equipment for their specialty and evaluate the tenders for the purchase of that equipment.

#### Teachers in public institutions of tertiary education

Teachers in public institutions of tertiary education are involved in the design of the curricula of programmes of their institutions based on their experience, regular contacts with enterprises and knowledge of relevant research.

#### Teachers in private colleges

Teachers in private colleges are involved in the design of the curricula of the analytical programmes of their institutions based on their experience, regular contacts with enterprises and knowledge of relevant research.

#### Trainers in public training institutions

Trainers in the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) and the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) are involved in the design of the curricula of vocational training courses their organisation provides. This is done based on trainers’ experience and knowledge of relevant research.

### Trainers in private training institutions and enterprises

Trainers in the private training institutions and enterprises have a significant part in the development of training activities. In cooperation with the managers of the training institutions and the management of their enterprises respectively, they plan the training activities and then they proceed with the identification of target groups, the development of the curricula, the selection of suitable training tools and the organisation of the programmes. In the case of the programmes that will be submitted to the HRDA for approval and subsidisation, these have to conform to the annual thematic priorities (for multi-company training programmes) and to satisfy the requirements of the HRDA.

#### 7.2.2. Pre-service and in-service training of IVET teachers and trainers

##### Teachers in public upper STVE

###### Pre-service Training

In 2000 the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) was introduced and was made an obligatory requirement for all new appointments of teachers in the public Educational Service. Candidate teachers are required to attend a series of pedagogical lessons, participate in the prescribed and specified teaching practice and succeed in the systematic evaluation which incorporates a final written examination, coursework in the form of papers and projects and the appraisal of the trainees' performance during their practical training at school. The general performance of the trainees is assessed through both written examinations and project assignments. Upon successful completion of the programme, participants are issued with a certificate of attendance.

###### In-service Training

Continuing training for public upper Secondary Technical and Vocational Education STVE (Mesi Techniki kai Epaggelmatiki Ekpaidefsi, MTEE) teachers consists of the following training programmes and developmental activities:

- Compulsory training of Deputy Headmasters and Headmasters of Technical and Vocational Education Schools, organised by the Pedagogical Institute, PI (Paidagogiko Institutouto, PI).
- Optional continuing training and development programmes for teachers.
- Special developmental activity: Change agent teams, which organised extensive in-service training workshops focused on student-centred teaching approaches to support the implementation of the new curricula in their own schools.

All these series of courses include sessions dealing with EU priority issues as, for example, new technologies in education, intercultural education, the European dimension in education and action research.

Additionally, PI introduced as of the year 2008/2009 in-service Induction Programmes for the newly qualified teachers, including secondary vocational education teachers. (More information is provided in section 7.1.).

The Directorate of the STVE has also introduced a plan for systematic staff development through scholarships, exchanges of teaching staff with other countries and cooperation with the European Training Foundation.

## Teachers in public institutions of tertiary education

### *Pre-service Training*

Only in the Police Academy (Astynomiki Akadimia Kyprou), pre-service training is a requirement. The teachers in the Police Academy are police officers with work experience in the police force who are transferred from their post in order to teach. Police officers who want to teach must at least have the position of sergeant. Usually teachers in the Police Academy are sergeants and inspectors. In order to be able to teach they must attend the course “Train of Trainers” which is organised by the Police Academy.

### *In-service Training*

In-service, continuing training of IVET teachers in public institutions is common practice. It is voluntary in all public institutions and incentives to attend continuing training programmes have still to be introduced to increase participation. The majority of in-service training programmes attended by the teachers in the public institutions are related to the institutions’ areas of interest as well as to the teachers’ training needs. The teachers in the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK) tend to participate in the training programme “Training of Trainers”. All public institutions participate in multinational exchange programmes for IVET teachers.

## Teachers in private colleges

### *Pre-service Training*

Previous work experience and pre-service training are not usually required although colleges will consider them as an advantage when hiring teachers.

### *In-service Training*

In-service, continuing training of teachers in private colleges is voluntary. The majority of in-service training programmes attended by the teachers in private colleges are related to the colleges’ areas of interest as well as to the teachers’ training needs. Private colleges participate in multinational exchange programmes for IVET teachers.

## Trainers in public and private training institutions and in enterprises

### *Pre-service Training*

There is no pre-service training requirement for trainers in public and private training institutions and in enterprises but each training institution sets these on an individual basis. In case the training institutions wish to submit training programmes to be approved and subsidised by the HRDA, through its initial training schemes, then their trainers need to conform to the HRDA pre-set criteria concerning their educational background, their work experience as well as their teaching experience. Pre-service training of IVET trainers is mandatory only in cases where they do not have any previous teaching experience.

### *In-service Training*

In-service, continuing training for trainers is voluntary and therefore it is up to the training institutions and the enterprises and their trainers to invest in upgrading their knowledge and skills. The HRDA implements and funds specialised training programmes for trainers aimed at:

- Trainers with little or no experience.

- Upgrading trainers' competencies to support the implementation of the training programmes which the HRDA approves and funds.
- Managing of training centres.

On completion of the programmes, either organised by HRDA or private training providers, participants are issued with a certificate of attainment. An incentive to participate in such training programmes is the upgrading of knowledge and skills to provide a more competitive product in a highly competitive training market.

### 7.3. Teachers and trainers in CVET

#### 7.3.1. Teachers, trainers and training facilitators in CVET

The different types of teachers and trainers in CVET and their place of work are shown in Table 1.

Table 1: CVET Teachers and trainers by type of occupation and place of work

<b>Teachers/ Trainers</b>	<b>Type of occupation</b>	<b>Place of work</b>
<b>Teachers</b>	Teachers in Upper Secondary Technical and Vocational Education (STVE)	Evening Technical School
		Afternoon and Evening Classes of Technical Schools
		Adult Education Centres
	Teachers in Public Institutions of Tertiary Education	Public Institutions of Tertiary Education
	Teachers in Private Colleges	Private Colleges
<b>Trainers</b>	Trainers in Public Training Institutions	Cyprus Productivity Centre
		Cyprus Academy of Public Administration
	Trainers in Private Training Institutions	Private Training Institutions & Enterprises
	Trainers in Enterprises	Enterprises

#### 7.3.2. Pre-service and in-service training of CVET teachers and trainers

The pre-service and in-service training requirements for CVET teachers and trainers are the same as those that apply for IVET teachers and trainers and have been described in section 7.2.2.

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**Theme 8: Matching VET provision (skills) with labour market needs (jobs)**

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**8.1. Systems and mechanisms for the anticipation of skill needs (in sectors, occupations, education level)**

Cyprus is at the forefront of countries providing forecasts for skills needs with a long experience in this field. Employment forecasts in economic sectors and occupations are provided at a detailed level of analysis, including both expansion and replacement demand.

The main formal mechanism in place for the assessment of skill needs is operated by the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD). The Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO) provides projections for the growth of the economy, which include forecasts for different sectors. The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is responsible for the identification of educational and special skill needs.

**Human Resource Development Authority**

For the systematic employment forecasting and the identification of skills gaps, the HRDA conducts the following research studies, which can be found in the webpage [www.hrdauth.org.cy/dep/index.htm](http://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 latest set of employment forecasts for Cyprus have been completed in 2010, cover the period 2010-2020 and incorporate the effects of the current economic crisis. Thus, forecasts of employment, expansion and replacement demand are provided for 46 sectors of economic activity and for around 200 occupations, which cover the whole spectrum of the Cyprus labour market. Furthermore, the HRDA participates actively in initiatives and actions that are promoted at European level in the framework of the European network Skillsnet for skill needs forecasting.

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

This 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, Trade Unions, District Labour Offices of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Cyprus Tourism Organisation, CTO (Kypriakos Organismos Tourismou, KOT) are collected and analysed through a specially designed questionnaire.

- Study on the anticipation of green skill needs

The HRDA conducted a study on the anticipation of green skill needs in 2010. The study "Identification of Green Skill Needs in the Cyprus Economy 2010-2013" outlines the green economy of Cyprus, provides employment needs forecasts for sectors of economic activity and occupations of the green economy and identifies green skill needs for the period 2010-2013.



As a response to the study on the anticipation of green skills needs, the HRDA, in close cooperation with the Ministry of Labour and Social Insurance, has put forward a Special Action Plan for Promoting Green Skills in the Cyprus economy, which includes a variety of targeted measures that are directed towards enterprises, employees and the unemployed.

Furthermore, the HRDA has declared the year 2011 as the Year of Green Skills with the aim to effectively promote and publicise the importance of the acquisition of green knowledge and skills.

- 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.
- Thematic Priorities setting

The HRDA prepares on an annual basis a document that contains next year's 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 provision of continuing training.

#### Ministry of Finance

The MoF provides projections for the growth of the economy, which include forecasts of value added, productivity and employment for all sectors, and submits 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 Mesis Technikis kai Epaggelmatikis Ekpaidefsis, DMTEE) 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.

In order to carry out these tasks, whilst considering the developmental needs of the Cyprus economy and the latest scientific and technological advances, the STVE has developed close cooperation with all major stakeholders. The curriculum is revised whenever such a need is identified. The previous reform was completed in 2004 whereas a revision in the curricula is underway within the context of the Education Reform, based on a study focusing on the reorganisation of the STVE (more information is provided in section 5.3).

For the introduction of new branches and specialisations, the views of all major stakeholders are taken into account and the teachers of STVE provide their suggestions every year. Furthermore, the desires of lower secondary education graduates to follow a branch and specialisation are also taken into consideration when determining the number of available places at each branch and specialisation.

## 8.2. Practices to match VET provision (skills) with skill needs (jobs)

The research studies conducted by the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD), upon completion are disseminated to a wide audience of prominent stakeholders in a variety of ways, utilising both traditional and electronic channels of communication:

- The studies are sent to government officials, employees' and employers' organisations, education and training providers, consultancy firms, organisations involved in human resource planning, counselling officers and other interested organisations and persons. Policy makers use these forecasts in order to develop appropriate policy responses for adapting to the forecasted situation in the labour market.
- Special lectures are organised for secondary school guidance counsellors in collaboration with the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and for employment counsellors in collaboration with the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).
- The HRDA presents the findings of its research studies anticipating skill needs through lectures to parents and to students in secondary schools in all districts. Lectures are also organised during the HRDA's participation in the "Annual Careers Fair".
- The findings of the research studies providing forecasts are also disseminated to the public through the mass media. This is mainly achieved through articles in newspapers and through participation in relevant radio and television programmes.
- The HRDA maintains a website ([www.hrdauth.org.cy](http://www.hrdauth.org.cy)) with information on approved training opportunities. The HRDA also displays its research studies in a downloadable form. A special section in the website contains the latest available occupational employment forecasts for all the occupations of the labour market in Cyprus.

The main users of the research studies providing sectoral and occupational forecasts are the following:

- Policy makers, such as the Planning Bureau, PB (Grafeio Programmatismou, GP), the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), the MoEC and the MLSI, use these forecasts in order to develop appropriate policy responses for adapting to the forecasted situation in the labour market.
- Public and private organisations involved in human resource planning such as the Public Employment Service and the social partners (employers' organisations and trade unions) use these forecasts in their line of work.
- People involved in counselling such as secondary education vocational guidance teachers and employment counsellors use these forecasts as a tool in the provision of advice and counselling.
- Finally, these forecasts are widely used by the public in general and more specifically parents and students wishing to choose an occupation or to pursue further studies.

The findings of the research studies are also taken into account by the HRDA for choosing the Standards of Vocational Qualifications to be developed. The System of Vocational Qualifications, which is the responsibility of the HRDA, is based on Standards of Vocational Qualifications, which are developed by technical Sectoral Committees of Vocational Qualifications. These consist of representatives of the social partners (government, employers' and employees' organisations) and other professionals. The Standard is finally approved by the Board of Governors of the HRDA, which has a tripartite character where representatives of the Government, the Employers' organisations and the Trade Unions participate. The System is being established and implemented

in 2 phases (1st phase: 2006 – 2008 and 2nd phase, co-financed by the ESF: 2007-2015). It is expected that 7.000 persons will be assessed through the system against 77 standards of vocational qualifications.

The MoEC and more specifically the Directorate of the Secondary Technical and Vocational Education, STVE (Diefthinsi Mesis Teknikis kai Epaggelmatikis Ekpaidefsis, DMTEE) 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.

In order to carry out these tasks, whilst considering the developmental needs of the Cyprus economy and the latest scientific and technological advances, the STVE has developed close cooperation with all major stakeholders, such as Ministries and the PB, the Social Partners (Employers' and Employees' Organisations), teachers and their associations, the University of Cyprus, UCY (Panepistimio Kyprou, PK), the Pedagogical Institute, PI (Pedagogiko Instituto) and the HRDA. The findings of the research studies of the HRDA are also taken into account for the design of curricula. Furthermore, the desires of lower secondary education graduates to follow a branch and specialisation are also taken into consideration when determining the number of available places at each branch and specialisation.

### **9.1. Strategy and provision**

Enhancing the provision of guidance and counselling services to all population groups is a policy priority, as outlined in the Lifelong Learning Strategy, LLL Strategy (Ethniki Stratigiki dia Viou Mathisis) for Cyprus. The main actors for Guidance and Counselling in Cyprus are 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) and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).

The Counselling and Career Education Services, CCES (Ypiresia Symvouleftikis kai Epaggelmatikis Agogis, YSEA) of the MoEC offers to the students of public secondary general and technical schools specialised assistance in developing personal awareness as regards to their interests, needs, abilities, and skills for making suitable decisions about their personal life, education and career. Educational and Vocational Guidance is provided throughout the student's attendance in upper secondary education both through the career education course and through personal and group counselling. The services are provided by qualified guidance counsellors, who have undergone specialised post-graduate education in Counselling and or Career Education / Guidance. The counsellors are placed in schools and at the central and regional offices of the MoEC.

One of the main goals of the CCES concerns the promotion of Lifelong Guidance. Lifelong Guidance is also promoted at European level through the European Lifelong Guidance Policy Network (ELGPN), where Cyprus participates as a member. Specifically, the CCES is planning to widen access to Guidance to all citizens irrespective of age, gender, religion, race, ethnicity and physical and intellectual capabilities. Special programs will be developed to meet the needs of early schools leavers, persons with special needs, immigrants, etc.

Recently, the proposal of the MoEC to the Council of the Ministers to establish a National Forum on Lifelong Guidance, which is considered as a basic immediate goal for the upgrading of all Guidance and Counselling services in Cyprus, has steered further and substantial cooperation between the MoEC and the MLSI. The two Ministries assigned to a common committee consisting from experts on the field of lifelong Guidance, the task to present by the end of 2010 a detailed proposal to the Council of Ministers about the expected role and structure of the Forum. The development of the National Forum is therefore at the final stage and a new proposal to the Council of Ministers for the establishment of the National Forum for LLGuidance is expected to be promoted by the end of 2011.

Concerning the issue of quality assurance, the MoEC carried out an external evaluation of its CCES in February 2010, by a group of experts in the field from Cyprus, Greece and other European countries. It's the first time that such an evaluation took place and the results are used for the improvement of the quality of services. The CCES is implementing, through a specific strategic plan, all recommendations made by the external evaluation committee.

There is scope to improve further the cooperation between education and the labour market, in Cyprus, based on long-term goals and systematic approach.

Currently, the Directorate of the Secondary Technical and Vocational Education, STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis, DMTEE) encourages and uses cooperation with the enterprises for the development and implementation of different technical specialisations offered to students during the three years of their studies in Technical Schools.

Furthermore, the third year of studies in the Practical Direction of Technical Schools combines a school-based environment with a real workplace as final-year students are placed in industry for one day per week, where they follow a practical training programme.

Also, students of the 2<sup>nd</sup> grade of the Lyceum (public upper secondary education) have the opportunity for one week to get acquainted with the world of work and have a practical experience at a work environment of their interest. All programs are supervised and evaluated by the MoEC.

The Vocational Guidance Service of the MLSI delivered through the Public Employment Service, PES (Dimosies Ypiresies Apascholis, DYA) provides information on employment prospects and opportunities or on skills-training possibilities. Furthermore, the PES provide assistance to employers, job-seekers and those in employment who wish to change jobs, through registration and placement services, provision of information on training opportunities and job vacancies. A nationwide candidate placement system is installed to which all PES counsellors have access. The candidate placement system performs a wide range of functions, including: registration and updating of clients history; registration of employers and vacancies; and monitoring clients interviews with employers. A facility for matching candidates against training programmes is currently being developed and a self-service Internet-based facility for clients is planned to become available to the public. Social partner involvement in the PES is well established. Each district labour office maintains a tripartite advisory committee.

The Euroguidance Centre Cyprus (NRCG-CY) of the Department of Labour of the MLSI, in accordance with the Euroguidance initiative, provides information about private and public education and training opportunities that exist in Cyprus and in the EEA in general.

The HRDA presents the results of studies and information on its schemes and the options available to parents and to secondary school students through presentations and through its website.

Furthermore, the Cyprus Youth Board (Organismos Neoleas Kyprou, ONEK), in cooperation with local youth organisations has developed similar information facilities. Private Counselling and Guidance Services are also expanding their activities.

## **9.2. Target groups and modes of delivery**

Guidance at the present time is directed mainly to students, to the unemployed as well as the employed and the economically inactive. The main bodies of delivering guidance and counselling in Cyprus are the Counselling and Career Education Service, CCES (Ypiresia Symvouleftikis kai Epaggelmatikis Agogis, YSEA) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), the Public Employment Services, PES (Dimosies Ypiresies Apascholis, DYA) and the Euroguidance Centre Cyprus (NRCG-CY) of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA), the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and certain private organisations.

It is important to note that the CCES of the MoEC has already recognised the need to provide counselling / guidance targeted specifically to the special needs group of students / young people. The CCES has provided some in-service training to its staff about counselling special-need group, but more emphasis needs to be given on the training of its staff and on the development of exclusive measures towards this group.

## **Students and Young Persons**

Guidance and counselling to students is provided mainly by the MoEC, the NRCG-CY of the MLSI and the HRDA.

### **Ministry of Education and Culture**

Guidance and Counselling services are provided by the MoEC to all the students of secondary education (lower and upper level) through the Career Education Course (offered at the 3<sup>rd</sup> grade of lower secondary level) and through personal and / or group Counselling.

Specifically during Educational / Vocational Counselling, the students are helped with the ultimate goal to be equipped with the necessary skills in order to make a satisfactory educational / career choice:

- to explore their interests, abilities, personality characteristics and needs,
- to get informed about the courses offered at upper secondary education, both at general education and technical schools,
- to receive information about the future prospects of graduates from the various options in terms of immediate employment and / or further study possibilities.
- to get informed about Universities' entrance requirements, scholarships, programs of studies, etc.
- to familiarise themselves with the nature of different professions and about qualifications needed for exercising them.

Recent innovative methods used by the CCES for the development of Guidance and Counselling mechanisms / practices involve the use of a psychometric interest test (Career Gate Test k.17). This test was acquired through funding from the MoEC and the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). The test helps the students / other interested persons to explore their interests and personality types and, as a result, make an effective choice. The counsellors use the test during counselling intervention, as an additional scientific tool for the effective provision of help to interested persons.

The CCES has also prepared a special educational film on different job profiles (vocational jobs included) and qualifications needed to enter them. The film is shown to interested persons during the Cyprus International Educational Fair and additionally is used for the purposes of the Career Education Course.

Besides the Counselling and Guidance offices which operate within the public secondary education system, the CCES also operates Central Offices at the MoEC and regional offices which do not only serve the needs of students but provide services to all citizens. Furthermore, the Central Offices have an administrative and supportive role.

The CCES realised the urgent need of operation of district Centres of Counselling and Guidance. That is why after an internal evaluation it increased the days that support is offered to the general public. The centres are easily accessible to the public. The Centres are accessible to all European citizens and emphasis is given on the provision of counselling / guidance to all citizens, irrespective of age, gender, religion, race, ethnicity and disability. The qualified counsellors, that serve these Centres, have in-service training with special consideration on helping their clients to develop appropriate career managing skills over their lifetime. Additionally, special emphasis is given to the provision of effective counselling to specific groups of people depending on their needs, as well as

on the formal evaluation of the services provided, on the provision of appropriate in-service training to the staff of the Service, and on scientific research on areas of special interests to CCES.

The MoEC organises annually the International Education Fair where the students and other interested young people receive educational information about Universities' study programs, entrance requirements, fees, scholarships, etc. Usually, participants in the fair are over 200 Higher Education Institutions and Universities from 35 countries, as well as the National Universities and Colleges.

The Guidance and Counsellors Association (part of the Association of Secondary School Teachers of Cyprus) also organises the "Annual Careers Fair". More than 150 organised professional bodies and organisations take part.

Educational Fairs are additionally organised by the British Council and the Fulbright Commission with the participation of different Universities and Colleges from the UK and the USA respectively in order to provide information to prospective students for further studies in these countries.

### Ministry of Labour and Social Insurance - The Euroguidance Centre Cyprus

A website ([www.nrcg.dl.mlsi.gov.cy](http://www.nrcg.dl.mlsi.gov.cy)) has been set up by the NRCG-CY, in accordance with the Euroguidance initiative. Among others, it provides information about education and training opportunities that exist in Cyprus, private and public, it provides information about living and studying in Cyprus as well as information about the Cyprus education system, for the benefit of interested people in the EU countries, including expatriate Cypriots as well as local people (early school leavers, workers, unemployed and adult learners).

The Euroguidance network is the European network of the National Resource Centres for Vocational Guidance and currently includes 65 centres that are co-financed by the European Commission and by the relevant National Authorities. In Cyprus, the National Authority is the Department of Labour of the MLSI. Other activities of the NRCG-CY include:

- Publications containing information of the Euroguidance network, NRCG-CY and PLOTEUS.
- Organisation of seminars and workshops for guidance counsellors.
- Participation in education and career fairs in Cyprus.
- Provision of counselling services to citizens about career options.

The target groups of the NRCG-CY are guidance counsellors, individuals and organisations in need of counselling and guidance, especially students and parents seeking information on tertiary education.

### Human Resource Development Authority

The HRDA maintains a web page with information and advice on approved training opportunities. The HRDA also displays its research studies in a downloadable form. A special section in the web page contains occupational employment forecasts in all the occupations of the labour market in Cyprus. Another section contains the latest available trends of human resources indicators for the labour market and education and training in Cyprus. More information on the HRDA's dissemination of these studies is provided in section 8.2.

## **Adults: Employed, Unemployed and Inactive**

Guidance to adults is provided by the MLSI through the PES and certain private organisations. Furthermore, the CCES of the MoEC is planning to widen access to guidance for other groups of people besides students / young people and thus promote the goal of Lifelong Guidance.

### Ministry of Labour and Social Insurance - Public Employment Services

The Vocational Guidance Service of the PES of the MLSI provides information to adults and secondary-school graduates on employment prospects and opportunities or on skills-training possibilities. These services also cater for school dropouts, who may be interested in joining the apprenticeship system.

Furthermore, the PES provide assistance to employers, job-seekers and those in employment who wish to change jobs, through registration and placement services, provision of information on training opportunities and job vacancies.

A nationwide candidate placement system is installed to which all PES counsellors have access. The candidate placement system performs a wide range of functions, including: registration and updating of clients history; registration of employers and vacancies; and monitoring clients interviews with employers. A facility for matching candidates against training programmes is currently being developed and a self-service Internet-based facility for clients is planned to become available to the public.

The enhancement and modernisation of the PES was a policy priority, implemented over the period 2005-2008 and co-financed by the ESF. The enhancement and modernisation of the PES paves 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. This individualised guidance is mainly targeted towards the unemployed, the economically inactive women and young secondary education graduates. Further enhancement and modernisation of the PES is implemented over the period 2010-2015 and is co-financed by the ESF, including actions to strengthen the individualised guidance services to the unemployed as a response to the economic crisis.

### Private

Private employment services and consultancy organisations in Cyprus have expanded in recent years, particularly in the recruitment of managerial or highly qualified specialised staff and in the recruitment of foreign workers. Private employment services act as human resource advisers to firms that do not have their own human resource department. It can be expected that, in the future, the role of private employment services will be very significant.

Through the enactment and application of the Law providing for the Establishment and operation of Private Employment Offices, 1997, and the relevant regulations, every such office, existing or new, is required to apply and obtain a licence from the MLSI. The licence is issued to eligible physical or legal entities under certain conditions and for a specified period of time.

### Ministry of Education and Culture

As it has been mentioned before, the MoEC is working towards the promotion of Lifelong Guidance. The CCES has already identified the priority areas that need to be given emphasis.

Although the CCES has designated the urgent need of operation of district Centres of Counselling and Guidance, which will be easily accessible to the public, the MoEC is still working to get financial support from the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO) in order to proceed with the implementation of this goal. The Centres will be accessible to all European



citizens and emphasis will be given on the provision of counselling / guidance to all citizens, irrespective of age, gender, religion, race, ethnicity and disability. The qualified counsellors, who will serve in these Centres, will have in-service training with special consideration on helping their clients to develop appropriate career managing skills over their lifetime. Additionally, special emphasis is going to be given to the provision of effective counselling to specific groups of people depending on their needs, as well as on the formal evaluation of the services provided, on the provision of appropriate in-service training to the staff of the Service, and on scientific research on areas of special interests to CCES.

### **9.3. Guidance and counselling personnel**

The minimum qualifications needed to be employed at the Counselling and Career Education Service, CCES (Ypiresia Symvouleftikis kai Epaggelmatikis Agogis, YSEA) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is a first University degree in a subject taught at Secondary General and / or Secondary Technical / Vocational Education, and a post-graduate degree (Diploma and / or Master) in Counselling and or Career Education / Guidance. The CCES operates Counselling and Guidance Offices in all Public Secondary Schools, as well as Central Offices opened to public at the MoEC. The head of CCES has the position of the Chief Education Officer.

The CCES provides continuous in-service training to guidance counsellors in the areas of Counselling, Career Education / Guidance, and in other areas of interest for the Service eg. Psychology – since Counsellors are also providing help to the students for their personal, family, and social problems. The in-service training offered by the CCES is targeted specifically to its staff. However, many times after request, a special permission is given to guidance counselors from the educational private sector to attend these seminars.

The Vocational Guidance Service of the Public Employment Services, PES (Dimosies Ypiresies Apascholis, DYA) provides information to adults and secondary-school graduates on employment prospects and opportunities or on skills-training possibilities. The PES functions from labour offices in all districts in Cyprus. The development of PES network during the period 2005-2008 was a measure co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

Through the measure eight new Local Labour Offices were developed and six existing were upgraded (four district labour offices and two local ones). Furthermore, 18 qualified persons were recruited and trained as counsellors, relevant studies have been completed and a dissemination campaign of the project was carried out. Further enhancement and modernisation of the PES is implemented over the period 2010-2015 and is co-financed by the ESF, promoting actions towards strengthening the administrative and technical capacity of the PES, improving the monitoring of developments in the labour market, upgrading the quality of services provided by private employment agencies and further geographical expansion of the PES network.

The Euroguidance Cyprus (NRCG-CY) was involved in the initial training of the 18 newly appointed PES counsellors, in order to be able to provide information mostly to the unemployed on the training and employment opportunities through the individualised approach. The NRCG-CY has also prepared a Handbook for trainers / guidance counsellors for this matter, which has been disseminated through the guidance community.

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) organises seminars and lectures for the counsellors, to provide them mainly with the results of the studies providing forecasts for the labour market.

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**Theme 10: Financing: investment in human resources**

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**10.1. VET financing policy**

In Cyprus, vocational education and training is primarily financed through public funds, administered mainly by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), the funds of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), which come from the human resource development levy of 0,5% on the payroll of eligible employers, as well as directly from employers.

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 and the rest by private funds.

The main change to funding arrangements for VET concerns the financing provided by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT), which complements the financing of VET through public funds, the funds of the HRDA, and direct funding from enterprises. Public investment in VET has increased and efforts have been made to increase even further private investment in education from enterprises, households and individuals.

The financing provided by the ESF increased the level of funds available and at the same time improved the efficiency of the funding arrangements through the required introduction of appropriate mechanisms and tools emanating from the EU. Public investment in VET has increased and efforts have been made to increase private investment in education.

Specifically, there have been efforts to stimulate private investment from enterprises, households and individuals. A collaboration programme has been implemented between the University of Cyprus, UCY (Panepistimio Kyprou) and the Cyprus Employers and Industrialists Federation. Through this framework, the UCY provides the opportunity to local companies to contribute to the development of a knowledge-based society. The agreement stipulates the provision of specialised counselling services, the organisation of international conferences, specialised seminars and events and the organisation of fundraising campaigns. In addition to the collaboration programme, an increasing number of companies and individuals support the UCY through various donations and at school education level, parents and teachers associations provide financial support for several school activities or help schools with soliciting sponsors for various school events.

In an effort to deal with the effects of the economic crisis, the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the HRDA introduced a number of measures with special emphasis on the prevention of unemployment and devoted appropriate financial and human resources.

**10.2. Funding for initial vocational education and training**

Funding for IVET is grouped into the following categories: Upper secondary level, the Apprenticeship System (Systema Mathiteias, SM), Post-secondary (non-tertiary level) and Tertiary level.

**IVET at Upper Secondary Level (School-Based and Alternance)**

The total public expenditure for Secondary Technical and Vocational Education, STVE (Techniki kai Epaggelmatiki Ekpaidefsi, TEE) was estimated to be €59,4m in 2010 (Statistical Service of Cyprus). The share of secondary technical and vocational public expenditure was estimated to be 4,2% of the total public expenditure on education in 2010.

## Apprenticeship Training

Attendance at technical schools is free of charge provided by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), while the Human Resource Development Authority HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) compensates employers for wages paid to apprentices who attend classes in technical schools. Under this scheme, subsidies were paid to companies employing 131 apprentices in 2010. According to the HRDA, expenditure amounted to the sum of €313.207. Training allowances are calculated on the basis of collective agreements by occupation.

## Other youth programmes and alternative pathways

During 2010, training programmes were implemented for Cooks, Construction Workers, Plumbers, Auto Body Fitters, Sheet Metal Workers, Builder Electricians, Carpenters, Air Conditioning and Refrigeration Mechanics and Mobile Telephone Technicians. In 2010, 454 persons participated in accelerated initial training programmes. According to the HRDA, expenditure in 2010 amounted to the sum of €1.822.904.

The subsidies granted by the HRDA for the single-company training programmes are calculated according to the level and duration of the programme, as well as the place of origin of trainers (i.e. from Cyprus or abroad). In 2010, 52 persons participated in the programmes and the HRDA subsidies amounted to €41.134.

Information for the Schemes co-financed by the ESF and the HRDA for the improvement of employability of the economically inactive women and the unemployed is provided in sections 10.3.4 and 10.4 respectively.

## Tertiary Level

A government grant is paid to the parents with a child in tertiary education. For each academic year, the grant is €1.709 for all full-time students who complete one academic year, an additional amount of 50% of fees (with a maximum of €854) if the fees are paid by the family of the student and they do not receive any other subsidy (applicable to all students studying in Cyprus and abroad in any country in accredited programmes of study) and an additional €854 if the family of the student has 3 or more children.

There are four public tertiary education institutions, which come under the jurisdiction of various ministries, offering associate professional level programmes. The student tuition fees range from about €3.700 to €4.500 per year. Cypriot and EU students pay no fees.

During 2010 the HRDA subsidised the practical training of 72 Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK) students. According to the HRDA, the expenditure for the practical training of the HHIC students was €50.480.

## **10.3. Funding for continuing vocational education and training, and adult learning**

### 10.3.1. Public funding for continuing vocational education and training, and adult learning

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) subsidises training programmes implemented by public and private institutions, such as colleges and training institutions, and enterprises. There are more than 160 training providers, which operate primarily within the HRDA's open multi-company training programmes framework.

These training providers in general also offer courses to employers and individuals that are not subsidised by the HRDA.

The HRDA activities are financed by a levy amounting to 0,5% of the payroll of eligible employers. In addition to the levy paid to the HRDA, it is estimated that the employers in the private sector spend an additional 1-1,5% of payroll on training measures for their staff.

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is responsible for the administration of funds of institutions, which cater for adult education.

The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP) funds the training of farmers provided by the Department of Agriculture Training Centres and the training foresters and forestry graduates provided by the Forestry College (Dasiko Kolegio).

Finally, the government as an employer finances the training and development of civil servants.

#### Human Resource Development Authority

The HRDA subsidises single-company training programmes and multi-company training programmes as well as training abroad. In general, for enterprises with more than 250 employees, the subsidisation by the HRDA covers 60% of the eligible total cost of the proposed training programmes, for enterprises that employ 50-249 persons the subsidisation is 70% and for enterprises that employ 1-49 persons the subsidisation is 80%.

According to the HRDA, during 2010, 23.971 employees were trained in single-company programmes, by Cypriot trainers or trainers from abroad and total expenditure amounted to €4.115.455. Also, during 2010, 10.372 persons were trained on multi-company (institutional) programmes and total expenditure amounted to €3.973.606.

The HRDA subsidises employers for the costs of participation of the employees to training programmes abroad, both single-company and multi-company programmes. During 2010, the HRDA subsidised the participation of 500 persons in training programmes abroad and total expenditure amounted to €1.140.706.

The HRDA also promotes training programmes in enterprises for newly employed tertiary-education graduates. Monthly subsidies are paid to enterprises in relation to the training costs, including the salaries of graduates during training. In 2010, the HRDA subsidised the training of 197 graduates and total expenditure amounted to €1.363.433.

#### Ministry of Education and Culture

The MoEC is responsible for the administration of funds of institutions for adult education. In 2010 public expenditure on education as a percentage of GDP was 8,1%. It is worth noting that the share of secondary technical and vocational school expenditure was estimated to be 4,2% of the total public expenditure in 2010.

The Evening Secondary General Schools and the Evening Technical School (Esperini Techniki Scholi) of the MoEC provide opportunities for acquiring a recognised Leaving School Certificate. Students pay limited fees ranging from €100-200. In 2010 current expenditure was €6,9m (provisional), including teacher salaries.

The Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon / Vradinon Tmimatou Technikon Scholon) offer Technical and Vocational

Education Programmes as well as preparatory classes for various examinations. Individuals attending the above programmes, pay limited fees, which are approved by the Council of Ministers. In 2010 current expenditure was €506.537 (provisional), including teacher salaries.

The Adult Education Centres (Epimorfotika Kentra) offer, for a small fee, a wide range of short or medium length courses that cover several interest areas. In 2010 current expenditure was €2,2m (provisional), including teacher salaries. The special classes, 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, are offered for free.

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

##### Farmers

The MoA funds the training of farmers provided by the Department of Agriculture Training Centres. During 2010, 26 courses of 74 days duration in total were organised at the Agriculture Training Centers, where 670 farmers participated. In addition, 23 courses on the domestic industry such as basket making, embroidery, weaving etc, were organised and 274 female 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 €20,00 per day of training. During 2010, 9 schemes were implemented of 29 days duration, where 90 young farmers participated, some of which were not entitled to subsidy. During 2010, expenditure amounted to around € 6.072.

##### 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). The CAPA budgeted amount for 2010 was €1.084.517. Continuous training for civil servants is also being promoted by the Public Administration and Personnel Service, PAPS (Ypiresia Dimosias Dioikisis kai Prosopikou).

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 are funded by the ministry responsible.

- Public sector teachers

The MoEC is responsible for funding the training of public sector teachers provided by the Pedagogical Institute, PI (Pedagogiko Institouto, PI).

- Public sector nurses

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

- Police officers and sergeants

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

- Foresters and forestry graduates

The MoA funds the training foresters and forestry graduates provided by the Forestry College.

### 10.3.2. Public-private cost-sharing

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) subsidises training programmes implemented by public and private institutions, such as colleges and training institutions, and enterprises. Moreover, private institutions such as colleges, training institutions, consultancy firms and enterprises offer a variety of courses for adults, including many that are not subsidised by the HRDA. The social partners (employers' organisations and trade unions) also organise training programmes for their members mainly subsidised by the HRDA. Enterprises organise training programmes for their employees that are not subsidised by the HRDA.

### 10.3.3. Collective (employer, employee) investment to finance CVET

#### Civil servants

Educational leave schemes are applied in the public sector in Cyprus according to the Memorandum for Scholarships and Educational Leave, Public Service (Grant of Leave) Regulations and Public Service (Emoluments, allowances and other benefits) Regulations.

The objectives of educational leave schemes are to fulfil the government's needs and priorities for education by providing public-sector employees with the opportunity to take educational leave for studies which are relevant to his / her current job.

The duration of training depends always on the length of the course and the scholarship granted. In the case of unpaid leave, granted more than one academic year, it is subject to renewal under certain circumstances (e.g. progress of the employee during his studies).

The training costs as well as travel costs for civil servants that are granted scholarship from, through or with the approval of the Government of the Republic or any other Authority approved by the Council of Ministers are born by the state up to 100%. The only cost the employees may assume relates to some foregone income (20% - 60% of gross salary, after the first 6 months of training leave, depending on their marital status).

If the studies are pursued at their own initiative, the civil servants bear all the costs.

#### Training leave on the basis of Collective agreements of certain sectors

In certain sectors, leave of absence for education and training purposes is included in the collective agreements. Such sectors are the Hotel Industry, Banking Sector, Cabinet making and Carpentry Industry and Private Clinics. This is a 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 training programmes.

As far as leave of absence for trade union matters is concerned, maximum duration allowed without salary loss varies according to the sector from 2-4 days per year. There is no regulation in the collective agreements as to who bears the cost of training. This depends on the type of training.

#### 10.3.4. Reaching the groups at risk through funding schemes and mechanisms

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

- Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), which is operating a scheme, aiming to promote the training and employability of the economically inactive women, co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). The scheme aims at the improvement of the employability of economically inactive women through offering opportunities for participation in training activities and work experience. The programmes are offered free of charge and participants receive a subsidy of €8 per hour for training and €200 per week for the work experience programmes. During 2010 the HRDA subsidised the training of 349 women and total expenditure amounted to €452.552.
- Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA), which 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 that are co-financed by the ESF.
  - The Centre for the Vocational Rehabilitation of the Disabled (Kentro Epaggelmatikis Apokatastasis Anapiron, KEAA), which provides vocational training programmes for the disabled.
  - The Department of Social Welfare Services, which provides training programmes for public assistance recipients and asylum seekers. An amount of €1.079 may be granted to recipients who wish to enroll in vocational training or buy necessary equipment for their occupation.
- Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT) in cooperation with the MoEC, which promote classes to prisoners and other programmes of professional training.

#### **10.4. Funding for training for the unemployed**

Given the low unemployment tradition in the Cyprus economy, there was a tendency for the training system to be oriented mainly towards the lack of skills rather than towards strengthening the employability of the unemployed and the inactive. Training opportunities for the unemployed were somewhat limited in Cyprus. However, following the economic crisis, new schemes for the unemployed started to be implemented.

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), which is operating the following schemes:
  - Scheme aiming to promote the training and employability of the unemployed which is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). The programmes are offered free of charge and participants receive a subsidy of €8 per hour for training and €200 per week for the work experience programmes. During 2010 the HRDA subsidised the training of 398 unemployed and total expenditure amounted to €841.471.

- Training programmes for upgrading the skills of unemployed persons. Training programmes are offered for free to unemployed persons. For the duration of these programmes participants are also entitled to training allowances from the HRDA. During 2010 the HRDA subsidised the training of 1.366 unemployed and total expenditure amounted to €1.776.644.
- Job placement and training of unemployed Cypriots and EU nationals to fill vacancies and / or replace labour from third countries. The scheme provides incentives to employers in the form of subsidy and guidance for the employment and individualised training of unemployed persons. During 2010, 399 persons benefited from the scheme and total expenditure amounted to €2.115.228.
- Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), which promotes the following programmes for the unemployed, that are provided by the STVE:
  - 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 Ekpaideftisis).
  - The Adult Education Centres (Epimorfotika Kentra).
  - Post Secondary Institutes for Technical and Vocational Education and Training (Metalykeiaka Institouta Epaggelmatikis Ekpaideftisis kai Katartisis, MIEEK).

### **Statistical data**

According to Continuing Vocational Training Survey (CVTS3) results of 2005, the total cost of CVT courses was 1,3% of total labour cost of all enterprises. This is slightly less than the EU27 average of 1,6%.

By size group, the total cost of CVT courses as a percentage of total labour cost was about the same as the EU27 average for enterprises employing 10-49 persons (1,0% compared to 1,1%), the same for enterprises employing 50-249 persons (1,4%) and lower for enterprises employing 250 or more (1,6% compared to 1,9%).

Table 1: Total cost of CVT courses as % of total labour cost (all enterprises)

	Total	Size class (number of employees)		
		10-49 (%)	50-249 (%)	250 or more (%)
<b>EU27</b>	1,6	1,1	1,4	1,9
<b>Cyprus</b>	1,3	1,0	1,4	1,6

Source: Eurostat (CVTS3, 2005)



## **Authors, sources, bibliography, acronyms and abbreviations**

### **11.1. Authors**

Mr. Xenakis Michaelides, *Research and Planning Director*

Mr. Yiannis Mourouzides, *Senior Human Resource Officer*

Ms. Yianna Korelli, *Human Resource Officer*

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Cyprus Employers and Industrialists Federation, [www.oeb.org.cy](http://www.oeb.org.cy)

Cyprus Productivity Centre, [www.kepa.gov.cy](http://www.kepa.gov.cy)

Cyprus Workers Confederation, [www.sek.org.cy](http://www.sek.org.cy)

Europa [www.ec.europa.eu](http://www.ec.europa.eu)

Forestry College of Cyprus – Ministry of Agriculture, Natural Resources and Environment [www.moa.gov.cy/fc](http://www.moa.gov.cy/fc)

Foundation for the Management of European Lifelong Learning Programmes [www.llp.org.cy](http://www.llp.org.cy)

Higher Hotel Institute – Ministry of Labour and Social Insurance, [www.mlsi.gov.cy/mlsi/hhic](http://www.mlsi.gov.cy/mlsi/hhic)

Human Resource Development Authority, [www.hrdauth.org.cy](http://www.hrdauth.org.cy)

Ministry of Agriculture, Natural Resources and Environment, [www.moa.gov.cy](http://www.moa.gov.cy)

Ministry of Education and Culture of Cyprus, [www.moec.gov.cy](http://www.moec.gov.cy)

Ministry of Labour and Social Insurance, [www.mlsi.gov.cy](http://www.mlsi.gov.cy)

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Open University of Cyprus, [www.ouc.ac.cy](http://www.ouc.ac.cy)

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University of Cyprus, [www.ucy.ac.cy](http://www.ucy.ac.cy)

### 11.3. List of acronyms and abbreviations

ACRONYMS	NAME	EN TRANSLATION	EN ACRONYM	COUNTRY
APKy	Anikto Panepistimio Kyprou	Open University of Cyprus	OUC	Cyprus
AXIK	Anotero Xenodocheiako Institouto Kyprou	Higher Hotel Institute of Cyprus	HHIC	Cyprus
	Apolytirio	School Leaving Certificate		Cyprus
	Astynomiki Akadimia Kyprou	Cyprus Police Academy		Cyprus
AnAD	Archi Anaptyxis Anthropinou Dynamikou	Human Resource Development Authority	HRDA	Cyprus
DK	Dasiko Kollegio	Forestry College		Cyprus
DMTEE	Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis	Directorate of Secondary Technical and Vocational Education	Directorate of STVE	Cyprus
DYA	Dimosies Ypiresies Apascholis	Public Employment Services	PES	Cyprus
	Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis	Afternoon and Evening Classes of Technical Schools		Cyprus
	Ekpaideftiki Metarithmisi	Education Reform		Cyprus
EL	Eniaio Lykeio	Unified Lyceum		Cyprus
	Epaggelmatiki Ekpaidefsi kai Katartisi	Vocational Education and Training	VET	Cyprus
EGE	Eparchiaka Grafeia Ergasias	District Labour Offices	DLO	Cyprus
	Epimorfotika Kentra	Adult Education Centres		Cyprus
	Epitropi Scholikis Empirias	Teaching Practice Committee		Cyprus

<b>ACRONYMS</b>	<b>NAME</b>	<b>EN TRANSLATION</b>	<b>EN ACRONYM</b>	<b>COUNTRY</b>
	Epitropi Syntonismou	Coordinating Committee		Cyprus
EED	Erevna Ergatikou Dynamikou	Labour Force Survey	LFS	Cyprus
	Esperini Techniki Scholi	Evening Technical School		Cyprus
	Ethniki Stratigiki Dia Viou Mathisis	Lifelong Learning Strategy	LLL Strategy	Cyprus
	Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas	National Lisbon Programme		Cyprus
ESPA	Ethniko Stratigiko Plaisio Anaforas gia tin Politiki Synoxis	National Strategic Reference Framework for Cohesion Policy	NSRF	Cyprus
EKT	Evropaiko Koinoniko Tameio	European Social Fund	ESF	
GP	Grafeio Programmatismou	Planning Bureau	PB	Cyprus
KEAA	Kentro Epaggelmatikis Apokatastasis Anapiron	Centre for the Vocational Rehabilitation of the Disabled		Cyprus
KEPA	Kentro Paragogikotitas	Cyprus Productivity Centre	CPC	Cyprus
KADD	Kypriaki Akadimia Dimosias Dioikisis	Cyprus Academy of Public Administration	CAPA	Cyprus
KOT	Kypriakos Organismos Tourismou	Cyprus Tourism Organisation	CTO	Cyprus
KYSATS	Kypriako Symvoulío Anagnorisis Titlon Spoudon	Cyprus Council for the Recognition of Higher Education Qualifications		Cyprus
MTEE	Mesi Techniki kai Epaggelmatiki Ekpaidefsi	Secondary Technical and Vocational Education	STVE	Cyprus
MIEEK	Metalykeiaka Institouta Epaggelmatikis Ekpaidefsis kai Katartisis	Post Secondary Institutes for Technical and Vocational Education and Training		
	Nosileftiki Scholi	School of Nursing		Cyprus
ONEK	Organismos Neoleas Kyprou	Cyprus Youth Board		Cyprus
OELMEK	Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou	Association of Secondary School Teachers of Cyprus		Cyprus

<b>ACRONYMS</b>	<b>NAME</b>	<b>EN TRANSLATION</b>	<b>EN ACRONYM</b>	<b>COUNTRY</b>
OLTEK	Organosi Leitourgon Technikis Ekpaidefsis Kyprou	Association of Teachers of Technical Education in Cyprus		Cyprus
PI	Paidagogiko Institutouto	Pedagogical Institute	PI	Cyprus
PK	Panepistimio Kyprou	University of Cyprus	UCY	Cyprus
	Praktiki Katefthinsi	Practical Direction		Cyprus
	Programma Proypiresiakis Katartisis	Pre-service Training Programme	PTP	Cyprus
	Statistiki Ypiresia Kyprou	Statistical Service of Cyprus		Cyprus
SEKAP	Symvoulío Ekpaideftikis Axiologisis kai Pistopoiisis	Council for Educational Evaluation-Accreditation	CEEA	Cyprus
SM	Systima Mathiteias	Apprenticeship System		Cyprus
	Symvoulío Mathiteias	Apprenticeship Board		Cyprus
TEPAK	Technologiko Panepistimio Kyprou	Cyprus University of Technology		Cyprus
TS	Technikes Scholes	Technical Schools		Cyprus
	Theoritiki Katefthinsi	Theoretical Direction		Cyprus
	Vouli ton Antiprosopon	House of Representatives		Cyprus
	Ypiresia Dimosias Dioikisis kai Prosopikou	Public Administration and Personnel Service	PAPs	Cyprus
	Ypiresia Koinonikis Evimerias	Social Welfare Services	SWS	Cyprus
YDDT	Ypourgeio Dikaioynis kai Dimosias Taxis	Ministry of Justice and Public Order	MJPO	Cyprus
YSEA	Ypiresia Symvouleftikis kai Epaggelmatikis Agogis	Counselling and Career Education Service	CCES	Cyprus
YEVT	Ypourgeio Emporiou, Viomichanias kai Tourismou	Ministry of Commerce, Industry and Tourism	MCIT	
YEKA	Ypourgeio Ergasias kai Koinonikon Asfaliseon	Ministry of Labour and Social Insurance	MLSI	Cyprus

<b>ACRONYMS</b>	<b>NAME</b>	<b>EN TRANSLATION</b>	<b>EN ACRONYM</b>	<b>COUNTRY</b>
YGFPP	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
	Ypourgiko Symvoulío	Council of Ministers		Cyprus
	Ypourgos Ergasias kai Koinonikon Asfaliseon	Minister of Labour and Social Insurance		Cyprus
	Ypourgos Paideias kai Politismou	Minister of Education and Culture		Cyprus
		European Lifelong Guidance Policy Network	ELGPN	
		European Network of Quality Association	ENQA	
		European University Association	EUA	
		European Qualifications Framework	EQF	
		International Quality Assurance Agency in Higher Education	INQAAHE	
		National Europass Centre	NEC	
		National Qualifications Framework	NQF	
		Euroguidance Centre Cyprus	NRCG-CY	Cyprus



## **ANNEX 1: MEMBERS OF THE CYPRUS CONSORTIUM**

### **1. NATIONAL COORDINATOR**

1.1. Human Resource Development Authority of Cyprus ([www.hrdauth.org.cy](http://www.hrdauth.org.cy))

### **2. MINISTRIES/GOVERNMENT DEPARTMENTS**

2.1. Planning Bureau ([www.planning.gov.cy](http://www.planning.gov.cy))

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

2.3. Ministry of Education and Culture ([www.moec.gov.cy](http://www.moec.gov.cy))

2.4. Statistical Service of Cyprus ([www.mof.gov.cy/cystat](http://www.mof.gov.cy/cystat))

2.5. Cyprus Academy of Public Administration (CAPA) ([www.mof.gov.cy](http://www.mof.gov.cy))

2.6. Pedagogical Institute ([www.pi.ac.cy](http://www.pi.ac.cy))

2.7. Cyprus Productivity Centre ([www.mlsi.gov.cy/kepa](http://www.mlsi.gov.cy/kepa))

### **3. SOCIAL PARTNERS: EMPLOYER AND TRADE UNION ORGANISATIONS**

3.1. Cyprus Employers and Industrialists Federation ([www.oeb-eif.org](http://www.oeb-eif.org))

3.2. Cyprus Chamber of Commerce and Industry ([www.ccci.org.cy](http://www.ccci.org.cy))

3.3. Cyprus Workers' Confederation ([www.sek.org.cy](http://www.sek.org.cy))

3.4. Pancyprian Federation of Labour ([www.peo.org.cy](http://www.peo.org.cy))

3.5. Democratic Labour Federation of Cyprus ([www.deok.org.cy](http://www.deok.org.cy))

3.6. Cyprus Union of Bank Employees ([www.etyk.org](http://www.etyk.org))

### **4. OTHER ORGANISATIONS/NON-PROFIT MAKING ORGANISATIONS**

4.1. University of Cyprus ([www.ucy.ac.cy](http://www.ucy.ac.cy))

4.2. Research Promotion Foundation ([www.research.org.cy](http://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](http://www.llp.org.cy))

5.2. National Eurydice Unit ([www.eurydice.org](http://www.eurydice.org))