

Cover page



Please cite this publication as:

Korelli, Y.; Mourouzides, Y. (2016). *Supporting teachers and trainers for successful reforms and quality of vocational education and training: mapping their professional development in the EU – Cyprus*. Cedefop ReferNet thematic perspectives series.

http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_CY_TT.pdf

Authors: Yianna Korelli and Yiannis Mourouzides

Contributors: Members of the Cyprus ReferNet consortium

Under the supervision of Cedefop

© HRDA (Cedefop ReferNet Cyprus), 2016

Reproduction is authorised, provided the source is acknowledged.

The thematic perspectives series complements the general information on vocational education and training (VET) systems provided in '[VET in Europe](#)' reports. The themes presented in the series feature high on the European agenda.

Thematic perspectives provide national overviews of specific themes in a common format and offer comparative dimension across the EU Member States, Iceland and Norway. They are available at:

<http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives>

This thematic perspective was prepared based on data/information from 2015.

The opinions expressed here do not necessarily reflect those of Cedefop.

Thematic perspectives are co-financed by the European Union and ReferNet national partners.

ReferNet is a network of institutions across Europe representing the 28 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training (VET). ReferNet also disseminates information on European VET and Cedefop's work to stakeholders in the EU Member States, Iceland and Norway.

<http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>



#referent

Table of contents

1. Introduction	4
2. Teaching and training professionals in school-based settings	5
2.1. Teachers in STVE and Post-Secondary Institutes of Vocational Education and Training	6
2.2. Teachers in public and private institutions of tertiary education.....	10
3. Apprentice tutors	11
4. Cooperation and partnerships between the world of education and the world of work in support to teachers and trainers' continuous professional development	12
5. National and EU-funded projects to support vet teachers' and trainers' professional development	12
6. Conclusions.....	14
Bibliography.....	15
Websites.....	15
ANNEX 1. Members of the Cyprus Consortium.....	16

1. Introduction

There is no formal or legal definition of Initial Vocational Education and Training (IVET) in Cyprus. Within IVET the following teachers are included:

- (a) Teachers in upper Secondary Technical and Vocational Education (STVE):
 - (i) Technical Schools (Τεχνικές Σχολές – ISCED 35, EQF level 4.
 - (ii) Apprenticeship System (Σύστημα Μαθητείας) – ISCED 2, EQF level 3.
 - (iii) Evening Technical Schools (Εσπερινές Τεχνικές Σχολές) – ISCED 35, EQF level 4.
- (b) Teachers in Post-Secondary Institutes of Vocational Education and Training (Μεταλυκειακά Ινστιτούτα Επαγγελματικής Εκπαίδευσης και Κατάρτισης) – ISCED 45, EQF level 5.
- (c) Teachers in public institutions of tertiary education (higher professional schools) - ISCED 5, EQF level 5 comprising:
 - (i) Higher Hotel Institute of Cyprus, HHIC (Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου) under the aegis of the Ministry of Labour, Welfare and Social Insurance).
 - (ii) Cyprus Forestry College (Δασικό Κολέγιο Κύπρου) under the aegis of the Ministry of Agriculture, Rural Development and Environment (Υπουργείο Γεωργίας, Αγροτικής Ανάπτυξης και Περιβάλλοντος).
 - (iii) Tourist Guides School (operates whenever there is a need) under the aegis of the Cyprus Tourist Organisation (Κυπριακός Οργανισμός Τουρισμού).
 - (iv) Cyprus Police Academy (Αστυνομική Ακαδημία Κύπρου) under the aegis of the Ministry of Justice and Public Order (Υπουργείο Δικαιοσύνης και Δημόσιας Τάξης).
- (d) Teachers in private institutions of tertiary education – ISCED 5, EQF level 5.

Upgrading the continuous professional development (CPD) of teachers and the enhancement of the quality, attractiveness and efficiency of Vocational Education and Training (VET) and New Modern Apprenticeship, NMA (Νέα Σύγχρονη Μαθητεία) are important challenges for the education system of Cyprus. These challenges feature prominently in the ongoing Education Reform, initiated in 2005, and the dialogue process with all stakeholders that is still in progress.

Policy measures on these issues are included in the three-year Strategic Plan 2015-17 of the Ministry of Education and Culture (ΜοΕΚ, Υπουργείο Παιδείας και Πολιτισμού), the Strategic Plan for the System of Technical and Vocational Education 2015-20 (approved by the Council of Ministers on 15 April 2015), and the Proposal of the MoEC for the Upgrading of the New Modern Apprenticeship (approved by the Council of Ministers on 19 August 2015).

The policy priority for upgrading the STVE includes the development of new STVE curricula oriented towards learning outcomes and based on ECVET units and the

enhancement of the quality and competences of STVE teachers. This is pursued through the organisation of practical workshops and seminars aiming at updating teachers and trainers' knowledge regarding their field of specialisation as well as modern methods of teaching.

In addition, the new framework for teachers' professional learning was approved by the Council of Ministers on 19 August 2015. According to this new framework, the teachers' professional learning is based on three principles. Firstly, it is systematic and continuous, as it is conducted at regular time intervals. More specifically, each teacher is called upon to complete 50 hours of professional learning, which include attending seminars, conferences and other activities, within a period of two years. Secondly, it is universal, as it addresses all teachers of public primary and secondary education, including VET. Thirdly, it is targeted, as it is directly linked with the teachers' and the schools' needs regarding professional learning.

Based on the decision of the Council of Ministers mentioned above, the new policy is implemented on a pilot basis as of the school year 2015-16. All the pilot schools (up to fifteen schools for primary education and up to ten schools for secondary education, including one technical school) are supported and guided by the Cyprus Pedagogical Institute, CPI (Παιδαγωγικό Ινστιτούτο Κύπρου), which will then proceed to evaluate the pilot implementation of this policy.

2. Teaching and training professionals in school-based settings

The MoEC is responsible for organising in-service training for teachers in the public sector. The CPI is the main provider of in-service training for secondary education teachers, offering both compulsory and optional courses based on the targets set and the areas of interest pointed out by the MoEC. Each public institution of tertiary vocational education is responsible for providing training programmes to the teachers of these institutions, which are related to the institutions' areas of interest as well as to the teachers' training needs. The professional associations of teachers do not provide structured CPD. Every year, the CPI organises meetings with representatives of all professional associations and CPD is one of the major issues discussed. Additionally, during 2015 the Directorate of STVE, the VET teachers' association and CPI cooperated in order to collect data through the completion of questionnaires on training needs by all VET teachers.

Teachers working in public schools and public institutions of tertiary vocational education are civil servants with their conditions of service detailed in Government laws and schemes of service. Teachers in Cyprus are specifically trained for one certain level of education. Therefore, they are not qualified to teach at any other education level. Secondary school teachers are subject specialists.

2.1. Teachers in STVE and Post-Secondary Institutes of Vocational Education and Training

Teachers at all levels of school education are university graduates with a Bachelor's degree as a minimum qualification. A very small number of VET teachers employed at technical schools (τεχνικές σχολές) hold a diploma or similar qualification from colleges or other similar educational establishments of tertiary (non-higher) education in courses of at least three years duration and were appointed at a lower salary scale.

The different stages in a teacher's career are as follows:

- Senior Education Officer
- Inspector
- Head Teacher
- Deputy Head Teacher A'
- Deputy Head Teacher
- School Teacher

Pre-service training is an obligatory requirement for all new appointments to the Educational Service. The Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) is delivered by the Department of Education of the University of Cyprus (Πανεπιστήμιο Κύπρου) according to Law 52(I)/2007 and was co-financed by the ESF during the programming period 2007-13.

The pre-service training course is a nine-month course, which provides for a combination of theory and practice and a participant must successfully complete 48 ECTS credits. The course is made up of the following elements:

- common core subjects – compulsory (3X4=12 ECTS credits)
- school experience – compulsory (20 ECTS credits)
- subject specialisation (1X4=4 ECTS credits)
- teaching methodology for subject specialisation (2X4=8 ECTS credits)
- electives (1X4=4 ECTS credits)

The pre-service training is held in the morning (09.00-13.00) and afternoon (15.00-19.00). Those participants who attend the morning session receive a monthly allowance of €1025.16 during the nine months that they attend the course. The participants who attend the afternoon session are not entitled to a monthly allowance. Upon completion of the course, participants receive a certificate from the university, which is a prerequisite for appointment to available permanent teaching posts in secondary education.

An Induction Training Programme addressed to Mentors and Newly Appointed Teachers was offered by the CPI from the year 2008/09 until 2013. The programme introduced the practice of mentoring (the relationship between Mentors and Newly Appointed Educators) in the Cyprus Educational System aiming at the smooth

integration of the new entrants to the teaching profession. The aim of the programme was 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 was also achieved through the support they get from their mentor who works with them at the same school and attends special training programmes offered by the CPI.

The CPI provides the following compulsory courses, which take place during morning hours and the participants are relieved from their duties in order to attend them:

- Compulsory course for newly appointed head teachers
- Compulsory course for newly appointed deputy head teachers

The In-Service Training Programme of Newly Appointed Head Teachers of Secondary General or Technical and Vocational Education takes place at the CPI during the academic year following their promotion to the post. The programme is built around the following areas: school development and action plans for development, school leadership, educational management, appraisal of teachers and other school personnel, the school and the community it serves, communication and problem solving, educational research and case studies, new pedagogical approaches in teaching and learning, learning difficulties, educational research, the European dimension in education and quality indicators, Information and Communication Technologies (ICT) in education and ICT in school administration. There is an ongoing procedure to constantly upgrade these training programmes giving emphasis on leadership and the development of managerial and organisational abilities and skills.

As regards the In-Service Training Programme of Deputy Head Teachers of Secondary General or Technical and Vocational Education, this is mandatory for all new deputy head teachers. The course includes seminars in educational administration, the Cyprus educational system and education legislation, the role of the Deputy Head Teachers in schools, development of the school unit, new pedagogical approaches in teaching and learning, learning difficulties, educational research, the European dimension in education and quality indicators, ICT in education, environmental education and education in a multicultural society. There is an ongoing procedure to constantly upgrade these training programmes and to further enhance the role of Deputy Head Teachers at schools, through the development of leadership, managerial and organisational abilities and skills.

In-service continuing training for secondary school teachers consists of compulsory training programmes that cover all eleven fields of study offered at technical schools as well as optional training programmes which are conducted in the afternoon.

As regulated (Law 99/1989), secondary school teachers are obliged to attend compulsory seminars delivered twice a year by school inspectors. The Council of

Ministers of the Cyprus Government, has also approved on 19 August 2015, the policy for the professional learning of teachers. According to the decision, the CPI is the official body through which the professional learning and development of teachers takes place.

The focus of professional learning is transferred to the school unit and the teachers professional learning is linked to the school improvement plan. Its main characteristics are the following: it is universal (addressed to all teachers), continuous and systematic. The schools are supported by facilitators- critical friends (CPI staff).

The policy sets at the focus of professional learning the school unit, which is expected to create in a systematic and targeted way, opportunities for the development of the teaching staff, based on the educational needs of school unit and the teachers themselves.

The action lasts throughout the school year and requires:

- Application of the stages of research-action methodology (investigation and needs analysis, planning and organisation, implementation of actions, final evaluation) aimed at linking professional learning with the educational work done at school.
- Collaboration with/and support from the school administration and the active participation of staff. Additionally, there is close co-operation between the school staff and a facilitator-critical friend, assigned by the CPI, for the organisation and coordination of the school activities.
- Keeping personal educational portfolio by the majority of school teachers, where each teacher records actions related to his/her professional learning, both at the individual level and at the school level. The portfolio is a tool for the teacher that can contribute to his/her self-development.

According to the decision, each teacher is called upon to complete 50 hours of professional learning, which will include attending seminars, conferences, workshops and other training activities, within a period of two years.

A pilot implementation of this policy is taking place in the school year 2015/16. Twenty-one schools, including one Technical school, participate in this program. A Committee appointed by the MoEC collects data from the pilot schools in order to make suggestions for the gradual implementation of the new policy in all schools.

The CPI, in collaboration with the Directorate of Secondary Technical and Vocational Education, offers training programmes on various subjects of the curricula to all teachers. Optional seminars of the CPI are usually held during afternoon or evening hours and they are open and free for all teachers. The CPI is meeting with all stakeholders involved: Directorates and ministry officials, teacher unions, parents, teachers, professional associations and CPI staff mainly by completing questionnaires for needs identification. They cover specific training needs on pedagogical matters on a wide range of topics including psychology, sociology, pedagogy and information

technology. The CPI circulates a booklet at the beginning of each academic year, which includes all the information about the optional seminars to be held during the year.

Attendance certificates are issued to all participants for both compulsory and optional programmes and conferences. Certificates of attendance issued by the CPI constitute incentives for continuing development, as they are positively considered by the inspectors in appraising the teachers' performance, although not yet associated with a system of credit units for promotion purposes.

During the school year 2014/15, many new courses were offered, including three courses in the field of mechanical engineering, four courses in the field of electrical engineering, four courses in the field of civil engineering and architecture, one course in the field of woodcraft and furniture making, three courses in the field of applied arts and two courses in the field of hotel and catering. These optional training courses were offered by the CPI, mainly in Technical Schools, in all major cities and organised during afternoon or evening hours. The training needs and the content were identified by the Directorate of STVE in cooperation with the CPI and the VET teachers' association. The courses were offered by qualified teachers, ministry staff and external trainers coming from the industry. The attendance for each seminar varied between 10 and 20 participants.

The CPI has also developed a series of training courses compulsory to all Greek language teachers, who are entrusted with the support of foreign speaking pupils. The areas covered by these training activities mainly refer to methods of teaching Greek as a second language. In addition, substantial support is offered by the officers of the CPI involved in this programme who visit the assigned schools and take into consideration the needs of the school unit.

The CPI implements programmes of continuing professional development in the areas of ICT education. At the same time, it provides pedagogical and technical support facilitating the effective use of ICT.

The CPI organises school-based seminars and seminars for parents, students and educators in various schools. The seminars cover different areas of interest that correspond to a great extent to the problems faced by these groups.

The MoEC created the Network of Environmental Education Centres (NEEC). The Centres are under the management of the CPI. The aim for setting up these Centres is to support arrangements in promoting education for environment and sustainable development in schools. By engaging in such activities, students and educators, as well as other groups of people, have the opportunity to explore various environmental issues using the experiential approach in learning environments beyond the classroom and on the basis of considering the social, political and economic factors in each case.

The group for environmental education offers training seminars to educators from all levels of education on issues related to the environment and sustainable development.

2.2. Teachers in public and private institutions of tertiary education

VET at tertiary level is provided by four public institutions of tertiary education, which come under the jurisdiction of various ministries and by 40 private institutions of tertiary education.

Teachers in public institutions of tertiary education (higher professional schools), according to law 67(I)/1996 and its amendments and the job specifications, must hold either a diploma from a tertiary institution, usually the one in which they are teaching, or a degree relevant to the subject they will teach. Most of them hold additional academic qualifications at postgraduate and doctoral level. Teachers in private institutions of tertiary education usually hold the qualification of the level of the subjects they are teaching or higher.

Additionally, work experience is an entry requirement for public institutions teachers, the length of which varies according to the position. Pre-service training is usually not a requirement. Only the Police Academy has pre-service training as a requirement. Previous work and teaching experience and pre-service training are not usually required in private institutions of tertiary education although institutions will consider experience and training as an advantage when hiring teachers.

The Police Academy operates three Schools: The Officers' School, the School for Sergeants and Constables and the School of Foreign Languages. The teaching staff of the Cyprus Police Academy can be divided into two categories. The first includes the permanent staff (from the ranks of the Cyprus Police, usually sergeants and inspectors) who have extensive police training and experience on police issues and undertake the teaching of police subjects. In order to become police instructors they must attend the course "Train the Trainers", which lasts 4-6 weeks and is organised by the Police Academy. In addition, academic staff who work on a contract basis and focus on teaching foreign languages and ICT, are also employed at the Cyprus Police Academy. The second category includes visiting lecturers and University professors both from Cyprus and abroad, members of the police who specialise in specific areas of police work, as well as experts in various fields, employed in the public or private sector. Visiting lecturers undertake the teaching of relevant related subjects, such as psychology, management, communication and European studies.

In-service, continuing training of IVET teachers in public institutions of tertiary education is common practice. It is voluntary in almost 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 Cyprus Forestry College encourages its teachers to go on training programmes through suggesting and funding such programmes. Teachers participate in in-service training programmes abroad, usually in the UK and Germany, in subjects such as nature conservation, harvest, ecology, safe use of chainsaw and restoration of abandoned mines.

Since 2003 a method called 'Transition Facility' has been applied in organising in-service continuing training for IVET teachers at tertiary level. This method is used in the HHIC and the Cyprus Forestry College. The 'Transition Facility' consists of a small group of people appointed by the institution to identify the training needs of the employees through a specially designed questionnaire. Based on the outcome of the questionnaire the team makes suggestions on the training programmes the employees need to attend in order to upgrade their skills and knowledge. Once the proposal of suggestions is finalised it is sent to the Ministry of Finance, MoF (Υπουργείο Οικονομικών) for approval. This procedure is followed on an annual basis.

In-service, continuing training of teachers in private colleges is voluntary, but in some of the institutions, there are funds available for supporting the upgrading of teachers' knowledge and skills.

3. Apprentice tutors

The New Modern Apprenticeship, NMA started its operation in the school year 2012/13. The proposal for the establishment of the NMA had been approved by the Council of Ministers in November 2007 (decision no. 66.304). The Apprenticeship Law of 1966 (No 13/66) also governs the operation of the Apprenticeship System. The NMA is co-funded by the ESF and the Government of Cyprus and it has been implemented by the Cyprus Productivity Centre, CPC (Κέντρο Παραγωγικότητας), in cooperation with the MoEC. In an effort to upgrade it, full responsibility has been undertaken by the Directorate of STVE of the MoEC as of 1 September 2015 (approved by the Council of Ministers decision no. 79.274, dated 19 August 2015).

The NMA embraces young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Preparatory apprenticeship does not involve employment but constitutes an alternative form of education and training for students between the ages of 14 and 16. Core apprenticeship is of three years duration and involves both training at school and practical training in enterprises. During the first two years, apprentices follow practical training in enterprises for three days per week, where they are remunerated for their work, and receive theoretical training for two days a week by attending classes at technical schools. In their third and final year they attend school only once a week and work the remaining four days.

Teachers of the theoretical training that takes place at school are STVE teachers, who receive the same training as that described in section 2. Following the new curricula

developed, a training of trainers programme has been developed and implemented for Preparatory Apprenticeship trainers.

Additionally, teachers employed at technical schools are appointed every year as inspectors. They are obliged to visit the trainees at their place of work on a regular basis. 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.

Trainers of the apprentices in enterprises do not usually receive any training. Most enterprises in Cyprus are micro, small and medium-sized and those most likely to recruit apprentices are family-owned businesses that employ less than five persons. These enterprises usually do not have the necessary means to provide training to the trainers of their apprentices. However, the decision of the Council of Ministers of 19 August 2015 for upgrading the Apprenticeship System includes measures for developing closer ties and further enhancing cooperation with the industry and providing suitable training to all trainers, teachers and counsellors of the apprentices.

4. Cooperation and partnerships between the world of education and the world of work in support to teachers and trainers' continuous professional development

Cooperation between the world of education and the world of work is materialised through a programme which allows teachers employed at technical schools to become attached to industry on a full or part-time basis, with their salary being paid by the State.

The teachers have the opportunity to upgrade their knowledge and skills and be updated on the latest technological developments. They also act as links between STVE and Industry, thus enhancing and facilitating cooperation between VET provision and businesses. STVE Inspectors closely monitor the industrial training of VET teachers.

5. National and EU-funded projects to support vet teachers' and trainers' professional development

During the programming period 2007-13, two out of the six projects that were financed by the European Social Fund for the Ministry of Education and Culture focused on the training of secondary education teachers. The first was the in-service training of teachers, which was implemented by the CPI with a budget of about €15m. The project aimed at further developing, expanding and restructuring the framework, the structures and the ongoing training and professional development of teachers, through

training programs related to the new curricula. The second project was the pre-service training programme for candidate teachers of secondary education implemented by the University of Cyprus with a budget of about €16m., covering instructors' salaries, allowance to candidate teachers, payment of fees to the university and publicity.

The CPI organised several conferences for VET and general secondary school teachers co-funded by European Programmes and the Council of Europe. The areas covered focused mainly on learning outcomes, the European Credit System for Vocational Education and Training (ECVET) and the European Qualifications Framework (EQF).

Specifically, during the school year 2014/15, the following conferences were organised:

- intercultural education at school: Current issues for managing sociocultural diversity;
- citizenship education: For action at the school level to participation in the society;
- the poet Costas Montis 'meets' other Greek poets;
- assessment for learning;
- reviewing PISA results: Steps forward for Cyprus;
- inquiry in teaching science;
- teaching mathematics: From theory to practice.

During the year 2014/15, the CPI also organised the following seminars and conferences, under the auspices of European Programmes and the Council of Europe:

- challenging attitudes and actions for a diverse society: fighting prejudices and discriminatory bullying for equality through human rights: A cross-curricular approach (Council of Europe Pestalozzi Program);
- teaching controversial issues – developing effective training for teachers and school leaders (pilot project of the Council of Europe Charter on Education for Democratic Citizenship and human rights education);
- national final meeting for SIRIUS: European Policy Network on the education of children and young people with a migrant background (European Commission).

Within the Cyprus Action Plan for the promotion of the renewed European Agenda for Adult Learning 2012-14, the CPI held two peer learning activities on the challenges faced by adult teaching staff working in the Evening Technical Schools and the Afternoon and Evening classes of the Technical Schools (2013) and on Educating the Adult Educators who teach adults from vulnerable social groups (2014).

Another activity within the promotion of the European Agenda for Adult Education for the years 2014-15 involved the organisation of a series of seminars in May-June 2015, in order to enhance the knowledge and skills of adult educators who teach vulnerable adult learners, representing the Evening Technical Schools, the Afternoon and Evening Classes of the Technical Schools and the Adult Education Centres of the MoEC.

STVE teachers as well as teachers of public tertiary education institutions also participate in mobility programmes of Erasmus+, the new European Programme for Education, Training, Youth and Sports which began its operation on 1st January 2014 with the aim to foster learning mobility in Europe.

The European e-platform for Adult learning EPALE, funded by the European Commission, has been designed and operates for teachers, trainers, researchers, academics, policy makers and anyone else with a professional role in adult learning across Europe, in order to improve the quality of adult learning provision in Europe. Cyprus implements an Action Plan, co-funded by the European Commission to raise awareness and update the platform.

6. Conclusions

Upgrading the continuous professional development of teachers and the enhancement of the quality, attractiveness and efficiency of VET and New Modern Apprenticeship are important challenges of the education system of Cyprus. This is reflected in the Education Reform, which is a long process involving all VET stakeholders, as well as in the strategies and policies of the MoEC.

The improvement of the quality and competences of teachers through the organisation of specialised education and training programmes and participation of teachers in various European programmes is a top priority for increasing the quality and effectiveness of education. Teachers' professional development is a factor which determines the quality of their work and a laborious process during which teachers constantly modify their practice, according to their experiences and their participation in formal and non-formal types of training, either within the system of STVE, or through the CPI programmes and other European programmes. The various aspects of professional development are directly related to lifelong training, the necessity of which is further enhanced due to the constant changes that are taking place in education and in society in general. These changes create new needs on the qualifications of teachers and their role, which need to be effectively addressed.

Bibliography

- Cedefop ReferNet Cyprus (2014). *VET in Europe – Country report 2014*. Thessaloniki: Cedefop. <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/cyprus-vet-europe-country-report-2014>.
- Directorate General for European Programmes, Coordination and Development (2014). *Operational Programme ‘Employment, Human Resources and Social Cohesion’ 2014-20*. Nicosia: Directorate General for European Programmes, Coordination and Development. <http://www.structuralfunds.org.cy/Employment-Human-Resources-and-Social%20Cohesion>
- European Commission (2010). *Europe 2020 – A strategy for smart, sustainable and inclusive growth*. Brussels. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>
- Eurydice (2014). *National system overview on education systems in Europe*. Brussels: EACEA. <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Cyprus:Overview>
- Ministry of Education and Culture (2014). *Annual report*. Nicosia: Ministry of Education and Culture. http://www.moec.gov.cy/en/annual_reports/annual_report_2014_en.pdf
- Ministry of Education and Culture (2004). *Εκπαιδευτική Μεταρρύθμιση. Education Reform*. Nicosia: Ministry of Education and Culture. http://www.paideia.org.cy/upload/ekthesi_epitropis.pdf
- Presidency Unit for Administrative Reform (2015). *Cyprus National Reform Programme 2015*. Nicosia: Presidency. http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015_cyprus_en.pdf

Websites

- Directorate General for European Programmes, Coordination and Development www.dgepcd.gov.cy
- Europa www.ec.europa.eu
- Eurydice eacea.ec.europa.eu/education/eurydice/index_en.php
- Forestry College of Cyprus www.moa.gov.cy/fc
- Higher Hotel Institute of Cyprus www.hhic.ac.cy
- Human Resource Development Authority www.anad.org.cy
- Ministry of Education and Culture of Cyprus www.moec.gov.cy
- Ministry of Labour, Welfare and Social Insurance www.mlsi.gov.cy
- Police Academy www.police.gov.cy
- Pre-service training programme www.proy.ucy.ac.cy
- ReferNet Cyprus www.refernet.org.cy

ANNEX 1.

Members of the Cyprus Consortium

1. National coordinator

- Human Resource Development Authority of Cyprus (www.anad.org.cy)

2. MINISTRIES/GOVERNMENT DEPARTMENTS

- Directorate General for European Programmes, Coordination and Development (www.dgepcd.gov.cy)
- Ministry of Labour, Welfare and Social Insurance/Department of Labour (www.mlsi.gov.cy/dl)
- Ministry of Education and Culture (www.moec.gov.cy)
- Statistical Service of Cyprus (www.mof.gov.cy/cystat)
- Cyprus Academy of Public Administration (CAPA) (www.mof.gov.cy)
- Pedagogical Institute (www.pi.ac.cy)
- Cyprus Productivity Centre (www.mlsi.gov.cy/kepa)

3. Social partners: employer and trade union organisations

- 3.1. Cyprus Employers and Industrialists Federation (www.oeb-eif.org)
- 3.2. Cyprus Chamber of Commerce and Industry (www.ccci.org.cy)
- 3.3. Cyprus Confederation of Professional Craftsmen and Shopkeepers (www.povek.com)
- 3.4. Cyprus Workers' Confederation (www.sek.org.cy)
- 3.5. Pancyprian Federation of Labour (www.peo.org.cy)
- 3.6. Democratic Labour Federation of Cyprus (www.deok.org.cy)
- 3.7. Cyprus Union of Bank Employees (www.etyk.org)

4. Other organisations/non-profit making organisations

- University of Cyprus (www.ucy.ac.cy)
- Research Promotion Foundation (www.research.org.cy)

5. National agencies/units for managing European programmes/initiatives

- Foundation for the Management of European Lifelong Learning Programmes (www.llp.org.cy)
- National Eurydice Unit (www.eurydice.org)