



**The Vocational Education and Training System of Cyprus:  
Continuing Vocational Education  
and Training 2005**





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CONTINUING VOCATIONAL  
EDUCATION AND TRAINING**

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## FOREWORD

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

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

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

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

The Cedefop database, eKnowVet<sup>1</sup>, offers on-line information on vocational education and training in partner countries. The standard entry format allows country-specific and multi-country searches covering 11 thematic areas in overview (thematic overviews) and in detail. The database is regularly updated by the European network ReferNet.

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

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<sup>1</sup> [http://www.trainingvillage.gr/etv/Information\\_Resources/NationalVet/](http://www.trainingvillage.gr/etv/Information_Resources/NationalVet/)



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## **05 – CONTINUING VOCATIONAL EDUCATION AND TRAINING**

### **0501 – BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING**

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

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

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

- State Institutes of Further Education (Kratika Kentra Epimorfosis).
- Secondary General Education Evening Schools.
- Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy) expected to operate in 2006.

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

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

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

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



## **General Adult Education**

General Adult Education includes courses offered or to be offered mainly by the three institutions shown below. The methods used in these institutions range from traditional to modern ones since the aim is to adopt a flexible approach, which is better suited to the needs of adults, especially those in employment.

- State Institutes of Further Education (Kratika Kentra Epimorfosis)

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

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

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

- Secondary General Education Evening Schools

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

- Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy) expected to operate in 2006

On 25 April 2001, the Council of Ministers decided on the establishment of the Open University of Cyprus, in order to promote lifelong learning and establish distance learning in Cyprus. The Open University of Cyprus is expected to operate in September 2006 with the following programmes of study:

- o Post-graduate Programme in Management of Health Services.
- o Post-graduate Programme in Education.

In the future, undergraduate programmes are expected to be provided as well as short training programmes.

### **Continuing Vocational Education and Training (CVET)**

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

Other important actors in the promotion of CVET are:

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

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

- Private colleges
- Private training institutions
- Consultancy firms

- Enterprises

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

Table 1: Summary of CVET provided in Cyprus

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

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

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

#### Human Resource Development Authority (HRDA)

A mix of public and private sector provision exists which has been encouraged and strengthened primarily through the approval and consequent subsidisation of training activities provided by the HRDA. The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus. The HRDA's main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. The levy corresponds to 0.5% of the payroll of each contributing company. Civil servants and the self-employed are excluded from the HRDA's sphere of competence. The CVET activities of HRDA include:

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

- Training programmes for newly employed tertiary education graduates

#### Ministry of Education and Culture (MoEC)

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

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

#### Ministry of Labour and Social Insurance, MLSI

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

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

#### Ministry of Agriculture, Natural Resources and Environment, MoA

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

#### Other ministries

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

- Ministry of Health, MoH (Ypourgeio Ygeias)

The Ministry of Health supervises the Nursing School (Nosileftiki Scholi), which is the only institution of tertiary education in Cyprus, which offers studies in Nursing and Midwifery.

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

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

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

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

#### Other private CVET promoters and providers

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

#### **Strengths and weaknesses in the overall current provision of adult learning**

Generally speaking, the level of the current provision of adult learning is satisfactory and it will be further enhanced upon the formulation and implementation of a national lifelong learning strategy in 2006.

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

- The establishment and operation of the HRDA has led to the creation of a training impetus amongst enterprises in Cyprus. The funding provided by the HRDA has proven an efficient motive for the participation of employees in training programmes.

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

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

- The lack of adequate mechanisms to promote the courses on offer. As a result, people are not fully aware of all the schemes available and the range of opportunities provided for lifelong learning.
- Even though an attempt to introduce a student-centred approach is currently underway, the Cyprus Education System as a whole has not managed yet to break away from the traditional teacher-centred philosophy that characterises the teaching/learning process. This has an impact on the quality of the provision of adult learning as well.



- The limited number of programmes specifically addressed to the unemployed, the inactive women and other groups vulnerable to exclusion in the labour market. However, such programmes aiming to facilitate access and return to the labour market for those who have difficulty in being integrated or reintegrated in the labour market are seen as a priority in various government documents such as the Cyprus National Action Plan for Employment 2004-2006, the National Action Plan for Social Inclusion 2004 and the Community Initiative Programme "EQUAL".
- The absence of a National System of Vocational Qualifications, which inevitably leads to a lack of incentives for attending courses of continuing education, at least on a systematic basis. However, the Board of Governors of the HRDA has recently decided to proceed with the promotion and gradual establishment and operation of a comprehensive System of Vocational Qualifications in Cyprus.
- The absence of assessment and certification of training providers. One of the strategic objectives of the HRDA for the period 2004-2006 is to promote the review and gradual introduction of the assessment and certification of training providers including trainers.
- A general weakness in the current provision of training promoted by public authorities is that the training of the self-employed is not covered by the HRDA. However, the HRDA recognises the importance of including the self-employed in its sphere of competences; to this end political decisions have to be reached. Currently, the issue is being discussed with the MLSI.

### **Statistical data**

The source of the following data regarding participation in adult learning is the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) conducted by the Statistical Service of Cyprus since 2000. Therefore, the earliest available data are for 2000. However, the Labour Force Survey since 2003 does not distinguish between initial education and training and adult learning. Therefore, the 2003 and 2004 data have been adjusted by applying the proportion of adult learning from the 2002 figures to the 2003 and 2004 figures in order to have an estimate of adult learning for these years.

From Table 1, an upward trend can be observed in the participation in adult learning. It can be seen that the proportion of adult population participating in adult learning is significantly higher in 2004 (8.2%) than 2000 (2.8%). The highest differences are observed in the age groups 25-34 (9.8% in 2004 compared with 4.0% in 2000) and 35-49 (10.2% in 2004 compared with 3.2% in 2000).

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

As shown in Table 2, the majority of participants in adult learning are women (56.2% in 2004).

The majority of participants in adult learning have high educational attainment. In 2003 and 2004, more than half of the participants in adult learning (53.9% and 52.4% respectively) are university graduates, as shown in Table 3.

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

Age group	2000	2001	2002	2003	2004
15-24	2.3%	2.0%	2.1%	2.2%	2.0%
25-34	4.0%	4.1%	4.1%	9.7%	9.8%
35-49	3.2%	3.2%	3.9%	7.5%	10.2%
50-64	1.1%	1.4%	1.5%	3.2%	4.4%
15-64	2.7%	2.7%	3.0%	3.8%	4.0%
25-64	2.8%	2.9%	3.2%	6.9%	8.2%

Source: Labour Force Survey 2000-2004

Table 2: Distribution of participants in adult learning by gender

Gender	2000	2001	2002	2003	2004
Male	45.8%	45.9%	44.3%	42.6%	43.8%
Female	54.2%	54.1%	55.7%	57.4%	56.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

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

Educational level	2000	2001	2002	2003	2004
Primary	2.7%	4.9%	1.9%	1.2%	1.2%
Lower secondary	3.9%	2.8%	2.2%	1.3%	1.2%
Upper secondary	29.9%	32.3%	25.3%	15.5%	16.1%
Tertiary non-university	17.2%	17.3%	24.9%	28.1%	29.0%
University	46.3%	42.6%	45.8%	53.9%	52.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

## **050101 - National definitions and boundaries**

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

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

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

## **050102 - Development of adult learning**

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

During the early years of British rule (1828-1960), education was entrusted to the village communities until 1923, when the first act on primary education transferred it to the government. During this time education developed significantly.

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

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

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

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

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

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

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

### **Human Resource Development Authority**

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

The HRDA is a semi-government organisation and was originally established in 1974 (Law 21/1974), under the name Industrial Training Authority, ITA (Archi Viomichanikis Katartisis, AVIKA). Laws 6/1975, 17

and 53/1980 and 94/1988 regulated the operation, objectives and activities of the ITA. Law 125(1)/99 changed the name of the Industrial Training Authority to Human Resource Development Authority, so that it would better reflect the objectives and scope of the organisation.

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

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

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

The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus's human resources, at all levels and in all sectors, for meeting the economy's needs, within the overall national socio-economic policies. The main strategic objectives of the HRDA for 2004-2006 are:

- Participation in the implementation of the Acquis Communautaire and utilisation of the possibilities afforded by the Structural Fund/European Fund.
- Facilitation of the entrance and integration/re-integration in the labour market of human resources, with emphasis on new entrants, the unemployed and economically inactive women.
- Continuation of the provision of training and development activities to employed persons with emphasis on priority sectors and occupations.
- Participation in the formulation of a national strategy for the promotion of lifelong learning.
- Provision of consultancy services to Small and Medium sized Enterprises.
- Adjustment of the training system to the needs of the labour market with the improvement of the quality and effectiveness of the training provided.
- Formulation of an integrated policy and promotion of the gradual establishment and operation of a System of Vocational Qualifications in Cyprus.
- Conducting research studies and surveys.

## **Recent developments**

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

- In 1963 a special agreement was made between the Government of Cyprus and the International Labour Office, regarding the establishment of the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA), aiming at the provision of initial and continuing technical and vocational training to adults. In 1974, the Council of Ministers decided on placing the Cyprus Productivity Centre within the competence of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).
- Special provisions regulate the operation of the Mediterranean Institute of Management MIM (Mesogeiko Institouto Diefthisis), the international branch of the Cyprus Productivity Centre, which offers a special postgraduate diploma course in the evening to university graduates.
- The Decision of the Council of Ministers no. 11330 13 a-d governs the establishment of the Pedagogical Institute, PI (Pedagogiko Institouto) which is supervised by the Ministry of Education and Culture and offers pre-service training to prospective secondary school teachers, as well as in-service training to primary and secondary school teachers.
- In 1991, the Council of Ministers, with Decision No. 35.582 decided on the establishment of the Cyprus Academy of Public Administration, CAPA (Kypriaki Akademia Demosias Dioikisis, KADD), which operates under the supervision of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), and offers courses especially designed for civil servants.
- The University of Cyprus, UCY (Panepistimio Kyprou, PK), which was established in 1992, does not yet offer any adult education courses, which would cover the need of working adults to acquire a university qualification. However, in 2001, the Council of Ministers decided on the establishment of the Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy). The House of Representatives approved Law 234(1) 2002 in December 2002. The Open University of Cyprus is expected to operate in September 2006 with a Post-graduate Programme in Management of Health Services and a Postgraduate Programme in Education. In the future, undergraduate programmes are expected to be provided as well as short training programmes.

- The public Technological University (Technologiko Panepistimio) has also been established but not started operations yet. The public Technological University is connected with and possibly in the future will absorb existing institutions, namely: the Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI), Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK), School for Nursing (Nosilevtiki Scholi) and Forestry College (Dasiko Kollegio).
- The establishment of Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE) is currently being planned by the Ministry of Education and Culture. In 2001, the Council of Ministers, with Decision No. 53.142, authorised the Minister of Education and Culture to appoint the President and the Members of the Intersectional Body who, in cooperation with the Planning Bureau, the Ministry of Finance, the MLSI, the HRDA and representatives of the social partners, have prepared a draft for the legislative framework regulating the operation of Public Vocational Schools of Lifelong Learning (bill of law and regulations for the operation of Public Vocational Schools of Lifelong Learning) as well as a financial study of the expenditure required for the implementation of this decision.

### **050103 - Evaluation**

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

#### **Human Resource Development Authority**

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

- Panorama of the contribution of HRDA's programmes

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



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

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

- Evaluation of the Consultancy Services Scheme of HRDA 1995-2001

The HRDA has also conducted a study entitled "Evaluation of the Consultancy Services Scheme of HRDA 1995-2001" in order to evaluate the Consultancy Services Scheme and its contribution, in relation to the benefits that the enterprises may accrue from their participation in the Scheme. The study covered both the enterprises that participated in the Scheme in the 1995-2001 period, whose study was approved and proposals were implemented or not, and the Consultancy companies that had prepared the studies in the same period. During the 1995-2001 period, about 19% of enterprises employing 10 people or more participated in the Scheme. From the data analysis in the study, it appears that the overwhelming majority of enterprises had positive results, both general and specific, from their participation in the Scheme.

- The role and contribution of HRDA in vocational guidance

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

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

In addition to the above, the HRDA is currently conducting a new study, entitled "Ex-post evaluation of the existing schemes of the HRDA", with the aim of evaluating the impact of the existing HRDA's schemes to the labour market and the Cyprus economy. The evaluation has been assigned to independent external consultants and will cover the period 1998-2004. In the light of the findings of this evaluation study, the HRDA's schemes will be modified/ enriched accordingly.

## **Ministry of Education and Culture**

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

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

### **050104 - Planning and forecasting**

The main formal mechanism in place that identifies skill needs is operated by the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD). The Planning Bureau, PB (Grafeio Programmatismou, GP) makes projections for the growth of the economy. The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is, on the other hand, responsible for the identification of educational and special skill needs.

## **Human Resource Development Authority**

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

The research activity places particular emphasis on employment forecasting, on analysing the trends in the labour market with emphasis on human resource development issues and the functioning of the training market in Cyprus.

The collection of information in order to identify the human resources needs and the continuing training needs is always carried out in

cooperation with the employers and employees' organisations and the relevant government services. The social partners are involved in the process of designing and implementing the different training schemes of the HRDA as well as the annual investigations of the training needs.

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

- Long-term employment trends and forecasting in Cyprus

Analysing the trends in the labour market, forecasting the future situation, and taking appropriate actions is considered by the HRDA as an important activity. In this framework, the Research and Planning Directorate of the HRDA has recently completed and published three research studies providing employment forecasts for Cyprus for the period 2005-2015, the latest in a series of research studies providing analyses and forecasts for the labour market in Cyprus.

The first study entitled "Employment Forecasts in Cyprus Economy 2005-2015" provides employment forecasts for 44 selected sectors of economic activity and for 27 selected occupational groups, covering the whole spectrum of the Cyprus labour market.

The second study entitled "Forecasts of Employment Prospects in High Level Occupations in Cyprus 2005-2015" provides forecasts for employment, expansion demand and replacement demand for 104 high level occupations for the period 2005-2015. These occupations usually require either university or post-secondary education and are distributed amongst three main occupational categories: Managers (13 occupations), Professionals (45 occupations) and Technicians and associate professionals (46 occupations).

Similarly, the third study entitled "Forecasts of Employment Prospects in Middle Level Occupations in Cyprus 2005-2015" provides forecasts for employment, expansion, replacement and total demand for 90 middle level occupations for the period 2005-2015. These occupations usually require secondary education and are distributed amongst five occupational categories: Clerks (16 occupations), Service and sales workers (13 occupations), Agricultural workers (1 occupation), Craft workers (40 occupations) and Machine operators and assemblers (20 occupations).

- Short-term employment forecasts

Additionally, on the basis of the same methodology, short-term employment forecasts covering a two to four year period are provided on a periodic basis.

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

Finally, a study is carried out every year for the identification of initial training needs with the involvement of the Social Partners. The study provides annual estimates for the number of persons required for specific occupations by district. On the basis of these estimates suggestions are put forward for the implementation of Multicompany Initial Training Programmes. In the study, the views of Employers' organisations, Trade Unions and District Labour Offices are collected and analysed through a specially designed questionnaire.

- In addition to employment forecasts, the HRDA also carries out:
  - Human resource studies focusing on the characteristics of selected groups such as the employed, the unemployed, the economically inactive, women, foreign workers, education and training and lifelong learning.
  - Evaluation studies on the effectiveness and impact of the HRDA's training and development activities.
- Thematic Priorities setting

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

### **Planning Bureau**

The Planning Bureau makes projections for the growth of the economy, which include forecasts of value added, productivity and employment for different sectors, and makes proposals for the required policy changes.

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

The MoEC is responsible for the overall administration of education. For the design of curricula in secondary technical and vocational education, participation of the social partners in committees helps to identify any special skills needed.

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

- The Department of Technical and Vocational Education of the MoEC issues circulars concerning the afternoon and evening classes of Technical Schools. These refer to the types of programmes offered and their duration, the fees, the remuneration of trainers and the certificates awarded upon programme completion.
- Special provisions regulate the operation of the Institutes of Foreign Languages, which subsequently have redefined their role and changed their name into State Institutes of Further Education (Kratika Kentra Epimorfosis).
- The Department of Primary Education (Diefthinsi Demotikis Ekpaidefsis, DDE) of the MoEC is responsible for the Adult Education Centres (Epimorfotika Kentra), institutions that cover a broader spectrum of subjects but are less academically oriented.

### **050105 - Alternative modes of delivery**

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

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

In the near future access to training opportunities will be further facilitated by the modernisation of the Public Employment Services, PES (Dimosies Ypiresies Apascholis) and the operation of the new Cyprus Open University. Information about education and training opportunities is also provided by the National Resource Centre for Guidance.

### **05010501 – Open and distance learning**

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

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

In April 2001, the Council of Ministers decided on the establishment of the Open University of Cyprus in order to promote lifelong learning and establish distance learning in Cyprus. The Council of Ministers appointed for this purpose a preliminary Committee, which has completed its tasks and has submitted its report. The bill, which was drafted based on the report of the Committee was approved by the House of Representatives and became a law on 30 December 2002. The Temporary Administrative Committee of the Open University was appointed on February of 2003 and has set the foundations for a commencement of the operation of the University.

The Open University of Cyprus is expected to operate in September 2006 with the following programmes of study:

- Post-graduate Programme in Management of Health Services.
- Post-graduate Programme in Education.

In the future, undergraduate programmes are expected to be provided as well as short training programmes.

### **05010502 – eLearning**

Efforts to introduce eLearning into the Cyprus Educational System have been already made. As a result, there is the infrastructure and eLearning software for supporting the teaching of various IVET and CVET subjects. However, these efforts have been random and sporadic, therefore a more organised and comprehensive effort, which will be co-funded by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) is currently underway. The Planning Bureau, PB (Grafeio Programmatismou, GP) prepared the document "National Strategy for Information Society 2004-2006" in order to utilise the new technologies and the Information Society.

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

are mainly provided by public and private training institutions, which have been extensively using ICT.

### **National measures and policies for eLearning**

The Second Priority Pillar for the Promotion and Improvement of Education and Training Systems and Lifelong Learning of the Single Programming Document (SPD) for Objective 3 includes measures aiming, among others, at the qualitative improvement of the rendered education and training, mainly through the utilisation of new technologies and the application of modern technology to teaching methods, the development of new pedagogical approaches to teaching and the training of teachers with an emphasis on information technologies. The Second Priority Pillar includes a measure for the Improvement and reinforcement of Secondary General and Secondary Technical and Vocational Education.

The objective of this measure is to ensure that Secondary General and Secondary Technical and Vocational Education teachers will become digitally literate, as it includes the organisation of short training courses on core IT skills, as well as long term training on the implementation of new, IT oriented, analytical programmes in Secondary Education (both General and Technical and Vocational Education).

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

All the programmes are, or will be, organised by the Pedagogical Institute, PI (Pedagogiko Instituto, PI), under the supervision of the MoEC.

More specifically, the measure aims at:

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

Due to the close relationship and cooperation between initial and continuing education, resulting in the transfer of expertise, good practices,

resources, curricula and infrastructure between the two areas, the introduction of eLearning in mainstream schools will be implemented in continuing education programmes as well.

In addition to the above, the PB has prepared the document "National Strategy for Information Society 2004-2006" in order to utilise the new technologies and the Information Society to improve the public administration, electronic commerce, the training and development of the human resources, the provision of education and training as well as the standard of living. The following general policy responses are presented and analysed:

- Improvement of the services provided to citizens from the government and the local authorities through the utilisation of new technologies (eGovernment).
- Improvement of the competitiveness of enterprises through the utilisation of new technologies and the development of eCommerce.
- Upgrading the eSkills of the human resources resulting in increases in employment and securing better quality jobs in the Information Society.
- Improvement of education and lifelong learning to meet the needs of the Information Society.
- Securing better living conditions and improving the quality of life using new technologies in sectors such as health and the environment.

It is evident that the development of eLearning provision in Cyprus is a national goal and the primary effort is directed towards creating in a systematic way the necessary ICT infrastructure to support the development of Cyprus's human resources in the new ICT era.

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

### **Human Resource Development Authority**

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



- Studies

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

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

- Thematic priorities for the multi-company training programmes

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

- Single-company continuing training programme

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

- Training programmes abroad

The HRDA provides subsidies to employers for the costs of participation of their employees to approved training programmes abroad, both single-

company and multi-company programmes. These programmes aim to meet the training needs of enterprises in fields related to the introduction and utilisation of new technology and technical know-how as well as business management innovations.

- Training programmes for newly employed tertiary education graduates

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

- Overall CVT Results

As already mentioned a significant part of the continuing training programmes is on ICT related subjects. HRDA data for 2004 show that around 15% of the continuing training programmes, approved and subsidised by the HRDA, were on ICT related subjects. Additionally ICT is extensively used as a learning tool in the non-ICT related continuing training programmes.

- Training Infrastructure Support Scheme

This scheme of the HRDA aims to strengthen the training infrastructure of enterprises and training institutions in order to provide training more effectively by the use of modern technologies and thus meet human resources training needs in sectors, occupations and areas of priority. Enterprises and training institutions can receive financial assistance from HRDA to create new or to improve the existing training infrastructure, which may include equipment and audio-visual aids, development of training specifications and training of trainers. Enterprises and training institutions wishing to benefit from the scheme submit a proposal to HRDA for approval before its implementation. Financial support under this scheme is provided in the form of net subsidies and has a ceiling of 30% for training providers and 45% for enterprises. Applications under the "de minimis" aid clause may receive up to a maximum sum of £57 000 (€ 100 000), provided that enterprises have not received any other state aid from any other source in the current three-year period.

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

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

- Adult Education Centres

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

- Afternoon and Evening Classes of Technical Schools

Technical and Vocational Education Programmes as well as preparatory classes for various examinations, are offered by the Directorate of Secondary Technical and Vocational Education during the afternoon and evening on the premises of Technical Schools in all major towns. Depending on the subjects, ICT is incorporated into the curricula and is used as a learning tool.

### **Public and private training institutions**

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

One of the public training providers, the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) is seeking a turnkey solution for the supply and implementation of a Learning Management System (LMS). The system will provide additional support to the centre's traditional training programs. CPC also plans to design and operate eLearning training programs in Greek, which will be tailor made so as to meet the specific needs of the business community in Cyprus. The LMS is expected to be fully operational by the end of 2005.

### **05010503 - New learning environments (incl. Learning organisations)**

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

## **Leonardo da Vinci projects**

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

### Educational kid for young farmers in candidate countries (2003-2006)

The objectives of this project are to evaluate existing educational material, to identify the needs of young farmers in candidate countries, to develop an innovative educational kid that will meet the identified needs, aims and objectives of the target groups, to test the developed educational kid through a series of training of trainers and training of farmers seminars and to evaluate these seminars. The educational kid will include printed material in the form of handbook, posters, brochures and CD-Rom, presentations, posters for printing, comics comparing good examples and non-acceptable behaviour.

### Elderly care vocational training and rehabilitation system (2004-2007)

The aim of the project is to promote academically and socially acceptable skills for elderly care taking workers through self-training electronic methods and means as well as a web supported service established and maintained by the partners' initiatives.

### Virtual pre-incubator accelerator (2004-2006)

The aim of this project is to create a training system addressing would-be entrepreneurs in order to assist them in developing their venture concepts to a level that they are presentable/attractive to potential investors, incubators and other support institutions. The training system will create an easy-to-learn virtual environment for continued professional development of entrepreneurs through the setting up of an eLearning site and the provision of a set of on-line services – group standard virtual classrooms, group discussions, multimedia supported sessions, conference and chat sessions and publications.

### Green investments in the tourism industry (2002-2005)

This project promotes and delivers innovative tools and modeling to increase the understanding of environmental and business best practice within the tourism industry. A website has been developed and running and includes a virtual library and a virtual meeting room for the environment. For the realisation of eLearning seminars the website also includes the Virtual Training Centre.

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

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

### Paid educational leave

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

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

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

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

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

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

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

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

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

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

#### Unpaid educational leave

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

The objectives of the unpaid educational leave scheme are to fulfill the government's needs and priorities for education by providing public-sector

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

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

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

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

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

If the duration of the unpaid educational leave is more than 12 months, then initially educational leave for one academic year is approved. This is renewable based on how long the education will last as well as on the academic progress of the employee. Unpaid educational leave is either paid by the civil servant or by an accredited educational institution/ body. Educational leave is unpaid in the civil service when the civil servant applies for a course on his/her own initiative.

#### **05010504 – Flexibilisation and differentiation**

The interaction and cooperation between IVET and CVET has numerous advantages, since mainstream IVET has developed those mechanisms that safeguard constant revision and modernisation of the training programmes and also of the processes and methods used in implementing

them. A great part of the programmes consists of workshops, during which students have the opportunity to differentiate learning and focus on individual aspects of the subject they are taught, according to their background and special interests.

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

The introduction of the System of Vocational Qualifications is also expected to contribute towards the differentiation of the training programmes and follow a more flexible and modular approach. The development of a Competence-based System of Vocational Qualifications is a high priority objective, for which Cyprus has committed itself towards the European Commission within the framework of the National Action Plan for Employment and the National Programme for the Lisbon Strategy. The Board of Governors of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) with the approval of the Council of Ministers, has decided to proceed with the gradual establishment of a System of Vocational Qualifications. To this end, the Council of Ministers has decided that the premises, the machinery and equipment, and the instructors of the public institutions can be utilised during the implementation phase of the System.

At the first phase, January - December 2006, the 5 Standards of Vocational Qualifications, for the occupations of waiter, cook, receptionist, construction mason and sales person (retail trade), which have been developed in the past, will be revised and utilised. During the first phase, opportunities for access to the Vocational Qualifications System will be provided to employees as well as to trainees participating in HRDA's relevant initial training programmes. As far as the second phase is concerned, this will cover the period 2007-2013 and the implementation will involve around 25 occupations at various levels in the economic sectors of the Manufacturing, the Hotel Industry, the Construction, the Trade/ Repairs of Motor Vehicles as well as cross-sectoral occupations, mainly the administrative ones.

Another strategic objective of the HRDA for the period 2004-2006 is to promote the review and gradual introduction of the assessment and certification of training providers including trainers. In June 2005 the Board of Governors of the HRDA decided to set up an ad hoc committee to investigate how a system for assessment and certification could be developed. The ad hoc committee discussed and analysed the following issues:



- Formulation and validation of the strategic objective.
- Outline of the main parameters of the system and the expected benefits.
- Structure and responsibilities of the Body responsible for the system of assessment and certification of training providers and stages of the certification procedure.
- Suggestions for further action and action plan.
- Financial information including the available and required budget.

The suggestions of the ad hoc committee were:

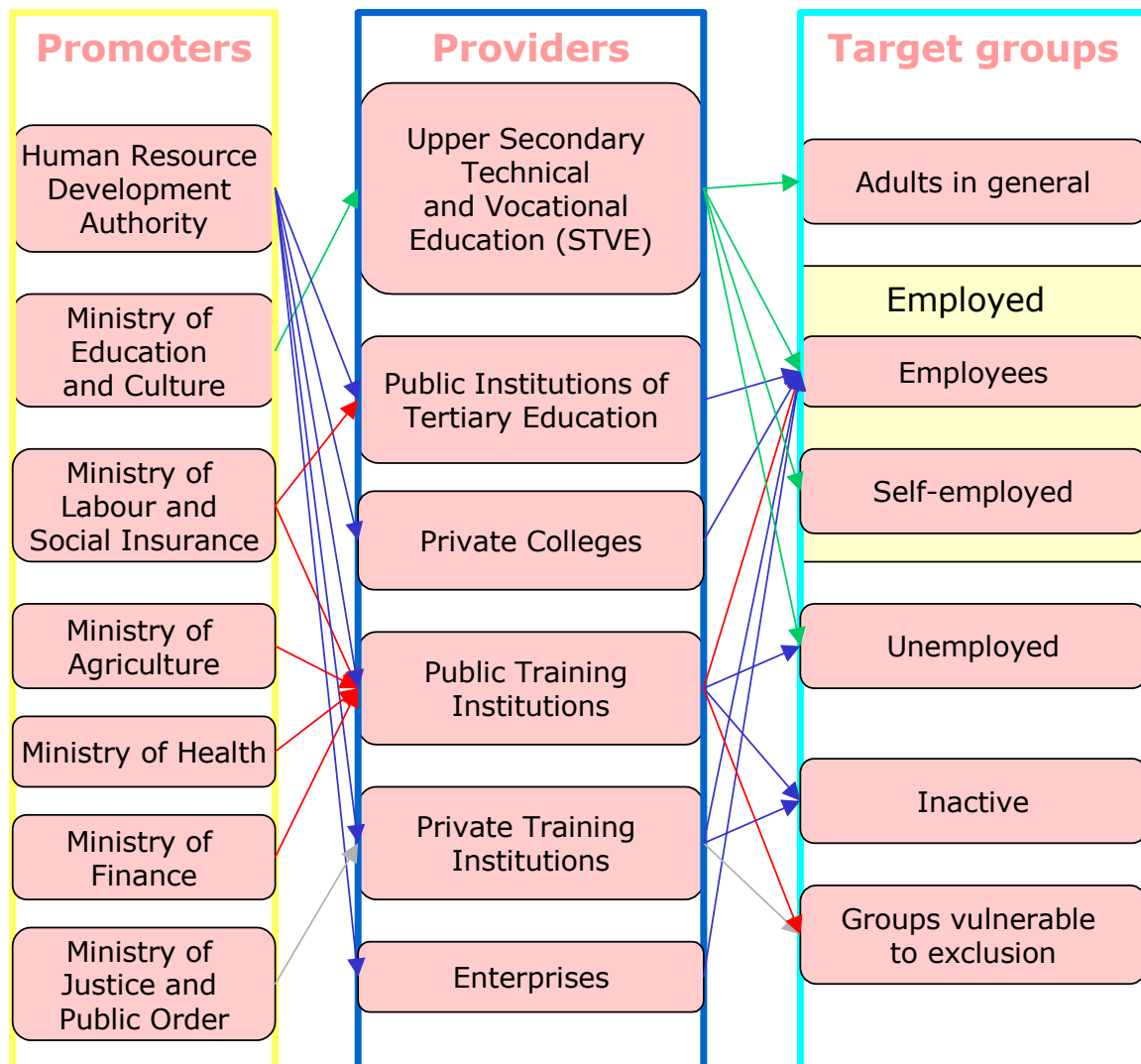
- Call for tender invitations for the design of a system for the assessment and certification of training providers and the development of software to administer the system.
- Setting up a committee by the Board of Governors of the HRDA to be in charge of managing the tender's procedure.

In September 2005 the Board of Governors of the HRDA approved the development and introduction of the system for the assessment and certification of training providers including trainers with tender invitations. It was also decided that the committee responsible for managing the tender's procedure will be the Board itself. The HRDA is currently in the process of preparing the tender invitations.

## 0502 – PUBLICLY PROMOTED CVET FOR ALL

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

Table 1: Publicly promoted CVET for all



The main public promoters of CVET in Cyprus are:

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

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

It must be noted that the publicly promoted CVET for the unemployed, inactive and other groups vulnerable to exclusion is analysed in section 0503, whereas the publicly promoted CVET for the civil servants and for the farmers (which are mostly self-employed) is analysed in section 0504. Thus the analysis is concentrated on three public promoters: HRDA, MoEC and MLSI.

### **Statistical data**

The only data available for the participation in CVET in Cyprus comes from the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) and in this survey there is no available data differentiating in an identifiable way the publicly promoted CVET. The participation rates in adult learning and the distribution of participants by gender and educational attainment are shown in section 0501.

### **050201 – Target groups and provision**

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

#### **Adults in general**

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

##### Adult Education Centres (Epimorfotika Kentra)

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

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

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

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

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

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

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

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

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

## **Employees**

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

### Human Resource Development Authority

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

- Single-company Continuing Training Programmes in Cyprus

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

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

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

Subsidies granted to employers are calculated according to the size of the enterprise, the type of training, the level of the programme as well as the place of origin of trainers (Cyprus or abroad).

During 2004, 20 149 employees participated in 1 807 single-company continuing training programmes.

- Single-company Continuing Training Programmes Abroad

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

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

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

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

During 2004, 718 employees participated in single-company continuing training programmes abroad.

- Standard Multi-company Continuing Training Programmes in Cyprus

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

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

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

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

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

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

During 2004, 9 439 persons participated in 712 standard multi-company continuing training programmes.

- High priority Multi-company Continuing Training Programmes in Cyprus

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

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

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

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

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

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

During 2004, the HRDA subsidised the participation of 1 034 persons in 71 high-priority multi-company continuing training programmes.

- Multi-company Continuing Training Programmes Abroad

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

These programmes include the following:



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

Employers receive subsidies according to the size of their enterprise. During 2004, the HRDA subsidised the participation of 67 persons in 3 Multi-company Training Programmes Abroad.

- Training programmes in enterprises for newly employed tertiary education graduates

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

Entry to the programmes is on a continuous basis. The graduates are selected by enterprises. They are accepted to participate in the scheme if they have no work experience at all or if their work experience is less than 12 months (for the 12-month programme), or 6 months (for the 6-month programme). Monthly subsidies are paid to enterprises in relation to the training costs, including the salaries of graduates during the period of training. In 2004, the HRDA subsidised the training of 64 graduates.

### Ministry of Education and Culture

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

- The Evening Technical School (Esperini Techniki Scholi).

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

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

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

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

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

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

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

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

shortage of skilled workers. Therefore, such programmes help to meet the needs of the economy in labour force, both in terms of quality and quantity.

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

- Preparing pupils or graduates of mainstream IVET for the entrance examinations to Institutions of Higher and Tertiary Education in Cyprus and abroad.
- Preparing pupils and adults for various examinations required by government and semi-government organisations, for purposes of recognition of vocational qualifications or for the issue of a license to practise a regulated occupation.

The Afternoon and Evening Technical and Vocational Education Programmes, as well as the preparatory classes for various examinations, are currently attended by about 1300 individuals, mostly working ones. More than 80 educators and experts from industry teach these programmes on an overtime basis.

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

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

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

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

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

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

Study Programmes of Technical and Vocational Education and Training		Technical Schools				
		Nicosia	Limassol	Larnaca	Paphos	Paralimni
5	Car Mechanics	X	X	X	X	X
6	Electronically Controlled Ignition System and Electronically Controlled Fuel Supply System	X	X	X	X	
7	Plumbing – Maintenance of Plumbing Installations	X	X	X	X	X
8	Electro-Pneumatic Systems	X	X		X	
9	Computer Numerically Controlled Machine Tools (CNC Machine Tools) – CNC Lathe, Basic Level	X	X			
10	Computer Numerically Controlled Machine Tools (CNC Machine Tools) – CNC Milling Machine, Basic Level	X	X	X		
11	CAD/CAM (Computer Aided Design /Computer Aided Manufacturing)	X	X			
12	Application of the Regulations of the 14th and 16th edition of the Institute of Electrical Engineers (IEE) for Electrical Installations	X	X	X	X	X
13	Building Telecommunication Networks	X	X	X	X	
14	Computer Programmes (Windows, MS Word, MS Excel, MS Power Point, Internet)	X	X	X	X	X
15	AUTOCAD Design Programme	X	X	X	X	
16	Computer Design Programmes (Freehand, Photoshop, QuarkXPress)	X	X		X	
17	Architectural Drawing	X	X	X	X	X
18	Static Drawing	X	X	X	X	
19	Quantity Surveying	X	X	X	X	X
20	Technology of Concrete	X	X	X		
21	Land Surveying – Use of Instruments	X	X	X	X	X
22	Drawing of Furniture and Wooden Constructions	X	X	X	X	
23	Jigs and Fixtures and Safety	X	X	X		

Study Programmes of Technical and Vocational Education and Training		Technical Schools				
		Nicosia	Limassol	Larnaca	Paphos	Paralimni
	in the Carpentry Workshop					
24	Woodcarving	X	X	X		
25	Cooking	X	X		X	X
26	Cypriot Cuisine	X	X	X	X	X
27	Beverage Preparation and Services	X	X	X	X	X
28	Confectionery	X	X	X	X	X
29	Housekeeping	X	X		X	X
30	Goldsmithing – Silversmithing	X				
31	Pattern Design and Manufacture of Skirts for Children, Teenagers and Women		X	X	X	

Table 2: Preparatory Courses for various examinations at Technical Schools

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

Preparatory courses for various examinations		Technical Schools				
		Nicosia	Limassol	Larnaca	Paphos	Paralimni
8.	Preparatory Course for Examinations for the Department of Electromechanical Services (EMS) and other government services	X	X	X	X	X

### Ministry of Labour and Social Insurance

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

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

The CPC offers short modular programmes for employees that focus on technical occupations and management. The basic aim of these programmes is to offer those already working the opportunity to upgrade their skills, possibly with a view to being promoted, and to enable interested individuals to acquire new skills, which will allow them to be employed in sectors where there is a need for skilled workers.

The majority of the programmes last for 30-60 hours, while a few last between 6-20 hours. The programmes focus on the acquisition of skills in technical occupations such as electricians, technicians, constructors, furniture-makers, clothes designers, and graphic designers. Additionally other programmes are addressed to salespersons and advertisers, while there are also programmes catering for upper-level managers.

The programmes are offered at the premises of the laboratories of vocational training of the CPC in Nicosia, while more limited options are offered at the CPC premises in Limassol and in Larnaca. Most of the programmes offered by the CPC are approved and subsidised by the HRDA.

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

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

## **Strengths and weaknesses**

Generally speaking, the level of the current provision of continuing Vocational Education and Training (CVET) is satisfactory and it will be further enhanced upon the formulation and implementation of a national lifelong learning strategy in 2006.

The strengths and weaknesses in the provision of CVET in Cyprus are analysed in section 0501.

### **050202 – Providers**

#### **Promoters of CVET**

The main public promoters of CVET in Cyprus are:

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

#### **Human Resource Development Authority**

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

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

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



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

The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus's human resources, at all levels and in all sectors, for meeting the economy's needs, within the overall national socio-economic policies. The main strategic objectives of the HRDA for 2004-2006 are:

- Participation in the implementation of the Acquis Communautaire and utilisation of the possibilities afforded by the Structural Fund/European Fund.
- Facilitation of the entrance and integration/re-integration in the labour market of human resources, with emphasis on new entrants, the unemployed and economically inactive women.
- Continuation of the provision of training and development activities to employed persons with emphasis on priority sectors and occupations.
- Provision of consultancy services to Small and Medium sized Enterprises.
- Adjustment of the training system to the needs of the labour market with the improvement of the quality and effectiveness of the training provided.
- Formulation of an integrated policy and promotion of the gradual establishment and operation of a System of Vocational Qualifications in Cyprus.
- Conducting research studies and surveys.

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

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

#### Ministry of Education and Culture

Another form of publicly promoted CVET falls under the responsibility of the MoEC. The Directorate of Secondary Technical and Vocational Education STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis

DMTEE) of the MoEC, is a major organiser, provider and promoter of public CVET in Cyprus through:

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

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

### Ministry of Labour and Social Insurance

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

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

### **Providers of CVET**

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

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

### Public Institutions of Tertiary Education

The Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) is responsible for the operation of Public

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

### Private Colleges

There are twenty-three private tertiary education schools, colleges and institutes registered with the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP). These offer a variety of programmes of study for adult learners.

### Public Training Institutions

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

### Private Training Institutions

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

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

### Enterprises

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

### Upper Secondary Technical and Vocational Education (STVE)

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

## **050203 – Access**

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

### **Human Resource Development Authority**

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

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

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

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

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

Certificate (Apolyterio) awarded by Technical Schools, as far as the technical component is concerned. Individuals attending the above programmes, pay limited fees, which are approved by the Council of Ministers.

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

### **Initiatives to improve access**

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

In the near future access to training opportunities will be further facilitated by the modernisation of the Public Employment Services, PES (Dimosies Ypiresies Apascholis, DYA) and the operation of the new Cyprus Open University (Anikto Panepistimio Kyprou, APKy). The public Technological University (Technologiko Panepistimio) has also been established but not started operations yet. The public Technological University is connected with and possibly in the future will absorb existing institutions, namely: Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI), Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK), School for Nursing (Nosilevtiki Scholi) and Forestry College (Dasiko Kollegio).

The National Resource Centre for Guidance of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) also provides information about education and training opportunities.

A major contributor, facilitating access to human resource training and development programmes, has been the establishment of the central fund for training under the HRDA to which all employers must contribute, except the public sector and the self-employed. The HRDA as from 2003 reformed all its schemes in order to meet State Aid regulations. In

general, the HRDA subsidises up to 50% of the eligible total cost of the proposed training programmes for the enterprises with more than 250 employees and up to 70% for enterprises that employ up to 249 persons.

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

The enhancement and modernisation of the PES of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) is one of the priority pillars of the Strategic Development Plan of 2004-2006 and the Single Programming Document for Objective 3 (Human Resources) for the development of the human resources. It is expected that the enhancement and modernisation of the PES will pave the way for a preventive deal towards unemployment and better utilisation of the labour force as well as increasing access to training through an individualised approach. This provision of individualised supportive and monitoring services consists of counselling, identification of skills, training, adaptation and integration to the working environment.

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

#### **050204 – Quality assurance**

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

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

#### **Human Resource Development Authority**

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

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

These practices are common to the following programmes:

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

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

The HRDA also carries out evaluation studies on the effectiveness and impact of the HRDA's training and development activities. These studies examine the spectrum of the HRDA's activities directed to enterprises and their employees, identify any gaps in the provision of training and consultancy services and provide suggestions for appropriate enrichment as and where necessary. The HRDA will also conduct a new study with the aim of evaluating the impact of the existing HRDA's schemes to the labour market and the Cyprus economy. The study will be entitled "Ex-post evaluation of the existing schemes of the HRDA". The evaluation has been assigned to an independent external consultant and will cover the period 1998-2004. In the light of the findings of this evaluation study, the HRDA's schemes will be modified/ enriched accordingly.

- The programme approval stage

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

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

- The programme implementation stage

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

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

- The payment of the subsidy stage

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

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

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

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

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

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



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

## **0503 – TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET**

Training opportunities for the unemployed and other groups vulnerable to exclusion in the labour market are somewhat limited in Cyprus. It must be noted that two new schemes aiming to promote the training and employability of the unemployed and of the inactive women have been developed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and will be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

The full utilisation of human resources in conditions of social cohesion and equal opportunities is a priority as has been described in the Strategic Development Plan, SDP (Stratigiko Schedio Anaptyksis, SSA), the Single Programming Document for Objective 3 - Human Resources, SPD (Eniaio Eggrafo Programmatismou gia to Stochos 3, EEP) for 2004-2006. Furthermore, specific measures for the unemployed and other groups vulnerable to exclusion in the labour market are described in the Cyprus National Action Plan for Employment, NAP (Ethniko Schedio Drasis gia tin Apascholisi, ESDA) for 2004-2006, in the Community Initiative Programme "EQUAL", CIP EQUAL, and in the National Action Plan for Social Inclusion, NAP/incl. (Ethniko Schedio Drasis gia tin Koinoniki Ensomatosi, ESDEN) 2004.

The Cyprus government through the Strategic Development Plan (SDP) and in the Single Programming Document for Objective 3 - Human Resources (SPD), gives great emphasis on the development of human capital, the promotion of equal opportunities and the strengthening of social cohesion. The priority areas for intervention in the field of human capital include the promotion of equal opportunities and social inclusion, through the upgrading of the quality of life of persons vulnerable to social exclusion.

Cyprus has prepared its first NAP for the period 2004-2006, within the framework of the Employment guidelines adopted by the European Council and the Broad Economic Policy Guidelines. The policies and measures are in line with the general aims and objectives of the National Strategic Development Plan 2004-2006, as well as with the Convergence Programme 2005-2009.

A basic priority of the Cyprus NAP is the promotion of employment through mainly the upgrading of human resources. There are specific measures for attracting more people in the labour market such as the modernisation of the Public Employment Services, training and education programmes and special measures for the inactive.

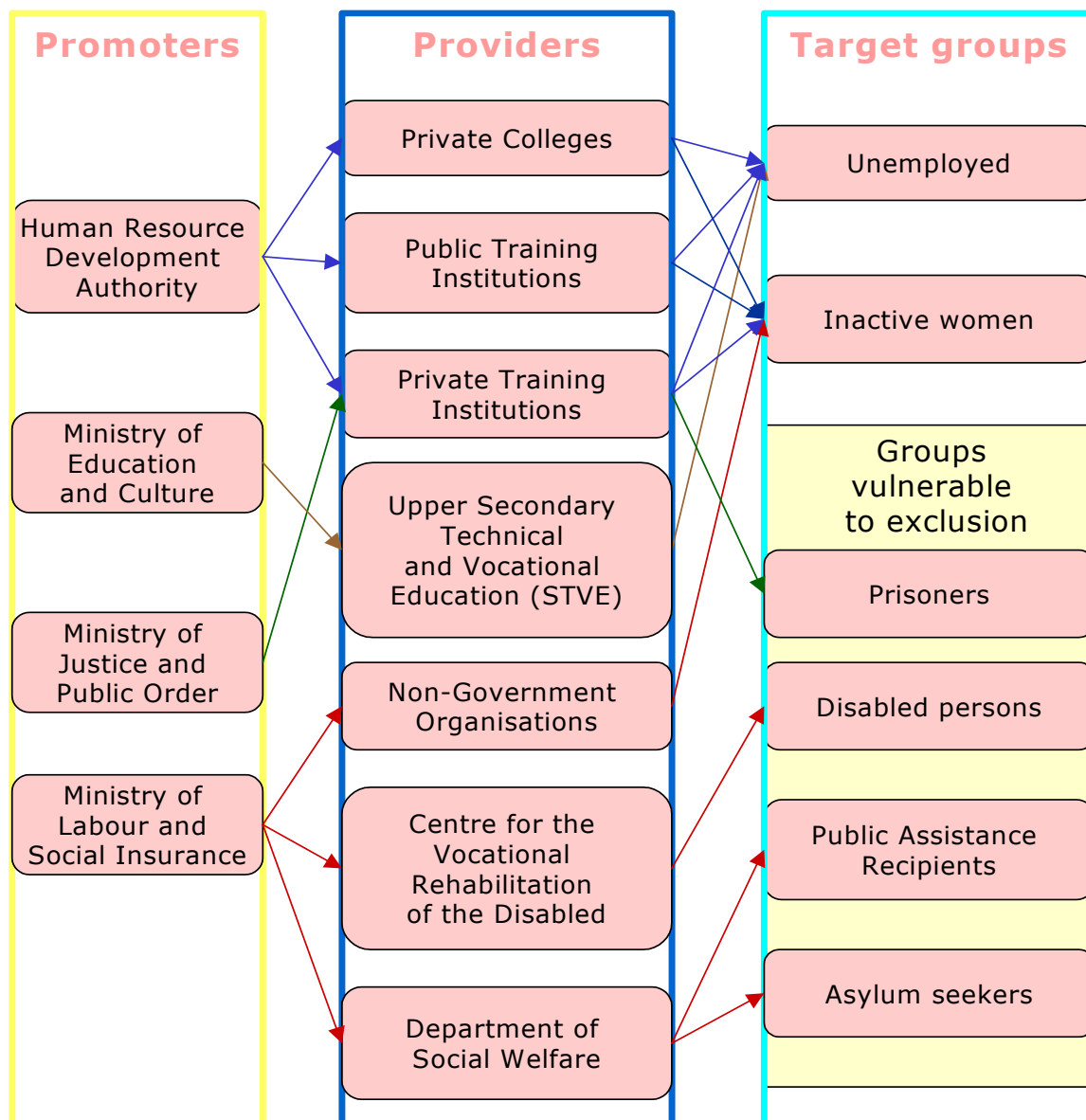
In the Community Initiative Programme "EQUAL", the first priority is to facilitate access and return to the labour market for those who have

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

In the National Action Plan for Social Inclusion 2004 a priority is the promotion of equal opportunities for access to the labour market for all and especially for those threatened with social exclusion, such as the vulnerable social groups of public assistance recipients and people with disabilities.

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

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



## **Statistical data**

The source of the following data regarding participation in adult learning is the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) conducted by the Statistical Service of Cyprus since 2000. Therefore, the earliest available data are for 2000. However, the Labour Force Survey since 2003 does not distinguish between initial education and training and adult learning. Therefore, the 2003 and 2004 data have been adjusted by applying the proportion of adult learning from the 2002 figures to the 2003 and 2004 figures in order to have an estimate of adult learning for these years.

From the tables, it can be seen that the participation rates in CVET have increased in 2004 compared to 2000 for the unemployed and the women returners for 15-64 years of age. Participation rates of the inactive 15-64 years of age have remained relatively stable, although an increase has been observed in the age group 25-64.

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

All groups, the unemployed, the women returners (employed women who were inactive the previous year) and the inactive (persons that were not classed in the LFS as either employed or unemployed) that participate in CVET have mostly upper secondary education. A high proportion of women returners and inactive that participate in CVET have university education (36.6% and 20.4% in 2004 respectively).

The vast majority of the unemployed and the inactive that participate in CVET are women (100.0% and 78.4% in 2004 respectively).

Table 1: Participation rates of the unemployed in CVET by age group in 2000-2004

Age group	2000	2001	2002	2003	2004
15-24	3.6%	0.0%	0.0%	0.0%	0.0%
25-34	2.1%	3.2%	3.9%	6.3%	10.2%
35-49	1.1%	3.0%	2.1%	8.6%	7.9%
50-64	0.0%	2.2%	0.0%	0.0%	0.0%
15-64	1.8%	2.1%	1.6%	4.1%	3.7%
25-64	1.2%	2.1%	1.6%	5.6%	6.9%

Source: Labour Force Survey 2000-2004

Table 2: Proportion of the unemployed in CVET by gender in 2000-2004

Gender	2000	2001	2002	2003	2004
Male	72.8%	24.2%	0.0%	0.0%	0.0%
Female	27.2%	75.8%	100.0%	100.0%	100.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 3: Proportion of the unemployed in CVET by educational level in 2000-2004

Educational level	2000	2001	2002	2003	2004
Primary	24.4%	24.4%	0.0%	0.0%	0.0%
Lower secondary	0.0%	0.0%	0.0%	0.0%	0.0%
Upper secondary	51.6%	51.8%	72.4%	80.4%	67.4%
Tertiary non-university	24.0%	0.0%	27.6%	19.6%	32.6%
University	0.0%	23.8%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 4: Proportion of the 15-24 years old unemployed in CVET by duration in 2000-2004

Duration	2000	2001	2002	2003	2004
< 6 months	50.0%	0.0%	0.0%	0.0%	0.0%
> 6 months	50.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	0.0%	0.0%	0.0%	0.0%

Source: Labour Force Survey 2000-2004

Table 5: Proportion of the 25-34 years old unemployed in CVET by duration in 2000-2004

Duration	2000	2001	2002	2003	2004
< 6 months	100.0%	0.0%	53.9%	46.5%	42.4%
> 6 months	0.0%	100.0%	46.1%	53.5%	57.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 6: Proportion of the 25-34 years old unemployed in CVET by duration in 2000-2004

Duration	2000	2001	2002	2003	2004
< 1 year	100.0%	100.0%	100.0%	100.0%	100.0%
> 1 year	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 7: Proportion of the 35-49 years old unemployed in CVET by duration in 2000-2004

Duration	2000	2001	2002	2003	2004
< 1 year	0.0%	49.5%	100.0%	100.0%	100.0%
> 1 year	100.0%	50.5%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 8: Participation rates of the women returners in CVET by age group in 2000-2004

Age group	2000	2001	2002	2003	2004
15-24	7.4%	5.1%	5.2%	25.7%	24.6%
25-34	0.0%	3.0%	0.0%	0.0%	0.0%
35-49	3.9%	0.0%	0.0%	0.0%	0.0%
50-64	0.0%	0.0%	0.0%	0.0%	0.0%
15-64	4.2%	2.6%	5.2%	10.8%	11.9%
25-64	1.4%	3.0%	0.0%	0.0%	0.0%

Source: Labour Force Survey 2000-2004

Table 9: Proportion of the women returners in CVET by educational level in 2000-2004

Educational level	2000	2001	2002	2003	2004
Primary	0.0%	0.0%	0.0%	0.0%	0.0%
Lower secondary	0.0%	0.0%	0.0%	0.0%	0.0%
Upper secondary	17.8%	19.2%	34.0%	45.4%	43.2%
Tertiary non-university	41.1%	19.6%	33.0%	12.9%	20.2%
University	41.1%	61.2%	33.0%	41.7%	36.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 10: Participation rates of the inactive in CVET by age group in 2000-2004

Age group	2000	2001	2002	2003	2004
15-24	1.3%	0.4%	0.3%	0.3%	0.3%
25-34	1.6%	2.9%	3.7%	4.0%	4.5%
35-49	0.5%	0.7%	1.1%	1.4%	5.6%
50-64	0.5%	0.3%	0.3%	1.5%	1.7%
15-64	0.9%	0.7%	0.7%	0.7%	0.7%
25-64	0.6%	0.8%	1.0%	1.5%	2.3%

Source: Labour Force Survey 2000-2004

Table 11: Proportion of the inactive in CVET by gender in 2000-2004

Gender	2000	2001	2002	2003	2004
Male	30.5%	23.6%	22.5%	22.3%	21.6%
Female	69.5%	76.4%	77.5%	77.7%	78.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 12: Proportion of the inactive in CVET by educational level in 2000-2004

Educational level	2000	2001	2002	2003	2004
Primary	0.0%	0.0%	5.4%	4.8%	5.6%
Lower secondary	13.7%	8.7%	12.3%	12.4%	13.1%
Upper secondary	49.1%	62.9%	42.4%	35.1%	36.1%
Tertiary non-university	20.6%	14.5%	16.7%	28.4%	24.8%
University	16.6%	13.9%	23.1%	19.2%	20.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

### **050301 – Target groups and provision**

In the National Action Plan for Social Inclusion, NAP/incl. (Ethniko Schedio Drasis gia tin Koinoniki Ensomatosi, ESDEN) 2004 a priority is the promotion of equal opportunities for access to the labour market for all and especially for those threatened with social exclusion, such as the vulnerable social groups of public assistance recipients and people with disabilities.

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

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

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

One of the characteristics of the disadvantaged groups in the labour market is the low level of qualifications, which in combination with the relatively limited opportunities for training make the integration in the labour market an even more intense problem. The implementation of innovative programmes of continuing professional training of medium and long-term duration of the disadvantaged groups, will be combined with periods of placements in enterprises and organisations and in particular in positions which represent opportunities of full-time employment. Priority will be given to the sectors of the social economy (child and elderly care, protection of the environment etc), the Internet and information society. The total budget for this measure amounts to 1.5m euro (41,5% of total budget of CIP).

### **Unemployed**

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



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

In the NAP/incl. 2004, it is also mentioned that through the support and modernisation of the PES, a number of measures will be pursued for re-entry into the labour market of the long-term unemployed. These measures include:

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

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

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

The Upper Secondary General and Vocational Education of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) provides programmes that are not specifically directed towards the unemployed, however all adults can attend. These programmes have been analysed in section 0502 and are the following:

- The Evening Technical School (Esperini Techniki Scholi).

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

### **Inactive Women**

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

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

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

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

The NAP/incl. 2004 contains measures for the promotion of family support structures. Measures for the reconciliation of work and family life are already incorporated in the legislation, policies and programmes of the Social Welfare Services (Ypiresies Koinonikis Merimnas). The Social Welfare Services aim at family support and encouragement of women's participation in the labour market through the promotion of a range of care services for children, older persons and persons with disabilities. Within the scope of the Grants-in-Aid Scheme, the Social Welfare Services provide technical and financial support to non-government organisations for the development and provision of community care services. The community care services include:

- Day care for children of preschool age.

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

### **Public assistance recipients**

One action of the NAP/incl. 2004 includes vocational training programmes for individuals that belong to the vulnerable social group of public assistance recipients as well as the promotion/encouragement to participate in programmes for the acquisition of professional experience. Public assistance recipients who belong to vulnerable groups of the population are entitled to supplementary public assistance even if fully employed (provided they meet eligibility criteria). Vulnerable groups include persons with disabilities, single-parent families, parents with at least four dependent children below eighteen years of age, and persons who, due to extremely serious family circumstances, need financial support in order to prevent the risk of family dissolution.

An amount of £500 (€850) may also be granted to recipients who wish to enroll in vocational training or buy necessary equipment for their occupation.

### **Disabled persons**

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

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

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

The Centre provides training and employment in the following specialisations: leather goods/shoemaking, furniture industry/carpentry, brooms making, knitting and sewing embroidery.

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

### **Prisoners**

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

### **Asylum seekers**

In the Community Initiative Programme "EQUAL" it is aimed to help the integration of asylum seekers. The measure aims at supporting interventions for asylum seekers who temporarily stay in the Reception Centre for Asylum seekers or in other forms of temporary accommodation until the final assessment of their application. In addition, the aim is to enhance their skills in order to be better qualified to access the labour market in Cyprus or to be better equipped for their integration in their home country if their application is rejected.

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

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

The limited number of programmes provided for the unemployed, the inactive women and other groups vulnerable to exclusion in the labour market is the most significant weakness. However, such programmes to facilitate access and return to the labour market for those who have difficulty in being integrated or reintegrated in the labour market are seen

as a priority in various government documents such as the Cyprus National Action Plan for Employment 2004-2006, the National Action Plan for Social Inclusion 2004 and the Community Initiative Programme "EQUAL".

In fact, two new schemes aiming to promote the training and employability of the unemployed and the inactive women have been developed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and will be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

One action of the NAP/incl. 2004 includes vocational training programmes for individuals that belong to the vulnerable social group of public assistance recipients as well as the promotion/encouragement to participate in programmes for the acquisition of professional experience.

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

## **050302 – Providers**

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

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

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

#### **Human Resource Development Authority**

The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus. The HRDA has developed

two new schemes aiming to promote the training and employability of the unemployed and of the inactive women that will be provided by public and private training institutions and private colleges.

#### Ministry of Education and Culture

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

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

#### Ministry of Labour and Social Insurance

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

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

#### Ministry of Justice and Public Order

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

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

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

- Private Colleges: They provide training programmes for the unemployed and the inactive women promoted by the HRDA.

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

### **050303 – Access**

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

#### **Unemployed**

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

A new scheme aiming to promote the training and employability of the unemployed has been developed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and will be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). This scheme concerns the development and utilisation of specific groups of unemployed people with emphasis on women, the young unemployed persons of 15-24 years of age with no qualifications

and on groups that are in danger of social exclusion with regard to their access to the labour market.

### **Inactive women**

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

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

### **Public assistance recipients**

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

An amount of £500 (€850) may also be granted to recipients who wish to enroll in vocational training or buy necessary equipment for their occupation.

### **Disabled persons**

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

### **Asylum seekers**

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

### **050304 – Quality assurance**

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



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

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

### **Human Resource Development Authority**

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

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

These practices have been described analytically in section 050204. If the quality standards are not met at any stage, the programmes are either not approved or not subsidised.

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

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

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

Constant assessment of the progress of learners, in the form of tests carried out by the Schools and final examinations organised centrally by

the MoEC, is instrumental in order for Inspectors to evaluate the outcome of the educators' work. In addition to the above, learners are asked to fill in questionnaires, in order to assess the content of the programmes they attended.

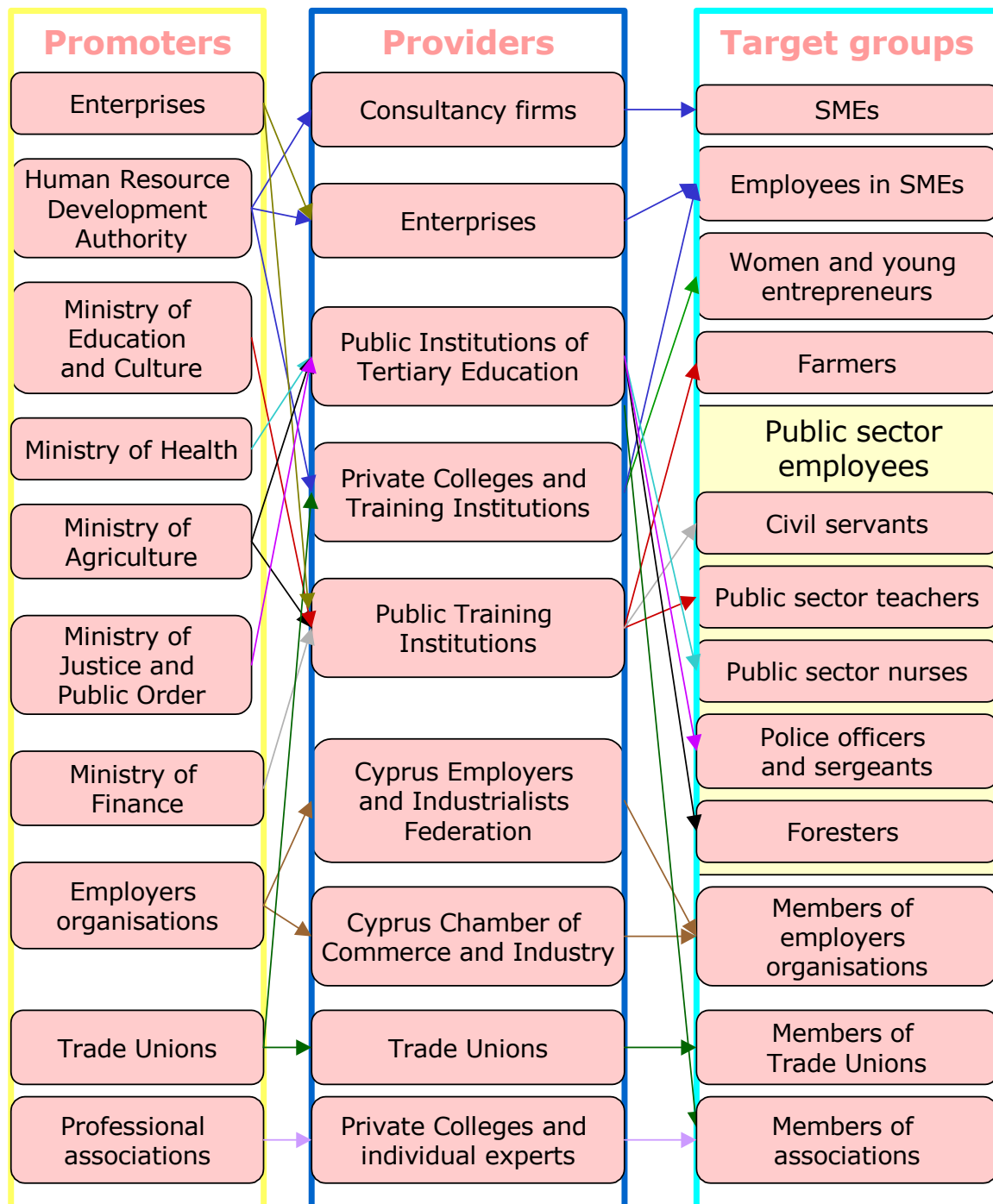
Finally, Inspectors of each branch are responsible for making sure that the infrastructure of Technical Schools (Technikes Scholes, TS) that offer CVET programmes is used in the best possible and most effective way. It is also their responsibility to encourage and guide educators to take the necessary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

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

## 0504 – CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

CVET in Cyprus mainly involves the participation of employees in training activities at the instigation or approval of their employees, utilising the schemes offered by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), described in section 0502. A graphical presentation of this kind of CVET is depicted in Table 1.

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



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

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

### **Measures to support training in SMEs**

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

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

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

#### Farmers

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

#### Civil servants

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

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

- Public sector teachers

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

- Public sector nurses

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

- Police officers and sergeants

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

- Foresters and forestry graduates

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

### **Social partner based schemes to support non-job related training**

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

#### Employers' organisations

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

#### The main trade unions

- The Cyprus Workers Confederation (Synomospondia Ergaton Kyprou, SEK).

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

### The Ministry of Health, MoH (Ypourgeio Ygeias)

The MoH organises seminars to the public on health issues.

### **Statistical data**

The source of the following data regarding participation in adult learning is the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED) conducted by the Statistical Service of Cyprus since 2000. Therefore, the earliest available data are for 2000. However, the Labour Force Survey since 2003 does not distinguish between initial education and training and adult learning. Therefore, the 2003 and 2004 data have been adjusted by applying the proportion of adult learning from the 2002 figures to the 2003 and 2004 figures in order to have an estimate of adult learning for these years.

Furthermore, participation in CVET at the initiative of the enterprises or social partners cannot be separated from total participation in CVET therefore the tables for participation rates and for the distribution of participants by gender and educational attainment are the same as in section 0501.

From Table 1, an upward trend can be observed in the participation in adult learning. It can be seen that the proportion of adult population participating in adult learning is significantly higher in 2004 (8.2%) than 2000 (2.8%). The highest differences are observed in the age groups 25-34 (9.8% in 2004 compared with 4.0% in 2000) and 35-49 (10.2% in 2004 compared with 3.2% in 2000).

As shown in Table 2, the majority of participants in adult learning are women (56.2% in 2004).

The majority of participants in adult learning have high educational attainment. In 2003 and 2004, more than half of the participants in adult learning (53.9% and 52.4% respectively) are university graduates, as shown in Table 3.

Table 4 shows the proportion of employees in CVET by occupation in 2000-2004. It can be seen that the highest percentage of participation in CVET involves the higher-level occupations, such as the professionals

(33.4% in 2004). Table 5 shows the proportion of employees in CVET by sector of economic activity in 2000-2004. The highest proportion of employees participating in CVET is in service sectors such as the Education sector (17.9% in 2004).

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

Age group	2000	2001	2002	2003	2004
15-24	2.3%	2.0%	2.1%	2.2%	2.0%
25-34	4.0%	4.1%	4.1%	9.7%	9.8%
35-49	3.2%	3.2%	3.9%	7.5%	10.2%
50-64	1.1%	1.4%	1.5%	3.2%	4.4%
15-64	2.7%	2.7%	3.0%	3.8%	4.0%
25-64	2.8%	2.9%	3.2%	6.9%	8.2%

Source: Labour Force Survey 2000-2004

Table 2: Distribution of participants in adult learning by gender

Gender	2000	2001	2002	2003	2004
Male	45.8%	45.9%	44.3%	42.6%	43.8%
Female	54.2%	54.1%	55.7%	57.4%	56.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

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

Educational level	2000	2001	2002	2003	2004
Primary	2.7%	4.9%	1.9%	1.2%	1.2%
Lower secondary	3.9%	2.8%	2.2%	1.3%	1.2%
Upper secondary	29.9%	32.3%	25.3%	15.5%	16.1%
Tertiary non-university	17.2%	17.3%	24.9%	28.1%	29.0%
University	46.3%	42.6%	45.8%	53.9%	52.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

Table 4: Proportion of employees in CVET by occupation in 2000-2004

OCCUPATION	2000	2001	2002	2003	2004
Legislators and managers	7.2%	4.3%	5.6%	6.2%	4.3%
Professionals	38.0%	32.1%	37.1%	34.6%	33.4%
Technicians	19.0%	21.4%	20.3%	19.8%	23.6%
Clerks	19.3%	19.4%	17.7%	15.2%	12.9%
Service and sales workers	10.0%	12.1%	7.8%	12.0%	13.6%
Agricultural and fishery workers	0.0%	0.6%	0.6%	0.3%	1.1%
Craft and related trades workers	3.4%	4.5%	5.1%	5.1%	5.1%
Plant and machine operators	0.6%	1.2%	1.1%	1.0%	1.8%
Elementary occupations	1.2%	3.1%	2.6%	3.5%	3.0%
Armed forces	1.3%	1.3%	2.2%	2.5%	1.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004

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

	2000	2001	2002	2003	2004
Agriculture	0.0%	0.0%	1.1%	0.5%	1.7%
Mining and quarrying	0.0%	0.0%	0.0%	0.0%	0.0%
Manufacturing	3.9%	6.4%	3.1%	5.9%	5.6%
Electricity, gas and water	1.4%	0.0%	1.7%	0.7%	1.3%
Construction	3.3%	4.1%	3.8%	4.5%	5.5%
Wholesale and retail trade	12.0%	10.1%	10.4%	11.1%	10.5%
Hotels and restaurants	1.3%	5.4%	5.8%	5.5%	4.7%
Transport and communication	6.1%	8.9%	6.9%	5.6%	6.6%
Financial intermediation	16.7%	20.4%	16.1%	10.9%	10.8%
Real estate and business activities	12.7%	9.0%	9.9%	11.6%	8.5%
Public administration	7.8%	10.4%	10.6%	10.2%	9.9%
Education	18.7%	12.5%	19.2%	15.9%	17.9%
Health and social services	8.8%	5.4%	8.2%	10.6%	8.1%
Other services	6.7%	5.5%	2.1%	6.4%	7.7%
Private households	0.0%	0.6%	0.5%	0.5%	0.7%
Other organisations	0.8%	1.2%	0.4%	0.3%	0.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Labour Force Survey 2000-2004



## **050401 – Measures to guarantee provision in enterprises**

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

### **Human Resource Development Authority measures**

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

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

Employers allow and encourage employees to participate in continuing institutional training activities promoted by the HRDA and provided by public and private training institutions and organisations. These have been described in section 0502. The measures promoted by the HRDA aiming to improve and sustain provision in enterprises are:

- Consultancy Services Scheme

The overall objective of the scheme is to improve productivity and increase the competitiveness of enterprises through the development and better utilisation of their human resources. The scheme is aimed at enterprises, which have identified a need for consultancy services in human resource management.

- Training Infrastructure Support Scheme

This scheme aims to strengthen the training infrastructure of enterprises and training institutions in order to provide training more effectively by the use of modern technologies and thus meet human resources training needs in sectors, occupations and areas of priority. Enterprises and training institutions can receive financial assistance from HRDA to create new or to improve the existing training infrastructure, which may include equipment and audio-visual aids, development of training specifications and training of trainers. Enterprises and training institutions wishing to

benefit from the scheme submit a proposal to HRDA for approval before its implementation. Financial support under this scheme is provided in the form of net subsidies and has a ceiling of 30% for training providers and 45% for enterprises.

- Promotional campaigns

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

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

- Technical advise

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

- Conducting research studies and surveys

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

### **Leave of absence for education and training**

In certain sectors, leave of absence for education and training purposes is stated formally in the collective agreements. Such sectors are the Hotel Industry, Banking Sector, Cabinet making and Carpentry Industry and Private Clinics. This is another measure that guarantees a certain level of education and training.

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

## **050402 - Measures to support training in SMEs**

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

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

The SMEs are defined as enterprises employing less than 250 persons, which have a maximum yearly turnover of £23 million (€40 million) and a yearly balance sheet of maximum £15.5 million (€27 million) and meet the criterion for independence, i.e. they do not belong by a percentage 25% or more of their capital or right of vote to another enterprise or, jointly in more enterprises, which do not respond to the definitions of SMEs (EU definition).

### **Consultancy Services Scheme for SMEs**

Two Consultancy Services Schemes for SMEs are promoted by the HRDA:

#### **Enterprises employing 5-249 persons**

The overall objective of the scheme is to improve productivity and increase the competitiveness of enterprises through the development and better utilisation of their human resources. The scheme is aimed at enterprises, which have identified a need for consultancy services in human resource management. The Scheme is divided in two parts:

- Enterprises employing 5-19 persons

The first part of the Scheme concerns SMEs employing 5-19 persons. Emphasis is placed on the preparation of a report, which includes specific and practical proposals for dealing with the most pressing problems facing the enterprise and, following from that, the solution of these problems through human resource development, with the direct involvement of the Consultant who prepares the report.

During 2004 a total of 117 new applications were submitted by enterprises employing 5-19 persons. As can be seen from Table 1, the economic sectors with the highest numbers of applications were Wholesale and retail trade (30.8%), Manufacturing (19.7%) and Real estate and business (12.8%).

Table 1: Number and distribution of enterprises in the Consultancy Services Scheme for 5-19 persons by sector of economic activity in 2004

Sector of economic activity	No	%
Agriculture	2	1.7%
Mining and quarrying	3	2.6%
Manufacturing	23	19.7%
Electricity, gas and water	0	0.0%
Construction	6	5.1%
Wholesale and retail trade	36	30.8%
Hotels and restaurants	7	6.0%
Transport and communication	4	3.4%
Financial intermediation	4	3.4%
Real estate and business activities	15	12.8%
Public administration	2	1.7%
Education	3	2.6%
Health and social services	6	5.1%
Other services	6	5.1%
Total	117	100.0%

Source: Human Resource Development Authority

- Enterprises employing 20-249 persons

The second part of the Scheme concerns enterprises employing 20 persons or more (up to a maximum of 249 persons), with emphasis on conducting a human resources study and the implementation of practical proposals for the introduction/strengthening of the structures, systems and practices of the enterprise in human resource issues.

During 2004 a total of 45 new applications were submitted by enterprises employing 20-249 persons. As can be seen from Table 2, the economic sectors with the highest numbers of applications were Manufacturing (26.7%), Hotels and restaurants (22.2%) and Wholesale and retail trade (20.0%).

Table 2: Number and distribution of enterprises in the Consultancy Services Scheme for 20-249 persons by size and by sector of economic activity in 2004

Sector of economic activity	Size (persons)			Total	
	20-49	50-99	100-249	No	%
Agriculture	1	0	0	1	2.2%
Mining and quarrying	0	0	0	0	0.0%
Manufacturing	11	1	0	12	26.7%
Electricity, gas and water	0	0	0	0	0.0%
Construction	3	0	2	5	11.1%
Wholesale and retail trade	6	1	2	9	20.0%
Hotels and restaurants	4	4	2	10	22.2%
Transport and communication	1	0	0	1	2.2%
Financial intermediation	2	0	0	2	4.4%
Real estate and business activities	2	0	0	2	4.4%
Public administration	0	0	0	0	0.0%
Education	0	1	0	1	2.2%
Health and social services	0	2	0	2	4.4%
Other services	0	0	0	0	0.0%
Total	30	9	6	45	100.0%

Source: Human Resource Development Authority

Subsidies are provided for the costs of consultancy services. Subsidies on both parts of the Scheme are paid after the approval of the report by the HRDA and the evaluation of the implementation of the proposals contained in the report and agreed on between the HRDA, the enterprise and the Consultant. Expenditure on this scheme during 2004 amounted to the sum of £259 626 (€451 749).

#### Microenterprises employing 1-4 persons

The HRDA, in order to increase further the participation of Microenterprises (MEs) in training activities, is in the process of launching in 2006 a new Consultancy Services Scheme for Microenterprises with 1-4 employees. The Scheme will be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT). Through this Scheme, MEs will

receive substantial assistance in the form of appropriate consultancy services and training by competent consultants.

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

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

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

### **Management and Entrepreneurship Training Programmes for SMEs**

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

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

The specific thematic priorities for 2006 for the training of managers of SEs, under which the training institutions/providers can submit to the HRDA training programmes for approval and subsidisation, are the following:

- Management/Supervision
- Product/Services development
- Sales and Marketing
- Purchases/Stock level
- Financial and monetary matters
- Quality management

- Development of human resources
- Productivity improvement in enterprises
- Technology and information technology in enterprises
- Promotion of research in enterprises
- Environment, safety and hygiene in the workplace
- European union topics
- Business language skills

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

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

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

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

The HRDA is planning to launch the 5<sup>th</sup> BDP in 2006.

### **Programmes for the reinforcement of female and youth entrepreneurship**

The HRDA is preparing specially designed training programmes in co-operation with the Ministry of Commerce, Industry and Tourism, MCIT (Ypourgeio Emporiou, Viomichanias kai Tourismou, YEVT) for the training of new entrepreneurs who will be approved for support under the newly

established programmes for the reinforcement of female and youth entrepreneurship.

The MCIT selects candidates for grants given to start up new businesses, while the HRDA organises training programmes provided by private training institutions with the aim to train the candidates to run their new business effectively. Each programme covers 15 modules the main ones being the Development of Entrepreneurship and the Business Strategy. Case studies and Business Games are included to give an inside of the real business environment and networking through the participation in discussion in classes is achieved. The programme runs for 8 weeks and requires attendance in classes 2-3 days per week. The actual duration of each programme is 114 hours. The first two programmes have started in 2005 and the plan is to repeat these in 2006.

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

### **050403 – Measures to support training for enterprises in specific economic sectors**

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

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

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

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

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



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

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

### **Farmers**

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

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

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

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

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

Apprenticeship schemes are also organised in a range of subjects. For persons under 40 years of age a daily allowance is granted of £10 (€17.4) per day of training.

A series of programmes for vocational education and training of farmers of duration of 150 and 300 hours are being planned to commence around the end of 2005. The 300-hour programmes are being addressed to farmers under 40 years of age.

During 2004, 85 courses of 178 days duration in total were organised at the Agriculture Training Centres, where 1 953 farmers participated.

### **Civil Servants**

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

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

- European Union issues
  - Cyprus civil service
  - Management training and development
- The topics on which Management Development workshops focus are:
- o Leadership
  - o Strategic Management
  - o Management of Change
  - o Planning
  - o Teamwork
  - o Human Resource Management
  - o Empowerment
  - o Time Management
- Management of departmental training
  - Managing the introduction of Information Technology

- Induction programmes for newly recruited personnel in the civil service

To prepare the newly recruited personnel in the civil service environment, these programmes offer basic knowledge and skills in relation to such an environment. More specifically, the induction programmes have the following targets:

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

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

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

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

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

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

Furthermore, the government provides public-sector employees with the opportunity to take paid and in some cases unpaid educational leave for studies, which are relevant to his/her current job. More detail about the two schemes is provided in field 05010503.

### Teachers

The Pedagogical Institute, PI (Pedagogiko Institouto, PI) offers a compulsory pre-service course, the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) to prospective secondary school teachers as well as in-service training of teachers and trainers of both primary and secondary education, which is optional, except for two compulsory programmes that are addressed to Deputy Headmasters and Headmasters in secondary general and technical/vocational schools.

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

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

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

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

### Nurses

The Nursing School of the Ministry of Health is the only institution of tertiary education in Cyprus, which offers studies in Nursing and Midwifery. Apart from the basic programme, the School provides postgraduate studies in Nursing and Midwifery in order to fulfill the needs of the Nursing Services in highly skilled personnel.

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

There are four postgraduate programmes available for nurses: Community Nursing, Intensive Care, Nursing Administration and Mental Health Nursing. The programmes are of 12 months duration and lead to a diploma. The certificate acquired is essential for promotion in the higher level.

The Community Nursing and Intensive Care programmes are addressed to nurses of General Nursing of the public sector. The Nursing Administration and Mental Health Nursing programmes are addressed to nurses that are graduates of the General Nursing basic programme.

### Police officers and sergeants

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

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

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

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

### Foresters and Forestry graduates

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

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

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

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

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

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

Candidates for the Higher Diploma in Forestry should:

- Possess a technical qualification in Forestry or related subjects (i.e. Agriculture, Wildlife Management, Resource Management, etc) at degree, diploma or equivalent level,

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

### Health professionals

All departments of the Ministry of Health have placed a special importance to in-service training, to cover developing gaps as well as new areas in the expanding field of Medicine. Such training targets either individuals or groups, is locally based or abroad, the duration is from days up to years and in some cases leads to higher qualifications. In addition, the Ministry organised courses and seminars on Information Technology, Management, Research and Evaluation.

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

### **Members of Employers' Organisations**

#### Cyprus Employers and Industrialists Federation

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

#### Cyprus Chamber of Commerce and Industry

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

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

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

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

#### **050404 – Social partner based schemes to support non-job related training**

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

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



## **Employers' organisations**

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

## **Trade Unions**

The Trade Unions (Syntechnies) frequently organise seminars for their members so that they are kept informed on recent developments in the area of their particular work, as well as efficient use of technology, particularly ICT. The great majority of the seminars organised by the Trade Unions are subsidised by the HRDA. During 2004, the HRDA subsidised the attendance of 2 167 trade union officials and members in 77 training programmes and seminars organised by Trade Unions.

### Cyprus Workers Confederation

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

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

### Pancyprian Federation of Labour

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

means of communication, negotiations, and issues concerning the accession of Cyprus to the European Union as well as issues on the European integration and globalisation and gender equality.

#### Democratic Labour Federation of Cyprus

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

#### Cyprus Union of Bank Employees

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

#### **Ministry of Health seminars on health matters**

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

## **0505 – CVET AT THE INITIATIVE OF THE INDIVIDUAL**

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

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

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

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

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

The participation rates in non-formal education, as can be seen in Table 1, are higher for women and for the age group 15-19 (68.9%).

Furthermore, as it is shown in Table 2, the participation rates in non-formal education are higher for people with tertiary and doctoral education (43.3%).

The participation rates in informal learning activities, as shown in Table 3, are higher in the age groups 20-29 (37.4%) and 30-39 (36.6%), while the use of printed materials (19.4%) and computer based online learning (13.6%) are the most common methods used.

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

<b>Age group</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
15-19	66.1%	71.3%	68.9%
20-29	20.1%	29.7%	25.1%
30-39	27.6%	26.3%	26.9%
40-49	19.7%	22.9%	21.3%
50-59	14.1%	13.3%	13.7%
60+	2.9%	1.2%	2.9%
25-64	20.1%	21.3%	20.7%
Total	20.5%	22.5%	21.6%

Source: Lifelong Learning in Cyprus, 2003

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

<b>Educational attainment</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Less than upper secondary	12.9%	12.7%	12.8%
Upper secondary and post-secondary not-tertiary	17.0%	19.6%	18.3%
Tertiary and doctoral	38.3%	48.4%	43.3%
Total	20.5%	22.5%	21.6%

Source: Lifelong Learning in Cyprus, 2003

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

<b>Age group</b>	<b>Use of at least one method</b>	<b>Printed materials</b>	<b>Computer based online learning</b>	<b>Educational broadcasting or offline computer</b>	<b>Visiting facilities</b>
15-19	23.1%	7.7%	16.9%	12.0%	3.6%
20-29	37.4%	25.6%	25.0%	17.7%	7.5%
30-39	36.6%	28.6%	19.3%	16.5%	6.3%
40-49	28.9%	22.6%	13.9%	11.1%	5.8%
50-59	23.2%	19.9%	7.9%	9.1%	4.8%
60-64	13.4%	11.4%	3.0%	3.5%	2.2%
65+	6.7%	5.6%	1.1%	1.5%	1.4%
25-64	30.3%	23.8%	15.0%	12.7%	5.7%
Total	26.2%	19.4%	13.6%	11.1%	5.0%

Source: Lifelong Learning in Cyprus, 2003

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## **WEB SITES**

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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)  
ETF [www.etf.eu.int](http://www.etf.eu.int)  
Eurydice - CEDEFOP, [www.eurydice.org](http://www.eurydice.org)  
Forestry College of Cyprus – Ministry of Agriculture, Natural Resources and Environment [www.moa.gov.cy/fc](http://www.moa.gov.cy/fc)  
Higher Hotel Institute – Ministry of Labour and Social Insurance, [www.mlsi.gov.cy/mlsi/hhic](http://www.mlsi.gov.cy/mlsi/hhic)  
Higher Technical Institute, [www.hti.ac.cy](http://www.hti.ac.cy)  
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)  
National Resource Centre for Guidance Cyprus, [www.mlsi.gov.cy/dl/nrcg](http://www.mlsi.gov.cy/dl/nrcg)  
Nursing School, [www.moh.gov.cy](http://www.moh.gov.cy)  
Pancyprian Federation of Labour, [www.peo.org.cy](http://www.peo.org.cy)  
Planning Bureau, [www.planning.gov.cy](http://www.planning.gov.cy)  
Police Academy – Ministry of Justice and Public Order, [www.police.gov.cy](http://www.police.gov.cy)  
Statistical Service of Cyprus, [www.mof.gov.cy/mof/cystat](http://www.mof.gov.cy/mof/cystat)



## ANNEX 1: ACRONYMS AND ABBREVIATIONS

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



<b>NAME</b>	<b>ACRONYMS</b>	<b>EN TRANSLATION</b>	<b>EN ACRONYM</b>	<b>COUNTRY</b>
Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis		Afternoon and Evening Institutes of the Technical Education		Cyprus
Eniaio Eggrafo Programmatismou gia to Stochos 3 (Anthropino Dynamiko)	EEP	Single Programming Document for Objective 3 – Human Resources	SPD	Cyprus
Eniaio Lykeio	EL	Unified Lyceum		Cyprus
Enosi Trapezikon Ypallilon Kyprou	ETVK	Cyprus Union of Bank Employees		Cyprus
Epaggelmatikes Scholes Dia Viou Ekpaidefsis	ESDE	Vocational Schools of Lifelong Learning		Cyprus
Epangelmatiki Ekpaidefsi kai Katartisi		Vocational Education and Training	VET	Cyprus
Epimorfotika Kentra		Adult Education Centres		Cyprus
Epitropi Dimosias Ypiresias	EDY	Public Service Committee		Cyprus
Epitropi Ekpaideftikis Ypiresias	EEY	Education Service Commission		Cyprus
Erevna Ergatikou Dynamikou	EED	Labour Force Survey	LFS	
Ergodotikes Organoseis		Employers Organisations		Cyprus
Esperini Techniki Scholi		Evening Technical School		Cyprus
Ethniko Schedio Drasis gia tin Apascholisi	ESDA	National Action Plan for Employment	NAP	Cyprus
Ethniko Schedio Drasis gia tin Koinoniki Ensomatosi	ESDEN	National Action Plan for Social Inclusion	NAP/incl.	Cyprus

<b>NAME</b>	<b>ACRONYMS</b>	<b>EN TRANSLATION</b>	<b>EN ACRONYM</b>	<b>COUNTRY</b>
Evropaiko Koinoniko Tamio	EKT	European Social Fund	ESF	
Grafeio Programmatismou	GP	Planning Bureau	PB	Cyprus
Gymnasio		Gymnasium		Cyprus
Kentra Georgikis Ekpaidefsis	KEGE	Agriculture Vocational Training Centres		Cyprus
Kentro Epaggelmatikis Apokatastasis Anapiron	KEAA	Centre for the Vocational Rehabilitation of the Disabled		Cyprus
Kentro Paragogikotitas	KEPA	Cyprus Productivity Centre	CPC	Cyprus
Kratika Institouta Epimorfosis	KIE	State Institutes of Further Education		Cyprus
Kypriaki Akadimia Dimosias Dioikisis	KADD	Cyprus Academy of Public Administration	CAPA	Cyprus
Kypriako Emporiko kai Viomichaniko Epimelitirio	KEVE	Cyprus Chamber of Commerce and Industry	CCCI	Cyprus
Lykeio		Lyceum		Cyprus
Mesi Techniki kai Epaggelmatiki Ekpaidefsi	MTEE	Secondary Technical and Vocational Education	STVE	Cyprus
Mesogeiaiko Institouto Diefthinsis	MID	Mediterranean Institute of Management	MIM	Cyprus
Mikromesaies Epichiriseis	MME	Small and Medium Enterprises	SMEs	
Nosileftiki Scholi		School of Nursing		Cyprus
Omospondia Ergodoton kai Viomichanon Kyprou	OEB	Cyprus Employers and Industrialists Federation	CEIF	Cyprus

<b>NAME</b>	<b>ACRONYMS</b>	<b>EN TRANSLATION</b>	<b>EN ACRONYM</b>	<b>COUNTRY</b>
Paidagogiko Institouto	PI	Pedagogical Institute	PI	Cyprus
Panepistimio Kyprou	PK	University of Cyprus	UCY	Cyprus
Pankypria Ergatiki Omospondia	PEO	Pancyprian Federation of Labour		Cyprus
Programma Proypiresiakis katartisis		Pre-service Training Programme	PTP	Cyprus
Stratigiko Schedio Anaptyksis	SSA	Strategic Development Plan	SDP	Cyprus
Synomospondia Ergaton Kyprou	SEK	Cyprus Workers Confederation		Cyprus
Syntechnies		Trade Unions		
Systima Mathiteias	SM	Apprenticeship System		Cyprus
Technikes Scholes	TS	Technical Schools		Cyprus
Techniki kai Epangelmatiki Ekpaidefsi	TEE	Technical and Vocational Education	TVE	Cyprus
Technologiko Panepistimio Kyprou	TEPAK	Technological University of Cyprus		Cyprus
Tmima Georgias		Department of Agriculture		Cyprus
Ypiresia Dimosias Dioikisis kai Prosopikou		Public Administration and Personnel Service	PAPs	Cyprus
Ypiresies Koinonikis Merimnas		Social Welfare Services		Cyprus
Ypourgeio Dikaiosynis kai Dimosias Taxis	YDDT	Ministry of Justice and Public Order	MJPO	Cyprus
Ypourgeio Emporiou, Viomichanias kai Tourismou	YEVT	Ministry of Commerce, Industry and Tourism	MCIT	Cyprus

<b>NAME</b>	<b>ACRONYMS</b>	<b>EN TRANSLATION</b>	<b>EN ACRONYM</b>	<b>COUNTRY</b>
Ypourgeio Ergasias kai Koinonikon Asfaliseon	YEKA	Ministry of Labour and Social Insurance	MLSI	Cyprus
Ypourgeio Esoterikon		Ministry of Interior		Cyprus
Ypourgeio Georgias, Fysikon Poron kai Perivallontos	YGFPP	Ministry of Agriculture, Natural Resources and Environment	MoA	Cyprus
Ypourgeio Oikonomikon	YO	Ministry of Finance	MoF	Cyprus
Ypourgeio Paideias kai Politismou	YPP	Ministry of Education and Culture	MoEC	Cyprus
Ypourgeio Ygeias		Ministry of Health	MoH	Cyprus
Ypourgiko Symvoulío		Council of Ministers		Cyprus
Ypourgos Ergasias kai Koinonikon Asfaliseon		Minister of Labour and Social Insurance		Cyprus
Ypourgos Oikonomikon		Minister of Finance		Cyprus
Ypourgos Paideias kai Politismou		Minister of Education and Culture		Cyprus



## **ANNEX 2: 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 ([athena.pi.ac.cy/pedagogical/index.html](http://athena.pi.ac.cy/pedagogical/index.html))

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

### **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. Cyprus Institute of Technology ([www.technology.org.cy](http://www.technology.org.cy))

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

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

5.1. Leonardo Da Vinci National Agency ([www.kepa.gov.cy/leonardo](http://www.kepa.gov.cy/leonardo))

5.2. Socrates National Coordination Unit ([www.moec.gov.cy](http://www.moec.gov.cy))

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



**The Vocational Education and  
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**CONTINUING VOCATIONAL  
EDUCATION AND TRAINING**

**DECEMBER 2005**