

# The 2021-27 CY Lifelong learning strategy

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 CYPRUS

## Timeline



ID number 35466

## Background

Cyprus still faces challenges regarding the participation of adults in lifelong learning, which remains below the EU average. Specifically in 2021, 9.7% of adults aged 25-64 have had a recent learning experience during the last 4 weeks, compared to the EU average of 10.8% (in 2020).

## Objectives

The lifelong learning strategy the years 2021-27 aims to:

- (a) assist national agencies and other bodies in Cyprus reaching the EU targets in relevant fields;
- (b) improve efforts to upskill and reskill low-qualified and low-skilled adults and address the high percentage of unemployment among young people;
- (c) have a beneficial effect on other groups such as early leavers, NEETs and migrants/refugees. The implementation of a variety of learning opportunities is anticipated to enrich knowledge, skills and competences for personal development and economic well-being of the specified target groups.

## Description

The development, implementation, monitoring and evaluation of the lifelong learning strategy 2021-27 is under the authority of the Ministry of Education, Sport and Youth, and is internally coordinated by the European and International Affairs, Lifelong Learning and Adult Education Office.

The monitoring of policies and actions included in the lifelong learning strategy are mandated to the national and the technical lifelong learning committees. Representatives from various stakeholders, including the Directorate General Growth, the the Ministry of Labour and Social Insurance, the Human Resource Development Authority of Cyprus (HRDA), and social partners, will participate in the two committees.

In 2019, following a decision by the Council of Ministers (no.86.672, dated 23 January 2019) the development, implementation, monitoring and evaluation of the lifelong learning strategy for 2021-27 was transferred from the Directorate General for European programmes, coordination and development to the education ministry.

## 2020 Design

On July 2020, a kick-off meeting of the national and technical committees, with agenda topics the priorities and the goals of the strategy, took place.

The work carried out by the education ministry was facilitated by experts from the European Association for the Education of Adults (EAEA), following a successful application submitted by the education ministry to the Directorate-General for Structural Reform Support (DG REFORM) of the European Commission.

A number of online study visits took place, during which examples of good practices on successful lifelong learning and adult education strategies from other EU Member States were presented. Many good practices and examples were identified, for the preparation of the lifelong learning strategy 2021-27: examples included issues of financing and budgeting, synergies and collaboration among stakeholders, incentives for adults to participate, outreach measures and guidance mechanisms and establishments to promote lifelong learning. Consultation with relevant stakeholders was also planned for the next phases of the process, such as the first draft of the lifelong learning strategy 2021-27.

Desk research, including European best practices and stakeholder interviews, was carried out from October 2020 to February 2021, for the status quo of lifelong learning provision in Cyprus. The findings were presented to stakeholders in an online workshop in February 2021. The workshop allowed consultation with stakeholders on the challenges to be addressed by the lifelong learning strategy 2021-27; it fostered cooperation between them, led to an agreement on the key performance indicators (KPIs) and provided feedback for the next steps.

## 2021 Design

The first draft of the Cyprus lifelong learning strategy (CyLLLS) 2021-27 was developed. The six strategic elements of the CyLLLS 2021-27 were:

- (a) digital transformation;
- (b) green transition and sustainability;
- (c) inclusion and equality;
- (d) validation of non-formal and informal learning;
- (e) health and wellbeing;
- (f) lifelong learning culture.

To accomplish the vision of the CyLLLS, four strategic priorities were set as key objectives. These objectives were necessary for providing the long-term strategic framework of lifelong learning towards the development of a knowledge-based and inclusive society, and for guiding future actions to:

- (a) establish the governance, monitoring, and evaluation framework;
- (b) decrease youth unemployment and upskill/reskill young people and the workforce;
- (c) increase the participation of adults in lifelong learning;
- (d) enhance the professional practice of adult educators and trainers.

Key performance indicators (KPIs) were set. These indicators provided the required benchmark for measuring the accomplishment of the objectives set, including the time frame for their attainment and for meeting the target set for 2027.

The strategy was accompanied by a draft action plan, which supported the national and technical committees.

## 2022 Approved/Agreed

The CyLLLS was approved by the National Committee on the 14 of July 2022 and a proposal on the adoption of the CyLLLS was submitted to the Council of Ministers, which was approved on the 30 of September 2022 (no.93.682).

## 2023 Implementation

Actions aligned with the goals of the CyLLLS were documented for the years 2022 and 2023 to monitor its progress.

## 2024 Implementation

Actions aligned with the goals of the CyLLLS were documented for the years 2022, 2023 and 2024 to monitor its progress. The first progress report on monitoring the Cyprus, covering the years 2022, 2023 and 2024 is expected to provide initial findings in 2025, including results on the achievement of the key performance indicators (KPIs) set.

## 2025 Implementation

In 2025, the Cyprus Lifelong Learning Strategy 2021–2027 (CyLLLS) undertook substantial implementation of measures, focusing on digital and STEM education, social inclusion, and workforce development.

Initial findings from the monitoring report for 2022–2024, referenced in the Annual Progress Report 2025, highlighted gaps in digital skills and disparities in access to education. In response, policy efforts were strengthened, with targeted measures promoting digital and STEM education, social inclusion, and workforce skills development, as reflected in the National Digital Transformation Strategy, the Digital Skills National Action Plan.

## Bodies responsible

- Ministry of Education, Sport and Youth (MESY)
- Ministry of Education, Culture, Sport and Youth (MoECSY) (until 2022)
- Ministry of Education and Culture (MoEC) (until 2019)

## Target group

### Learners

Young people not in employment, education or training (NEETs)

Learners at risk of early leaving or/and early leavers

Adult learners

Unemployed and jobseekers

Low-skilled/qualified persons

Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

## Thematic categories

### Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

### Supporting lifelong learning culture and increasing participation

Providing for individuals' re- and upskilling needs

Lifelong guidance

Ensuring equal opportunities and inclusiveness in education and training

## European priorities in VET

### VET Recommendation

Flexibility and progression opportunities at the core of VET

### Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

## Subsystem

IVET CVET

## Further reading

[Cyprus Lifelong Learning Strategy 2021-2027](#)

### “ ... ” Cite as

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