

Cyprus

Overview of the Vocational Education and Training System

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Title: Cyprus: overview of the Vocational Education and Training System in 2005

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Abstract:

This is an overview of the VET system in Cyprus. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2005. Later editions can be viewed at http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Cyprus

THEMATIC OVERVIEWS



01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Cyprus won its independence from Great Britain and became an independent sovereign Republic in 1960 with a presidential system of government. On the basis of the London and Zurich agreements a constitution was drafted, which institutionalised communal dualism between the Greek and Turkish communities on the island in all spheres of government activity. In 1974 a Turkish invasion of the island led to the occupation, until today, of 37% of the island's territory and the displacement of 200 000 Greek Cypriots.

Under the 1960 Constitution, executive power is vested in the President of the Republic. The president exercises executive power through a Council of Ministers appointed by him. The House of Representatives (Vouli ton Antiprosopon) exercises legislative authority. Cyprus is divided into six administrative districts: Nicosia (capital), Limassol, Paphos, Larnaca, Famagusta and Kyrenia. Each district is headed by a district officer, who is essentially the local representative of the central government and acts as the chief-coordinator of the activities of all ministries in the district. District officers report and are answerable to the Ministry of Interior (Ypourgeoio Esoterikon).

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

Overall responsibility for the development of educational policy and its implementation, the administration of public and private education and the enforcement of education laws, rests with the Ministry of Education and Culture (Ypourgeoio Paideias kai Politismou). Other ministries also play a role in the provision of education and training. The Ministry of Labour and Social Insurance (Ypourgeoio Ergasias kai Koinonikon Asfaliseon) prepares the Cyprus National Action Plan for Employment and has set up professionally oriented education and training institutions. Moreover, a small number of vocational and post-secondary institutions come under jurisdiction of ministries such as the Ministry of Health (Ypourgeoio Ygeias), the Ministry of Agriculture, Natural Resources and Environment (Ypourgeoio Georgias, Fysikon Poron kai Perivallontos), the Ministry of Commerce, Industry and Tourism (Ypourgeoio Emporiou, Viomichanias kai Tourismou), the Ministry of Finance (Ypourgeoio Oikonomikon) and the Ministry of Justice and Public Order (Ypourgeoio Dikaiosynis kai Dimosias Taxis).

Finally, the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou) plays an important role in vocational training. The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus.

The Cyprus economy is a small, open, and flexible economy. At the same time, it is characterised by conditions of near full employment with high employment participation rate, low unemployment rate and an annual economic growth during 1999-2003 of 3.5% in real terms. Human resources are characterised by a high level of educational attainment. During the last decade, the labour market has been confronted with labour shortages and bottlenecks. The ageing of the population is expected to gradually aggravate the problem. This has led to the need for employment of foreign workers. During the three-year period 2000-2003 foreign workers increased by 17.9% annually. Thus there is significant potential for attracting inactive women into the labour market, though the possibilities are somewhat limited for middle-aged and older women.

0102 - POPULATION AND DEMOGRAPHICS

Cyprus is an island located in the Eastern Mediterranean sea. It covers a total area of 9 250 square kilometers. The population of the government-controlled area is 730 400 (end of 2003) and has risen by around 200 000 in the last 20 years (512 300 in 1980). The Turkish-Cypriot population is estimated to be 87 800 (end of 2003).

During the last decade, the labour market has been functioning with labour shortages and bottlenecks. Furthermore the ageing of the population is expected to gradually aggravate this problem given that the population over 60 years of age is estimated to reach 25.8% in 2027 in comparison to 15.0% in 2003. In an effort to tackle pressing demand for labour, a policy for the employment on a temporary basis of foreigners was implemented during the last decade in the specific occupations or economic activities with labour shortages. A new strategy is to be formulated soon taking into consideration the new realities as a result of EU accession.

In the light of the development dynamics of the economy in conditions of full employment, but also in view of the population ageing trends, the need to increase participation in the labour market, especially of target groups that are lagging behind such as women and older workers, becomes a central challenge for Cyprus. Moreover, further promotion and improvement of continuing training activities is expected to contribute to the adaptation and improvement of the knowledge and skills of the labour force.

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

AGE GROUP	1995	2000	2003	2027 (*)
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0-24	39.3%	38.1%	35.7%	24.3%
25-59	45.7%	46.5%	47.8%	49.9%
60+	15.0%	15.4%	16.4%	25.8%
TOTAL	656.3	697.5	730.4	845.5

(*)
Source: Statistical Service of Cyprus

Projections

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Cyprus has experienced strong economic growth ever since independence in 1960. The average GDP growth rate between 1995 and 1999 was 4.0% compared with an EU average of 2.4% and in 2003 it was 2.3%. The importance of the tertiary sector has grown while the secondary and the primary sectors have declined. This trend is expected to continue in the future and according to projections by the Planning Bureau (Grafelio Programmatismou), the tertiary sector will contribute 79.4% of GDP by 2015, compared to 75.6% in 2003. Employment in the tertiary sector is expected to reach 73.9% by 2015, compared to 70.9% in 2003.

Table 1: Gross Domestic Product by sector

SECTOR	1995	2000	2003 (*)
PRIMARY	5.6%	4.6%	4.8%
SECONDARY	23.7%	20.3%	19.6%
TERTIARY	70.7%	75.1%	75.6%
TOTAL	100.0%	100.0%	100.0%

(*) Preliminary

Primary sector: Agriculture, hunting and forestry, Fishing, Mining and quarrying.

Secondary sector: Manufacturing, Electricity, gas and water supply, Construction

Tertiary sector: Wholesale and retail trade, Hotels and restaurants, Transport, storage and communication, Financial intermediation, Real estate, renting and business activities, Public administration and defense, Health and social work, Other community, social and personal service activities, Private households with employed persons, Extra-territorial organisations and bodies.

Source: Statistical Service of Cyprus

Table 2: Employment by sector

SECTOR	1995	2000	2003
PRIMARY	10.7%	8.5%	7.9%

SECONDARY	25.7%	21.4%	21.2%
TERIARY	63.6%	70.1%	70.9%
TOTAL	100.0%	100.0%	100.0%

Primary sector: Agriculture, hunting and forestry, Fishing, Mining and quarrying.

Secondary sector: Manufacturing, Electricity, gas and water supply, Construction

Tertiary sector: Wholesale and retail trade, Hotels and restaurants, Transport, storage and communication, Financial intermediation, Real estate, renting and business activities, Public administration and defense, Health and social work, Other community, social and personal service activities, Private households with employed persons, Extra-territorial organisations and bodies.

Source: Statistical Service of Cyprus

The employment rate has shown a stable increase during the period 2000-2003. The total employment rate of 69.2% in 2003 compares favourably with the EU-15 average of 64.4%. The employment rate increased in the case of women while in the case of men it has remained rather stable.

Table 3: Employment rates

SEX	2000	2001	2002	2003
MEN	78.6%	79.4%	78.8%	78.8%
WOMEN	53.0%	57.1%	59.0%	60.2%
TOTAL	65.4%	67.9%	68.5%	69.2%

Source: Labour Force Survey, Statistical Service of Cyprus

The unemployment rate in Cyprus compares favourably with the EU-15 average (4.1% compared to 8.1% in 2003). However, the EU-benchmark is 2.8% (the 3 lowest average) and the government's strategic goal is 3.5% by 2006. The unemployment rate is higher for women compared to men. The unemployment rate for the young people under 25 was bigger and it reached 8.9% in 2003, compared with the EU-15 average of 15.9%.

Table 4: Unemployment rates for the population 15-64 years

SEX	2000	2001	2002	2003
TOTAL	5.0%	4.0%	3.3%	4.1%
MEN	3.2%	2.7%	2.6%	3.8%
WOMEN	7.3%	5.7%	4.2%	4.6%
<25	10.2%	8.4%	7.9%	8.9%

Source: Labour Force Survey, Statistical Service of Cyprus

The public expenditure on education has increased from 3.9% of the GDP in 1990 to 6.7% in 2003.

Table 5: Expenditure on education

	2002 C€MN	2002 (1) €MN	2003 (2) C€MN	2003 (1) €MN
PUBLIC EXPENDITURE ON EDUCATION	423.1	736.3	449.0	781.3
PRIVATE EXPENDITURE ON EDUCATION	160.9	279.9	167.5	291.4
GDP	6 163.3	10 722.4	6 700.8	11 659.4
PUBLIC EXPENDITURE ON EDUCATION (% OF BUDGET)	16.4%		14.5%	
PUBLIC EXPENDITURE ON EDUCATION (% ON GDP)	6.9%		6.7%	
TOTAL EXPENDITURE ON EDUCATION (% ON GDP)	9.5%		9.2%	

(1) Exchange

Rate

used:

C£1=€1.74

(2)

Provisional

Source: Statistical Service of Cyprus

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Human resources are characterised by a high level of educational attainment. There is one state university in Cyprus operating since 1992, while two other universities have been established but have not started operation yet. There are also other public and private tertiary education colleges/institutions. The percentage of people aged 25-64 with tertiary education was 30% in 2003, while the corresponding EU-25 average amounted to only 20%.

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

Table 1: Educational Attainment for persons aged 25-64 in 2003

	EU 25 (*)	CYPRUS
ISCED 0-2	32%	35%
ISCED 3-4	46%	35%
ISCED 5-6	20%	30%
TOTAL	98%	100%

ISCED 0-2: Pre-primary, primary and lower secondary education
 ISCED 3-4: Upper secondary and post-secondary non-tertiary education
 ISCED 5-6: Tertiary education

(*) EU Data for 2002, difference in total=no answer
 Source: Eurostat, Labour Force Survey, Statistical Service of Cyprus

The percentage of early school leavers has fluctuated around 14-15% in the last few years. It has to be mentioned that in 2003 there was a break in series. In particular, in 2003, the Apprenticeship Scheme (Systema Mathiteias) was classified as ISCED 2 instead of ISCED 3, so in 2003 persons entering the Apprenticeship Scheme were classified as early school leavers. In addition to this, the Labour Force Survey of 2003 included a special module on lifelong learning, which gave more detailed data on education and training of the population.

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

	1999	2000	2001	2002	2003 (*)
EARLY SCHOOL LEAVERS	15.0%	15.1%	14.8%	14.0%	15.1%

(*) Break in series
 Source: Labour Force Survey, Statistical Service of Cyprus

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

As far as the provision of care facilities is concerned, the setting up of an institutional framework for the provision of childcare and all-day schooling, is in progress, as a policy response to reconciling work and family life and promoting the access of women to the labour market.

Together with the strengthening and modernisation of the Public Employment Services, new skill upgrading schemes are being developed covering a large spectrum of initial and continuing training needs to help targeted groups such as the unemployed, new entrants, inactive women, ageing job-seekers and vulnerable social groups.

However, there is limited progress towards the establishment of a comprehensive national framework for life-long learning with improved links between initial and continuing education and training, particularly at the workplace. In this context, the development of a competency based structure of standards of vocational qualifications, as part of a coherent life-long learning system remains one of the strategic challenges.

HUMAN RESOURCE DEVELOPMENT AUTHORITY - STRATEGIC OBJECTIVES

The HRDA's mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus. 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 the human resources, with emphasis on new entrants, the unemployed and the economically inactive women.
- 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.

The estimated total expenditure in the period 2004-2006 for the purpose of human resource development amounts to £24 010 000 (€41 777 400). This means an increase by 82% in comparison to the expenditure during the period 2001-2003.

During 2004, 34 737 persons participated in training programmes subsidised by the HRDA, compared with 34 389 persons for 2003 (1% increase) at a cost of £5 264 677, compared with £4 783 661 in 2003 (10% increase).

The HRDA has set four high priority issues:

- Facilitation of the entrance and integration/re-integration in the labour market of the human resources, with emphasis on new entrants, the unemployed and the economically inactive women. The three new schemes to be co-financed by the European Social Fund and the HRDA, which involve the promotion of training and employability of the unemployed, of new young secondary school-leavers, and the economically inactive women are expected to begin by the end of 2005.
- Adjustment of the training system to the needs of the labour market with the improvement of the quality and effectiveness of the training provided. In particular, the HRDA will promote the review and gradual introduction of the assessment and certification of training providers as well as the utilisation of the possibilities afforded by the information and communication technologies.
- Promotion of the gradual establishment and operation of a System of Vocational Qualifications
- Intensification of the effort for a substantial increase of the effectiveness of HRDA's services, mainly through the conducting of a scrutiny exercise of the organisation's operation methods, the implementation of an Information Technology Strategy and the continuing and focused training and development of its staff.

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - ADMINISTRATIVE FRAMEWORK

The dominant actors responsible for governing VET and implementing policy are the Planning Bureau (Grafoio Programmatismou), the Ministry of Education and Culture, MoEC, (Ypourgeio Paideias kai Politismou), the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon) and other ministries as well as the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou).

The Planning Bureau, a coordinating and policy-making body, is responsible for the overall planning for education. The Planning Bureau prepares, on the basis of proposals by Ministers, a development plan and a development budget, which once accepted by the Minister of Finance (Ypourgos Oikonomikon), is submitted for approval to the Council of Ministers (Ypourgiko Symvoulío) and the House of Representatives (Vouli ton Antiprosopon). All proposals for education reforms have to be endorsed by the Planning Bureau if they are to be considered for approval.

The MoEC has the overall responsibility for the enforcement of education laws, the implementation of education policy and the administration of education. It manages and operates public education institutions for the pre-primary, primary and secondary levels including both general and technical/vocational education. The MoEC is advised on its policies by the Education Council, a widely representative body consisting of representatives of the Planning Bureau, the Director-General of the MLSI, representatives of the church, the Parliamentary Committee of Education, parents associations, teachers associations and seven persons well known for their keen interest in educational affairs.

The following basic structures at the MoEC have responsibility on educational matters: the Directorate of Primary Education, the Directorate of General Secondary Education, the Directorate of Technical and Vocational Secondary Education, the Directorate of Further and Higher Education, the Cyprus Research Centre, the Pedagogical Institute and the Educational Psychology Service.

Moreover, there is a private sector for education at primary, secondary and tertiary levels. All private sector institutions, which offer school leaving or other certificates or diplomas are registered and approved by the MoEC. The authority of the MoEC is exercised through the various relevant decisions taken by the Council of Ministers and acts passed by the House of Representatives.

There are other ministries or departments, which are active in the provision of education and training. The MLSI, as part of its responsibility to cater for labour and human resource development matters, has taken initiatives to set up professionally oriented education and training institutions.

A small number of vocational and post-secondary institutions come under several ministries such as the Ministry of Health (Ypourgeio Ygeias), the Ministry of Agriculture, Natural Resources and Environment (Ypourgeio Georgias, Fysikon Poron kai Perivallontos), the Ministry of Commerce, Industry and Tourism (Ypourgeio Emporiou, Viomichanias kai Tourismou), the Ministry of Finance (Ypourgeio Oikonomikon) and the Ministry of Justice and Public Order (Ypourgeio Dikaiosisynis kai Dimosias Taxis).

Furthermore, the HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources. The Authority refers to the government through the Minister of Labour and Social Insurance who is, by law, the competent Minister.

Table 1: Administrative bodies and their responsibilities

ACTOR	RESPONSIBILITIES
Planning Bureau	Coordinating, policy-making body
Ministry of Education and Culture	Overall responsibility for education
Ministry of Labour and Social Insurance	Labour and human resource development matters
Human Resource Development Authority	Planned and systematic training and development of the human resources

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

Based on the Constitution established in 1960, the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou), created in 1964, is responsible for managing the various levels of public education. Other ministries are active in the provision of education and training. All such activities are legitimised by decisions of the Council of Ministers (Ypourgiko Symvoulio), or by subsequent Acts passed by the House of Representatives (Vouli ton Antiprosopon).

There is also a private sector in education covering primary, secondary and tertiary levels. There are two basic sets of laws, which empower and control private education institutions. One is the Law (No 67 (I)/96) for the Establishment, Control and Operation of Institutions of Tertiary Education. The other is a set of laws (No s 5/71, 56/83, 123/85 and 154 (I)/99), which cover the pre-primary, primary, secondary general and secondary technical/vocational institutions, including coaching classes.

The University of Cyprus (Panepistimio Kyprou) was established on the basis of Law No 144/89, and has been operating since 1992. It is an independently managed public institution, which receives substantial financial assistance from government funds.

Two more state universities have recently been established, but none has started to operate yet. One is the public Technological University (Technologiko Panepistimio) which is connected with and possibly in the future will absorb existing institutions, namely: the Higher Technical Institute (Anotero Technologiko Institutouto), Higher Hotel Institute of Cyprus (Anotero Xenodocheiako Institutouto Kyprou), School for Nursing (Nosilevtiki Scholi) and Forestry College (Dasiko Kollegio). The other is an Open University (Anoichto Panepistimio) intended to widen access to tertiary education.

It is expected that private universities will be established through regulations under the existing law No 67 (I)/96 or through a new law. In the meantime, the diploma and bachelor's degree-level programmes of a number of private colleges have been accredited and recognised as university degree equivalent by the Council for Educational Assessment and Accreditation (Kypriako Symvoulio Anagnorisis Titlon Spoudon - SEKAP). The latter is an accreditation body under the MoEC whose powers derive from the relevant basic legislation (No 67 (I)/96), referred above.

As far as the vocational education and training system is concerned, two acts have an important impact. One is the Apprenticeship Law of 1966 (No 13/66). This assigns the administrative responsibility for the apprenticeship system (systima mathiteias) to the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon).

The other is the Human Resource Development Law of 1999 (No 125 (I)/99), which replaced the Law of 1974 for the Industrial Training Authority, which was renamed to Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou). 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 Authority's powers were broadened under this law and more precise responsibilities were assigned in respect of standards for vocational qualifications, vocational guidance, and cross-border activities.

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).

To expand the provision of continuing vocational education and lifelong learning, the MoEC is currently in the process of preparing legislation in cooperation with the MLSI and the HRDA, which will govern the establishment and operation of schools for continuing technical and vocational education.

0303 - ROLE OF SOCIAL PARTNERS

In Cyprus there has been a long-standing tradition of tripartite consultation (government, trade unions and employers associations) and social dialogue. This is reflected in the active participation of social partners in the various bodies and committees.

The social partners also participate in an advisory and consultative capacity in the development planning process, including the preparation of the Strategic Development Plan, the Single Programming Documents for Objective 2 and Objective 3, the National Action Plan for Employment as well as the Community Initiative Programme (CIP) "EQUAL".

As a result of administrative arrangements the social partners also participate in:

- The Labour Advisory Board, which advises the Minister of Labour and Social Insurance (Yourgos Ergasias kai Koinonikon Asfaliseon).
- The Pancyprian Productivity Council.
- The Economic Consultative Committee.

Furthermore, the social partners as main stakeholders usually participate on the Board of Governors of institutions dealing with human resources (the Human Resource Development Authority, the Cyprus Productivity Centre, the Higher Technical Institute, Higher Hotel Institute of Cyprus).

Finally, the social partners participate in consultative committees (the Education Council, the Consultative Committee of Technical and Vocational Education, ad hoc committees for curriculum development). Participation ranges from policy development to the design of training programs and curricula.

Table 1: Role of social partners at national level	
RESPONSIBILITIES OF SOCIAL PARTNERS	TYPE OF ROLE
Preparation of the Strategic Development Plan	Advisory
Preparation of: National Action Plan SPD for Objective 2 SPD for Objective 3 CIP "EQUAL"	Advisory
Members of Board of Governors of: Human Resource Development Authority Cyprus Productivity Centre Higher Technical Institute Higher Hotel Institute of Cyprus	Decision-making
Consultative committees, boards, councils	Advisory

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

[Diagram of the education and training system in Cyprus](#)

Compulsory education lasts for ten years and covers pre-primary education, primary education, grades one to six, and lower secondary education in the gymnasium (gymnasio), grades seven to nine. Pupils are accepted at the pre-primary school at the age of four years and eight months. At the end of the gymnasium, pupils receive a certificate. Most pupils in primary and secondary education (90.5%) attend public-sector schools, which are set up and funded by the government. The rest attend private-sector schools, which are mainly self-funded.

Upper secondary education lasts for three years, grades 10 to 12. There are two types of upper secondary school, namely, the unified lyceum (eniaio lykeio) and technical schools (technikes scholes), respectively. The unified lyceum provides general upper secondary education. The technical schools provide two major streams of upper secondary education. One is the technical (theoretical) and the other is the vocational (practical). The technical stream is completely school-based whereas students in the vocational stream in grade 12 do practical training in industry one day a week. Upon completion all students receive an upper secondary school-leaving certificate, which provides access to higher education. However, in general, owing to limited places in higher education, students sit "selection examinations" organised by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou) and compete for access to public higher education institutions in Cyprus as well as in Greece. Upper secondary education is also provided by the Evening Secondary General Schools and one Evening Technical School of the MoEC.

Formal education in the form of initial education and training is available through the Apprenticeship System (Systima Mathiteias), which accepts students who leave formal education between grades eight and ten. The programme lasts for two years and is a combination of general education and vocational training at school and practical training in industry. Responsibility is shared between the MoEC and the Ministry of Labour and Social Insurance (Ypourgeio Ergasias kai Koinonikon Asfaliseon).

Public tertiary education is provided at the University of Cyprus (Panepistimio Kyprou) and at a number of institutes/colleges, which come under the jurisdiction of various ministries. Two more state universities have recently been created, but none has started to operate yet. In addition to the public provision of tertiary education, there are several private institutions.

Finally, the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) approves and subsidises multi-company initial training programmes organised in cooperation with training institutions, enterprise-based initial training and the practical training of students of certain specialisations in public secondary and tertiary education institutions. The HRDA also co-funds the Apprenticeship System.

During the school year 2002/03, of the secondary school population, 88.2% was enrolled in public schools and the remaining 11.8% in private schools. Recent statistics of public and private secondary schools indicate that of the pupils who enroll in grade I, 92.8% successfully complete grade III three years later, and 79.7% succeed in graduating six years later.

Nearly 64% of the secondary school leavers continue their studies beyond the secondary level. About 41% pursue their studies at higher educational institutions abroad and the other 23% attend higher educational institutions in Cyprus. In 2002/03, there were 35 public and private tertiary education institutions in Cyprus. Of the tertiary education students 31.8% were enrolled in public and the remaining 68.2% in private institutions.

According to the Labour Force Survey, in 2003 7.9% of the population 25-64 years of age participated in education and training programmes. In 2003 the percentage of the population 25-64 years of age who participated in education was 1.3% while the corresponding percentage who participated in training programmes was 6.6%.

0402 - IVET AT LOWER SECONDARY LEVEL

There is no initial vocational education and training provided in Cyprus at the lower secondary level.

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

Upon completion of their compulsory lower-secondary education, successful gymnasium leavers who do not opt for the unified lyceum (eniaio lykeio) are eligible for either the technical or the vocational option offered by technical schools (technikes scholes).

Secondary Technical and Vocational Education, TVE (Techniki kai Epangelmatiki Ekpaidefsi) provides a broad range of technical/vocational education, initial training and re-training programmes to eligible gymnasium leavers and adults. It is integrated into the national school system and maintains close links with industry and other training institutions. Secondary TVE includes morning secondary school programmes and afternoon and evening classes.

Technical schools offer two distinct three-year secondary school programmes free of charge: the technical stream focusing on technician-level courses and the vocational stream focusing on craft-level courses. The basic aim of the TVE streams is to meet the academic and vocational needs of students. The knowledge and skills acquired are oriented towards enabling students to pursue appropriate technical or vocational jobs in industry or to continue their technical or vocational education and training in higher educational institutions.

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

The programmes provided include a variety of clusters in both the technical or technician courses and the vocational or craft courses. Examples of clusters provided include mechanical engineering, electrical engineering, building and civil engineering, hotel and catering, fashion design, graphic arts and interior design and other clusters. The great majority of programme clusters are offered in both the technical and vocational streams:

- Mechanical engineering courses are offered on the technical stream as machining and fitting and automobile mechanics and on the vocational stream as machining and fitting, sheet metal work and welding, and automobile mechanics specialisations.
- The electrical engineering cluster offers courses in both the technical and vocational stream. The technical stream courses include electrical machines and installations, electronic appliances and computer electronics. In the vocational stream the courses offered include electrical machines and installations and electrical appliances and refrigeration.
- The building and civil engineering cluster offers courses in both the technical and vocational stream courses. The technical stream includes building and civil engineering works and the vocational stream includes building construction and building science and cabinet work.
- The hotel and catering cluster provides courses in cookery and waiting only at the vocational stream.
- The fashion design cluster provides courses in both streams: fashion design at technical stream and dressmaking and draughting at the vocational.
- The graphic arts and interior design cluster offers the course graph arts and interior design at the technical stream.

- Additional courses offered only at the vocational stream include silversmithing and goldsmithing, shoemaking and hotel installations maintenance.

The technical stream offers courses in a variety of specialisations with emphasis on general subjects and science, which take up 58% of the total programme. The rest of the time (42%) is allocated to technology and workshops. Specifically the 35 teaching periods per week are allocated as follows: 30% is devoted to general subject including religious education, modern Greek, languages, history and physical education, 28% is devoted to related subjects which include mathematics, physics, chemistry and computers, 22% is devoted to technology and drawing and 20% of teaching time is devoted to practical work in workshops and laboratories.

In the vocational stream courses, special emphasis is given to technology and workshop skills at a 57.5% time allocation. The remaining 42.5% is devoted to general education subjects. Following a supervised practical training programme, final-year pupils of vocational courses are placed in approved enterprises for one day a week throughout their final year. Instructors who maintain continuous contact with the employers closely monitor their progress and performance.

The 35 teaching periods every week for the first two years of study are allocated as follows: 25% for general subjects, 17.5% for related subjects, 20% for technology and drawing and 37.5% for practical work in workshops. During the 3rd and final year of the vocational streams students attend school for only four days per week while they spend the remaining day in industry. As a result teaching time in all subjects is reduced proportionally so that the distribution becomes 15% for the general subjects, 10.5% for related subjects, 12% for technology and drawing, 22.5% for workshop practice (in school) and 40% for industrial experience.

The underlying philosophy of TVE programmes emphasises the degree of independence and complementarity of "theory" and "practice", aimed at facilitating the attainment of programme goals. With regard to practical skills and instruction on relevant technological issues, the programmes are conducted in adequately equipped workshops, laboratories and technology classrooms. General knowledge subjects are offered in a conventional classroom setting. Plans are under way to improve Technical School premises in order to ensure a more effective and enjoyable learning experience.

Modern teaching methods are being introduced including teamwork and creative learning techniques. Pupils are encouraged to take initiative in guiding their learning, while teachers act as facilitators, demonstrating new skills to suit the mixed-ability classes they teach. Frequent visits to industrial establishments give pupils first-hand experience in current working practices.

Criteria to assess pupils include class participation, workshop and laboratory work, written assignments, projects, tests and a final examination. The assessment procedures are similar to those of the general secondary education.

School leaving certificates (apolytiria), equivalent to those of secondary general education schools, are awarded upon successful completion of either programme. Therefore, TVE school leavers are eligible for admission to universities and other tertiary education institutions in Cyprus and other countries.

The 2002/2003 enrolments in TVE include 1 031 pupils in the technical stream and 3 332 pupils in the vocational stream including evening classes. The total number of pupils in upper secondary schools in 2002/2003 was 31 843. Only 13.7%, one of the lowest percentages among European countries, are enrolments in technical/vocational programmes.

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

Table 1: Students in upper secondary education by programme orientation (general/vocational), 2002/2003

UPPER SECONDARY PUBLIC EDUCATION - TOTAL ENROLMENT	31 843
UPPER SECONDARY EDUCATION VOCATIONAL PROGRAMMES (%)	13.7%
UPPER SECONDARY EDUCATION GENERAL PROGRAMMES (%)	86.3%

Table 2: Number of pupils in public technical schools by type of school, class, field of study, 2002/2003

STREAM,TYPE OF SCHOOL AND FIELD OF STUDY	CLASS 1	CLASS 2	CLASS 3	CLASS 4	TOTAL
TECHNICAL STREAM					
PUBLIC					
MECHANICS (MACHINE)	73	18	14	0	105
MECHANICS (AUTOMOBILE)	0	49	49	0	98
ELECTRICIANS (ELECTR. APPLIANCES)	23	38	50	0	111
ELECTRICIANS (ELECTR. INSTALLATIONS)	0	7	50	0	57
ELECTRONICS-COMPUTERS	0	105	89	0	194
ELECTRONICS	156	0	14	0	170
ELECTRONIC COMMUNICATION	0	20	0	0	20
CIVIL ENG./ARCHITECTURE	33	15	0	0	48
CONSTRUCTION WORKS	15	14	33	0	62
GRAPHIC ARTS	15	18	63	0	96
APPLIED ARTS	10	14	0	0	24
FASHION DESIGN	0	0	13	0	13
DRESS MAKING	17	16	0	0	33
TOTAL	342	314	375	0	1 031
VOCATIONAL STREAM*					

PUBLIC					
MECHANICS GENERAL	107	0	0	0	107
ENGINEERING	38	0	0	0	38
MECHANICS (AUTOMOBILE)	10	121	132	8	271
ELECTRONICS	265	34	0	0	299
ELECTRICAL INSTALLATIONS	62	99	107	0	268
ELECTRICIANS (DOMESTIC APPLICATIONS)	0	132	142	0	274
ELECTRONIC COMMUNICATION	0	42	0	0	42
AUTOMOBILE ELECTRICIANS	0	21	0	0	21
MOTORCYCLE AND BOAT MACHINE ELECTRONICS	0	20	0	0	20
ELECTR. MACHINES, AUTOMATION AND CONTROL SYSTEMS	0	35	0	0	35
CIVIL ENG./ARCHITECTURE	10	0	0	0	10
DRAUGHTSMEN	32	24	41	0	97
BUILDERS	25	23	27	4	79
MECHANICS-FITTERS	159	0	32	0	191
METAL WELDERS	0	15	37	0	52
PLUMBERS/WELDERS	0	26	47	0	73
HOTEL EQUIPMENT MAINTENANCE	0	42	25	0	67

CABINET MAKERS/CARPENDERS	31	33	31	0	95
HOTEL/CATERING	300	211	7	0	518
COOKS AND WAITERS	0	78	279	0	357
SECRETARIES/ACCOUNTANTS	12	21	0	0	33
SERVICES	25	15	0	0	40
SILVERSMITHING	0	0	24	0	24
APPLIED ARTS	122	90	0	0	212
DRESS MAKING	8	20	8	0	36
FASHION DESIGN	0	8	11	0	19
GARMENTS	14	0	0	0	14
LABORATORY ASSISTANTS	0	6	0	0	6
TOTAL	1 220	1 116	950	12	3 298

* Includes the Evening Technical Schools
Source: Statistical Service of Cyprus, Statistics of Education 2003 (to be published).

0404 - APPRENTICESHIP TRAINING

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

Responsibility is shared between the Ministry of Labour and Social Insurance, MLSI (Ypourgeo Ergasias kai Koinonikon Asfaliseon) and the Ministry of Education and Culture (Ypourgeo Paideias kai Politismou - MoEC), while the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) compensates employers for wages paid to apprentices while attending classes at technical schools. The Apprenticeship Board has tripartite character with representation of the government, technical schools, employers and employee organisations, the Cyprus Productivity Centre (Kentro Paragogikotitas) and the HRDA. This Board examines issues that arise concerning the System and consults the MLSI.

An apprenticeship contract is signed between the employer, the apprentice and his/her parent/guardian where the employer is committed to provide practical experience and allow the apprentice to attend theoretical classes and workshops for two days a week at the premises of technical schools. During the two days spent at school students take the following subjects for both years of their study: 1 period in Greek language, 2 periods in mathematics, 3 periods in technology, 2 periods in drawing and 5 periods in workshops/laboratory work. Practical training takes place within industry three days a week.

Apprentices are trained in occupations such as: builders, carpenters, cabinet makers, car mechanics, car electricians, electrical technicians, sheet metal workers/welders, aluminium manufacturers, machine workers/fitters, silversmiths/goldsmiths, shoemakers, maintenance workers of techno-mechanical installations in hotels.

Assessment in technical schools follows the rules of the education system with regular tests and final examinations. In industry the apprentices are assessed by their supervisors and their grade appears on the certificate which is issued by the MLSI, for the apprentices who successfully complete the course. In 2003 there were 487 participants in the Apprenticeship System.

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

The Apprenticeship System has basically remained unchanged since 1963. However, it has recently been reviewed (June 2001) and the relevant recommendations are being under consideration by a ministerial committee (Ministers of Finance, Labour and Social Insurance and Education and Culture) before submitting a final proposal to the Council of Ministers. Major weaknesses are the steady reduction in the number of trainees, the low completion rates of about 60%, the limited number of occupations in the traditional mechanical, auto, electrical and construction trades and the lack of interest of teachers/instructors as well as employers. The Apprenticeship System is associated with the low educational attainment and with failure at school. In addition, a very low percentage of girls participate in the system (while girls constitute 32% of dropouts, less than 1% registers with the system).

The renewal of the Apprenticeship System is considered as a priority of the Strategic Development Plan as well as the National Action Plan for Employment and it is envisaged that a decision for the establishment of an upgraded scheme will soon be a reality. It is expected that the modernised Apprenticeship System will establish itself as a new work based training option, offer an alternative to school based training, operate as a safety net and as a second opportunity for school dropouts and will hopefully attract substantial numbers of females.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

There is no initial vocational education and training provided in Cyprus under this category.

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

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

ACCELERATED TRAINING SCHEME

Accelerated Training is a multi-company initial training scheme operated by the HRDA and aims to train mainly new entrants into the labour market, unemployed school-leavers and also persons who wish to change their occupations through retraining. The aim of this scheme is to meet the needs in occupations where there are significant labour shortages. Training programmes are organised in cooperation with the Cyprus Productivity Centre (Kentro Paragogikotitas), the Higher Hotel Institute of Cyprus (Anotero Xenodocheiako Institutouto Kyprou) and other institutions.

The duration of this type of training programmes ranges from 12 to 24 weeks, depending on the requirements of each occupation. They include theoretical and workshop sessions at a training institution and practical training in industry.

Today, there are such training programmes for Construction Workers, Plumbers, Welders, Mechanics/Fitters, Cabinet Makers/Carpenters, Cooks, Waiters and Assistant Information Technology Technicians. Special emphasis is also placed on the need to attract women to the labour market. In particular, the HRDA designed and organised a new accelerated programme for Office Support Staff.

The HRDA covers all costs for the institutional training. In addition, trainees receive a weekly allowance. Enterprises employing these trainees receive subsidies for the duration of the practical training depending on the size of the enterprise and the salary of trainees. In 2003, the HRDA subsidised the training of 261 persons in technical, hotel and other occupations, compared to 226 in 2002 (an increase of 15.5%).

ENTERPRISE-BASED INITIAL TRAINING

The single-company initial training programmes subsidised by the HRDA are aiming at the design, organisation and implementation of training programmes by the enterprises themselves for meeting their own training needs at all staff levels. These programmes are mainly designed for meeting the needs for initial training of newly recruited employees. These training programmes can be conducted by trainers that are company employees or by other trainers from Cyprus or abroad. The subsidies granted by the HRDA are calculated according to the level and duration of the programme, as well as the place of origin of trainers (i.e. from Cyprus or abroad).

NEW SCHEMES CO-FINANCED BY THE ESF

In the three-year period 2004-2006, the HRDA will develop and put in operation three new schemes, to be co-financed by the European Social Fund. Each of these schemes aims to promote the training and employability of Young Secondary School-leavers, the Unemployed and the Economically Inactive Women. It is estimated that participation in these schemes will be about 2 000 persons.

The aim of these schemes is to effectively meet the training needs of selected target groups of Young Secondary School-leavers, the Unemployed and the Economically Inactive Women in order to improve their employability through the acquisition of specialised complementary skills and knowledge.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Public general tertiary education is provided at the University of Cyprus (Panepistimio Kyprou) and two more state universities have recently been created, but none has started to operate yet. In addition to the public provision of tertiary education, there are several private institutions. Vocational education and training (Epangelmatiki Ekpaidefsi kai Katartisi) at tertiary level is provided at a number of institutes/colleges, which come under the jurisdiction of various ministries.

All public education in Cyprus is free of charge, including studying at the University of Cyprus and public institutes/colleges. Education in accredited private institutions is subsidised in the form of a grant, as is tertiary education abroad.

PUBLIC INSTITUTIONS OF TERTIARY EDUCATION

There are seven public tertiary level education institutions offering programmes in Engineering, Forestry, Hotel and Catering, Nursing and other vocations. These institutions by ministry are the following:

- Ministry of Labour and Social Insurance:
 - Higher Technical Institute.
 - Higher Hotel Institute of Cyprus.
- Ministry of Agriculture, Natural Resources and Environment:
 - Cyprus Forestry College.
- Ministry of Commerce, Industry and Tourism:
 - Tourist Guides School.
- Ministry of Justice and Public Order:
 - Police Academy.
- Ministry of Health:
 - School of Nursing.
 - School of Health Inspectors.

The main aim of these institutions is to provide tertiary education and produce high-calibre professionals in each field. The objective is to provide education and training according to the needs of the Cyprus labour market.

The basic admission requirement for public tertiary education institutions is the completion of 12 years of primary and secondary education, which is certified by the lyceum or technical school leaving certificate (apolytirio). The number of students admitted to these institutions is limited and therefore the selection of candidates is based on the applicants' success in the entrance examinations. In some cases, passing an oral interview is also required. The number of students to be admitted each year is determined by the competent authorities of the individual institutions.

These institutions offer specialised programmes in various fields ranging from engineering to nursing, hotel and tourism management, forestry and other professional disciplines. The programmes are technically-professionally oriented, and they are designed to offer students the necessary knowledge, skills and attitudes, which will enable them to work either in the public sector or in industry.

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

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

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) subsidises the enterprise-based practical training of students of the Higher Technical Institute, HTI (Anotero Technologiko Institutouto) and of the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou). The selection of companies and the placement of students for practical training as well as the follow-up and evaluation of their progress are done by the organisers of the programmes, in consultation and with the HRDA's subsidisation.

Table 1: Number of students in public institutions of tertiary education by level of study and field of studies, 2002/2003

FIELD OF STUDY	FIRST DEGREE/DIPLOMA	POSTGRADUATES
BUSINESS AND ADMINISTRATION	0	119

COMPUTING	88	0
ENGINEERING AND ENGINEERING TRADES	271	0
ARCHITECTURE AND BUILDING	85	0
AGRICULTURE, FORESTRY AND FISHERY	23	0
HEALTH	602	49
SOCIAL SERVICES	0	25
PERSONAL SERVICES	194	0
SECURITY SERVICES	705	0
TOTAL	1 968	193

Source: Education Statistics, Statistical Service of Cyprus

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND AND MAIN TYPES OF CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

A system of continuing vocational training is well established in Cyprus. The dominant actor in the field of vocational training and development is the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) as it approves and subsidises training programmes implemented by public and private institutions. The Ministry of Education and Culture (Ypourgeio Paideias kai Politismou - MoEC) as well as the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon) are important actors. The government, through the Ministry of Finance, is responsible for the training and development of civil servants.

A mix of public and private sector provision exists which has been encouraged and strengthened primarily through the approval and consequent subsidisation 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. Civil servants and the self-employed are excluded from the HRDA's sphere of competence.

The HRDA accepts applications from public and private training institutions, which propose multi-company continuing programmes in response to thematic priorities set annually. Public training institutions cater mostly for technology and craft programmes while private institutions cater mostly for business, management, IT and service-oriented programmes. The HRDA also funds single-company continuing training programmes, both in-company and abroad. The aim of these programmes is to meet the specific needs of the enterprise.

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 into the programmes is on a continuous basis. Graduates are selected by enterprises. They are accepted 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 training. In 2003, the HRDA subsidised the training of 78 graduates, compared to 52 in 2002. There was an increase of 50%, which is due mainly to the promotion of the scheme to both enterprises and graduates to participate in the scheme.

The MoEC is responsible for the Adult Education Centres (Epimorfotika Kentra), the State Institutes of Further Education (Kratika Institouta Epimorfosis), the Afternoon and Evening Institutes of the Technical Education (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis). The MoEC will also be

responsible for the schools of continuing technical and vocational education and training expected to be established soon.

- The Evening Secondary General Schools and the Evening Technical Schools of the MoEC provide opportunities for acquiring a recognised Leaving School Certificate for those who have interrupted their formal education. Students pay limited fees.
- The Afternoon and Evening Institutes of the Technical Education offer a great variety of courses ranging from 30 hours to three years in the area of engineering as well as for preparation for external exams (for example, GCSE, government and other). Students pay limited fees. A distinction is made between the short courses that are offered as modules and the courses that last from one to three years. The modules last 30, 60 or 80 periods (45 minutes each). They cover subjects such as welding, furniture design, electronic combustion, new technology in cars, automation systems in central heating, computer aided design and computer aided manufacturing, introduction to MS DOS, preparation and service of drinks, Cypriot cuisine, auto cad, pattern design for skirts, electronically controlled tools and others. The yearlong courses start the first week in October and end in May. Five sessions consisting of 2 periods of 45 minutes each are offered per week. These courses cover preparation to become electrical or building technical assistants, quantity surveyors, car mechanics/electricians, cabinet makers, shoe makers and subjects such as architectural design, technology of building materials and many more.
- There are also 250 Adult Education Centres run by the MoEC that offer, for a small fee, a wide range of short and medium length courses for personal interest including preparation for examinations rather than to improve employability. Nevertheless, a number of specific courses organised by these Centres, benefit women who wish to become self-employed through the acquisition of skills for housecraft activities, like jam making, knitting/weaving, pottery, woodcarving etc. A broad spectrum of as many as 63 subjects is covered in the Adult Education Centres. The subjects covered include the arts, literature, computers, foreign languages, sociology, horticulture, fishing, plumbing, photography, cooking, knitting, building, auto repairs, accounting, public relations, typing, journalism and many more. The programmes require no qualifications and can be attended by anyone over the age of 15. Although instructors are given a curriculum outline, they are free to shape their programme together with the members of the group. Courses usually consist of 23-24 90-minute sessions. Lessons start at the beginning of November and end in April.
- The State Institutes of Further Education offer more academically oriented programmes than the Adult Education Centres and can be attended by both pupils and adults. They do not offer the same broad range of subjects and do not cover rural areas. Lessons start around the middle of September and the final examinations take place around the end of May. The department of the MoEC that is responsible for these institutes prescribes the textbooks. In some cases, textbooks are especially written for use at the institutes. Lessons are held twice a week and each lesson lasts 90 minutes. The subjects focus mainly on languages, computers and accounting. Certificates of successful attendance are awarded to those who pass the final examinations.

The MLSI is responsible for professionally oriented education and training institutions such as the Cyprus Productivity Centre (Kentro Paragogikotitas), the Higher Technical Institute (Anotero Technologiko Institutouto) and the Higher Hotel Institute of Cyprus (Anotero Xenodocheiako Institutouto Kyprou).

Finally, 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), of the Ministry of Finance, which was established in 1991.

0502 - PLANNING AND ORGANISATION OF LEARNING

In an effort to secure satisfactory levels of education and training, there are individual laws and several decisions, passed or taken by various competent bodies and agencies, including the legal framework for the establishment and operation of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou).

The main actor in the field of continuing training is the HRDA, 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 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.

Employers allow and encourage employees to participate in continuing institutional training activities by the HRDA. In certain sectors this is mentioned in the collective agreement (i.e. Hotel Industry, Banking Sector, Cabinet making and Carpentry Industry and Private Clinics).

As far as the continuing training courses for adults of the Ministry of Education and Culture, MoEC (Ypourgeoio Paideias kai Politismou), 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 Institutouta Epimorfosis).
- The Department of Primary Education 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.

It is worth mentioning that the Cyprus Productivity Centre (Kentro Paragogikotitas) was established in 1963 for the provision of initial and continuing technical/vocational training to adults as a result of a special agreement between the government of Cyprus and the International Labour Office. A Council of Ministers Decision placed in 1974 the Cyprus Productivity Centre under the Ministry of Labour and Social Insurance (Ypourgeoio Ergasias kai Koinonikon Asfaliseon).

The social partners are actively involved in the planning and organisation of continuing training primarily through participation in the management boards or consultative committees of training institutions and the Public Employment Service (Dimosies Ypiresies Apascholis).is).

0503 - DELIVERY MECHANISMS AND PROVIDERS

The main promoter of vocational training for adults is the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) through its different schemes. There are more than 160 training providers, which operate primarily within the HRDA's open multi-company training programmes framework. The Ministry of Education and Culture, MoEC (Ypourgeoio Paideias kai Politismou), the Ministry of Labour and Social Insurance, MLSI (Ypourgeoio Ergasias kai Koinonikon Asfaliseon) as well as the government in the case of civil servants are providers of vocational training.

HUMAN RESOURCE DEVELOPMENT AUTHORITY

The HRDA is funded by the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. The HRDA is not a training provider itself, but its funds are used primarily to subsidise public and private continuing vocational training for the employed.

The HRDA subsidises the participation of employees in approved continuing training programmes. Participation is arranged in consultation with enterprises and programme providers. The HRDA subsidises single-company training programmes and multi-company training programmes in Cyprus as well as training abroad.

There are more than 160 training providers employing over 800 trainers, which operate primarily within the HRDA's open multi-company training programmes framework. These training providers are also active in offering courses to employers and individuals that are not subsidised by the HRDA. During 2003, 12 269 persons were trained on approved and subsidised multi-company (institutional) programmes.

The in company continuing training programmes aim to upgrade the skills of those in employment. The design, organisation and implementation of these training programmes are done by the enterprises themselves for meeting their own training needs. Subsidies are granted by the HRDA to employers/enterprises and are calculated according to the level and duration of the programme, as well as the place of origin of trainers (i.e. from Cyprus or abroad). During 2003, 20 546 employees were trained in-company, by Cypriot trainers or trainers from abroad.

Furthermore, 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. During 2003, the HRDA subsidised the participation of 325 persons in training programmes abroad.

MINISTRY OF EDUCATION AND CULTURE

The MoEC is responsible for the Evening Secondary General Schools and the Evening Technical Schools, the Afternoon and Evening Institutes of the Technical Education (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis), the Adult Education Centres (Epimorfotika Kentra) and the State Institutes of Further Education (Kratika Institutouta Epimorfosis).

The MoEC is in the process of finalising legislation to establish schools of continuing technical and vocational education and training, which will become a complementary pathway to the existing provision.

MINISTRY OF LABOUR AND SOCIAL INSURANCE

The MLSI is responsible for professionally oriented education and training institutions such as the Cyprus Productivity Centre (Kentro Paragogikotitas), the Higher Technical Institute (Anotero Technologiko Institutouto) and the Higher Hotel Institute of Cyprus (Anotero Xenodocheiako Institutouto Kyprou).

The Cyprus Productivity Centre offers short upgrading training courses (about 20 hrs), medium length courses (about 60 hrs) for supervisory and managerial skills. Most of these courses are subsidised by the HRDA and by the

government, which covers the associated overheads. The Cyprus Productivity Centre is one of the main providers of adult and continuing training in Cyprus.

The Higher Technical Institute and Higher Hotel Institute of Cyprus offer upgrading and updating courses in their respective fields of engineering/technology and of hotel/tourism/catering.

GOVERNMENT - TRAINING AND DEVELOPMENT OF CIVIL SERVANTS

The Cyprus Academy of Public Administration (CAPA) is responsible for the modernisation and development of public administration through the development and implementation of a learning policy for the government employees. It operates under the Ministry of Finance. Its core activities are management of learning in the public service and the provision of training for public officers. Additional activities include applied research in the field of public management.

0504 - ACCESS TO LEARNING OPPORTUNITIES AND PROGRAMMES

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) 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) 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.

FUNDING

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.

TRAINING INFRASTRUCTURE SUPPORT SCHEME

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.

CONSULTANCY SERVICES

Subsidies are also provided to Small and Medium Enterprises (SMEs) by the HRDA for the costs of Consultancy Services. The Consultancy Services Scheme aims at increasing the productivity and improving the competitiveness of SMEs through the development and better utilisation of their human resources. This scheme helps SMEs identify the training and development needs of their human resources and prepare/implement a training plan.

In addition to these, the HRDA has established an Internet presence by creating its own web page that provides users with up-to-date information mainly about:

- Priority themes for training.
- Descriptions of training and development schemes including eligibility criteria, procedures and application forms.
- Approved continuing training multi-company programmes in Cyprus
- Research studies and surveys.

TAX INCENTIVES

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.

PUBLIC EMPLOYMENT SERVICES

The enhancement and modernisation of the PES of the Ministry of Labour and Social Insurance is one of the priority pillars of the Strategic Development Plan of 2004-2006 and the Single Programming Document for Objective 3 (Human Resources) prepared in 2003 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.

GUIDANCE

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).

DISTANT LEARNING

The operation of the new Cyprus Open University, which will offer distant learning programmes that will mainly depend on e-learning, is expected to have a great impact on the development of e-learning in Cyprus and in the education system in general. It may also generate the dynamics and contribute in the direction of accelerating the process towards the establishment of a framework for the accreditation of prior learning and skills.

0505 - BRIDGING INITIAL AND POST INITIAL EDUCATION AND TRAINING

A strategic aim for Cyprus relating to education and training is the development of a coherent system of lifelong learning which expectedly will improve the links, coordination and cooperation between initial and continuing vocational education and training. A related strategic aim is the development of an integrated national system of academic and vocational qualifications.

The establishment of the Open University (Anoichto Panepistimio) and the ongoing efforts towards the development of a Competence-based System of Vocational Qualifications are indicative of initiatives aiming to link formal, informal and non-formal learning and the acquisition of competencies, skills and knowledge.

The development of a Competence-based System of Vocational Qualifications, a priority first identified within the Joint Assessment Paper as part of system of lifelong learning remains one of the Cyprus strategic issues, as well as a priority of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou). The HRDA has proceeded recently with the preparation of a feasibility study and discussions continue at the level of the Board of Governors for the formulation and development of the outline and main parameters of the System of Vocational Qualifications to be gradually established in Cyprus.

0506 - RE-EDUCATION AND RE-TRAINING NEEDS DUE TO LABOUR MARKET DEVELOPMENTS AND MOBILITY

The decline of the manufacturing sector and the growth of the services sector in the last decades, together with the increased competition from abroad that most enterprises face indicate the need for re-training and re-education of certain groups of the labour force as well as the need for lifelong learning for all in order to adapt to the labour market needs.

The recognition and realisation of the significance of formulating a comprehensive lifelong learning policy is evident from specific actions initiated at national level aiming at the formulation of an appropriate lifelong learning policy.

The National Action Plan for Employment for 2004-2006 (NAP) includes measures for the promotion of lifelong learning since the promotion of the development of human resources and lifelong learning is one of the Employment Guidelines. The Cyprus strategic goal for 2006 is for the percentage of the population aged 25-64 that participates in education or training activities to reach 10% by 2006, as opposed to 7.9% in 2003 (Labour Force Survey).

Another NAP strategy is the further utilisation of new technologies through the training of the trainers, the adjustment of analytical programmes to use new technologies, the introduction of the specialisation of technicians of electronic networks through the CISCO Academy Programme in upper secondary education and the development of a diploma for basic skills in information technology and telecommunications subject.

Furthermore, the development of lifelong learning includes the establishment of the Open University (Anoichto Panepistimio) for the offer of graduate and post-graduate programmes with flexible teaching methods, the strengthening of vocational counselling and local learning centres and the recognition of qualifications, as well as the restructuring and modernisation of the Apprenticeship System (Systema Mathiteias).

In August 2004, the Education Reform Committee appointed by the Minister of Education and Culture (Ypourgos Paideias kai Politismou), prepared a report on the restructuring and the modernisation of the education system in Cyprus, which will be a useful tool in the reform of the education system.

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - GENERAL BACKGROUND

In Cyprus teaching is an attractive profession, especially in the public sector. This is partly due to the overall salary level and the fringe benefits, which include pension and health insurance, longer holidays and shorter working hours compared with the private sector.

All teachers/instructors in public technical/vocational schools, whether teaching general subjects (e.g. languages, history, mathematics, science), technical subjects (technical drawing) or workshop practice, must have as a minimum an appropriate degree in their subject area: A bachelor's degree for teachers or a diploma (2 or 3 year's tertiary education programme) for instructors.

An important characteristic of the selection and appointment procedure for all teachers in general is that their names must be placed on a list (catalogue) after they complete their studies. Their position on the list depends primarily on the date of graduation. This process is laid down in the Law for the Education Service Commission in 1969 as modified by Law No. 245/87. The position on the list of graduates may also be influenced by the grades achieved, any additional or academic qualifications held or experience deemed relevant.

Young graduates often are on a list for years before they are offered a teaching position. In many cases however, persons on the list take up employment in private schools or coaching centres. Many of those with technical degrees work in the industry waiting for an appointment.

There is no selection interview of candidates prior to joining the teaching profession in the public sector. The only screening mechanism is satisfactory performance during the Pre-service Training Programme (PTP), which was made compulsory quite recently for new secondary education teachers and instructors upon appointment over a 26-week period. The process is administered centrally by the Education Service Commission, but in consultation with the respective education department of the Ministry of Education and Culture (Ypourgeio Paideias kai Politismou). This means that teachers are centrally assigned to schools.

The overall responsibility for supervising the proper functioning of the schools rests with the inspectorate. In the case of public education, the inspectorate has responsibility for the implementation of the government's educational policies for curriculum development and for the appraisal of the teaching personnel. It is also their responsibility to act as advisors and guide the teachers they inspect to improve their performance and develop professionally. Responding to this responsibility, they organise educational seminars of a practical nature at least twice a year.

In-service training of teachers is under further development by the Pedagogical Institute (Paidagogiko Institutouto), which tries to modernise traditional methodologies and approaches applied.

A strategic objective for 2004-2006 as stated in the Single Programming Document for Objective 3 - Human Resources is to ensure that secondary education teachers will become digitally literate and will acquire skills to implement the new, IT oriented, analytical programmes in secondary education, both general and technical and vocational. More specifically, the measure includes short training courses on core IT skills as well as long term training of compulsory or optional character. In addition, the measure foresees the training of trainers, with a view to promote in-school training by a relatively limited number of trained teachers and finally the accreditation of the skills acquired by all teachers, in accordance with tested international standards.

Moreover, the Public Service Commission (Epitropi Dimosias Ypiresias), based on qualifications and performance at a selection interview, administers the selection and recruitment of the Cyprus Productivity Centre (Kentro Paragogikotitas) instructors.

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) has specific criteria for the trainers of the programmes it approves for subsidisation. Qualifications for teaching adult courses (ab initio, upgrading, updating) are a diploma combined with substantial industrial experience.

The HRDA is supporting the modernisation of the training infrastructure including the training of trainers of both public and private training providers in order to be able to provide approved training more effectively by the use of modern training technologies. The financial assistance provided covers the cost of the expenditure by 45% in the case of enterprises or 30% in the case of training institutions.

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.

0602 - TRAINING OF TEACHERS/TRAINERS IN EDUCATIONAL ESTABLISHMENTS

There is only one compulsory programme for pre-service training of teachers and trainers in public secondary general and technical/vocational education in educational establishments: The Pre-service Training Programme (PTP). The in-service training of teachers and trainers is optional, except for two compulsory programmes that are addressed to deputy head teachers and head teachers in secondary general and technical/vocational schools.

PRE-SERVICE TEACHER TRAINING

Pedagogical training is not usually included in degree courses. Therefore, candidate teachers of secondary general and technical/vocational education must attend an initial teachers training course, the PTP before they are employed. Initial teacher training was made compulsory in 2000 for all new appointees.

Trainers are required to attend a series of pedagogical lessons, participate in the prescribed and specified teaching practice and succeed in the systematic evaluation which incorporates a final written examination, course work in the form of papers and projects and the appraisal of the performance of the trainees during their practical training at school.

All participants to the PTP, who attend the working hours session programme, receive a monthly allowance, which can differ slightly, from person to person, depending on the distance the trainees have to travel to participate in the PTP. Trainees opting to attend the afternoon delivery of the programme receive no allowance.

The course has 26 weeks duration and lasts 7 months. It consists of two sets of 110 hours. One of general teaching methodology and psychology of learning, and another concentrating on teaching methodology in the particular specialised subjects of each group of trainees. This is followed by another 150 periods of teaching practice during which the trainee teachers are exposed to demonstration class teaching by their mentors for about 50 periods, followed by practical teaching experience of about 25 periods during which they are assessed.

The general performance of the trainee teachers is assessed through both written examinations and project assignments. After completion of the training programme, the participants, the future teachers and instructors, are issued with a certificate of attendance.

IN-SERVICE TEACHER TRAINING

There are two compulsory in-service training programmes: the programme for deputy head teachers who act as subject coordinators and the other for head teachers of general secondary or technical/vocational schools.

Training for deputy head teachers lasts for one year and requires one day per week attendance at the Pedagogical Institute, PI (Paidagogiko Institutouto) or at a regional centre during morning hours. The programme focuses on educational administration, decision-making, guidance and counselling, mentoring, educational measurement and evaluation, educational research methodology, the European dimension in education and new technologies.

The in-service programme for head teachers lasts for one year as well and requires one day per week attendance at the PI or at a regional centre during morning hours. The programme focuses on theoretical principles of administration, the implementation of administrative principles in school management and various issues (new programmes, educational innovations).

Optional in-service training courses and seminars for teachers at all levels of education are offered both centrally, at the premises of the PI, or at regional centres of the PI throughout Cyprus. In general, the in-service training courses and seminars range between 15 hours and 60 hours. This training includes general pedagogy and pedagogy for special subject teaching including student-oriented teaching, project teaching, experimental learning, promoting teamwork and the teaching of special subjects.

A certificate of attendance is issued to all participants in in-service seminars, compulsory or optional, provided that they have the minimum number of absences permitted for the particular programme (usually 80% attendance is required).

Participation in optional seminars is considered a personal initiative and has no impact on the future career of the people concerned. Incentives to attend continuing training have to be introduced to increase participation (for example the award of credits for promotion purposes). It is not possible to train teachers during normal working hours but incentives for teachers to attend training after normal working hours have not yet been agreed between the Ministry of Education and Culture (MoEC) and the teachers associations.

In-service training of teachers is under further development by the PI to modernise traditional methodologies and approaches. The actual targets in terms of participation are not yet stated. Nevertheless, during the last five years

approximately 40% of all teachers in technical schools have had in-service training at the Pedagogical Institute for the duration of one school year for two days a week.

Complementary to the initial and continuing training organised by the PI, the MoEC has initiated school-based staff development. This is especially directed to the existing teaching staff that has not had any training in modern student-centered teaching/learning methods. In each technical school, so-called “change agent teams” have been created to promote the use of student-centered teaching methodologies in line with the requirements of the new curricula. The “change agent teams” role is to lead this development in the schools and to engage in the training of colleagues. The MoEC has confirmed its commitment to this process by introducing incentives for members of the “change agent teams”, for example, by reducing their normal teaching load. As far as the development of self-assisted learning through e-Learning is concerned, this still in its early stages.

Table 1: Training of teachers in educational establishments		
	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
TEACHERS/TRAINERS OF GENERAL EDUCATION SUBJECTS	i. Compulsory Pre-service Training Programme (26 weeks) with specialisation subjects	- Compulsory programme for deputy head teachers - Compulsory programme for head teachers - Optional in-service training courses and seminars including general pedagogy and pedagogy for special subjects as well as the teaching of other subjects
TEACHERS/TRAINERS OF VOCATIONAL (THEORY)	»	»
TEACHERS/TRAINERS IN VOCATIONAL SUBJECTS (PRACTICE IN SCHOOL-BASED WORKSHOPS)	»	»

0603 - TRAINING OF TRAINERS/TEACHERS AT THE WORKPLACE (APPRENTICESHIP TRAINING AND CVET IN ENTERPRISES)

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) implements and funds specialised training programmes for the teachers/trainers at the workplace aimed at:

- Management of training centres.
- Train the trainers of in-company programmes (basic skills).
- Upgrading trainers competencies to support the implementation of the continuing vocational training courses it funds.

Some of these programmes are organised with the assistance of overseas collaborators. On completion of the programmes participants are issued with a certificate of attainment.

The qualifications of in-company trainers are being examined by the HRDA in order to fund the training programmes submitted. Specifically, the requirements are the following:

- An appropriate degree or professional qualification in their subject area, 2 years of relevant work experience and previous teaching experience or participation in relevant training programmes, or
- Without an appropriate degree in their subject area, 4 years of relevant work experience and previous teaching experience or participation in relevant training programmes, or
- Without a degree or professional qualification but participation in relevant training programmes, 7 years of relevant work experience and previous teaching experience.

Furthermore, the HRDA supports the modernisation of the training infrastructure of both public and private training providers. The aim of the Scheme is the strengthening of the training infrastructure of companies, training institutions and organisations in order to provide training more effectively by the use of modern technologies and meet human resources training needs in sectors, occupations or areas of priority. For the purpose of this activity, the term “training infrastructure” includes:

- Technical equipment for training and other necessary equipment for the training venue.
- Specifications/contents of training programmes and training aids.
- Trainers and training managers.

The financial assistance provided covers the cost of the expenditure by 45% in the case of enterprises or 30% in the case of training institutions.

0604 - TRAINING OF TEACHERS AND TRAINERS IN CONTINUING EDUCATION AND TRAINING (OUTSIDE ENTERPRISES)

Please refer to 0603 as the same applies for teachers/trainers outside the enterprise as well.

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The main formal mechanism in place for the assessment of skill needs is operated by the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou) by analyses of changes in the labour market. The Planning Bureau (Grafeio Programmatismou) makes projections for the growth of the economy, which include forecasts for different sectors. The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou) is, on the other hand, responsible for the identification of educational and special skill needs.

The HRDA is a semi-government organisation whose mission is the creation of the necessary prerequisites for the planned and systematic training and development of Cyprus human resources, for meeting the economy's needs, within the overall national socioeconomic policies. The HRDA carries out analyses of changes in the labour market through its research studies.

The HRDA conducts research studies and surveys in issues of strategic importance which examine particularly human resource development issues at the level of the economy, the level of economic sectors and occupational categories as well as other specialised issues within its sphere of competence. These constitute a useful guide for the formulation of the training and human resource development strategy and for planning the organisation's activities through the annual priority setting.

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. For the systematic employment forecasting and the identification of skills gaps, the HRDA conducts the following research studies:

- **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 the study entitled "Employment Forecasts in Cyprus 2000-2010". This is the first time that such a study was carried out in Cyprus and through the analyses and data it provides, contributes meaningfully to the creation and development of the required knowledge base. The main aim of the study is to provide employment forecasts for 27 sectors of economic activity and for 36 occupations for the period 2000 – 2010. This is accomplished through forecasting the future structure of employment by economic sector and by occupation, in conjunction with forecasting the total number of persons to be employed in each preselected economic sector.

In addition to this, the Research and Planning Directorate of the HRDA is in the process of completing a new study entitled "Employment Forecasts in Cyprus Economy 2005-2015". This study aims at providing employment forecasts for 44 sectors of economic activity and for 27 occupations for the forecasting period, which is 2005-2015.

Following this study, the Research and Planning Directorate is planning to conduct two more studies that will provide long-term occupational employment forecasts. The aim of these studies is to provide analytical forecasts for employment needs in about 200 occupations for the period 2005-2015.

- **Short term employment forecasts**

Additionally, on the basis of the same methodology, short term employment forecasts are provided on a periodic basis. The most recent study entitled "Employment Forecasts in Cyprus 2004 & 2005" provides employment forecasts for the 27 sectors of economic activity and the 36 occupations for the years 2004 & 2005.

- **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 provision of continuing training.

Moreover, the Planning Bureau makes projections for the growth of the economy, which include forecasts for different sectors, and makes proposals for the required policy changes.

Finally, 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.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

The envisaged formulation of a comprehensive lifelong learning policy, which is one of the strategic issues for Cyprus, is expected to contribute meaningfully towards bridging different types of education or inter-institutional partnerships between general education and vocational institutions.

The new unified lyceum aimed at integrating the general education programme and the technical/vocational branch. The integration of secondary education is intended to render lyceum education consistent with current trends and to broaden curricula in order to enhance the relevance of education to the real world. Until recently, there were various set study programmes (combinations of studies) in the lyceum such as classical studies, mathematics and sciences, economics and mathematics, commercial and language studies. Now the new unified lyceum (upper secondary schools) offer a mixture of obligatory core subjects common to all students, specialisation subjects for example in mathematics and science, technology and informatics, or languages, and finally subjects of personal interest.

Cooperation between general and vocational education takes the form of guidance by career counselling which is provided throughout the pupil's attendance in the gymnasium and mostly the lyceum both in class sessions and on a personal basis upon request. The pupils of the last form of the lyceum are also given the opportunity for one-week workplace guidance as part of voluntary work.

In addition, the students of certain public institutions of tertiary education are given the opportunity for practical training in industry. The Human Resource Development Authority subsidises the practical training of students of the Higher Technical Institute and of the Higher Hotel Institute of Cyprus. The selection of companies and the placement of these students for practical training as well as the follow-up and evaluation of their progress are done by the organisers of the programmes, in consultation and with the HRDA's subsidisation.

0703 - RENEWAL OF CURRICULA

For the renewal of curricula of vocational education and training, there are two important actors: The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou), which is responsible for the overall administration of education including the renewal of curricula, and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou), which sets annual priorities for the continuing training programmes that are subsidised.

MINISTRY OF EDUCATION AND CULTURE

The following basic structures at the Ministry have responsibility on educational matters: the Directorate of Primary Education, the Directorate of General Secondary Education, the Directorate of Technical and Vocational Secondary Education, the Directorate of Further and Higher Education, the Cyprus Research Centre, the Pedagogical Institute and the Educational Psychology Service.

The curricula and timetables in the gymnasium are drawn up by the Directorate of General Secondary Education of the MoEC, which also provides school textbooks for pupils and teachers based on the approved curricula. School textbooks are offered either by the Greek Ministry of National Education and Religion or prepared by the curriculum development unit of secondary education.

In upper secondary education, the new unified lyceum curricula aim to provide a wide knowledge base and greater flexibility in subject choice. The educational objectives are centered on the student's interests and capabilities with narrow specialisation in the final year. The extensive use of computers both as a skill and as a tool in the teaching/learning process is one of the priorities of the new scheme.

In secondary technical and vocational education, the Directorate of Secondary Technical and Vocational Education has approached curricula design systematically, with the participation of practically all stakeholders, including representatives of the social partners, teachers/instructors and their unions, representatives of the Pedagogical Institute (Paidagogiko Institutouto) and the University of Cyprus (Panepistimio Kyprou). Moreover, it maintains close links with the Ministry of Labour and Social Insurance (Ypourgeio Ergasias kai Koinonikon Asfaliseon) in order to promote flexibility in the programmes offered based on the needs and demands of local industries. In designing the new curricula, the first step was to prepare basic occupational profiles and related competencies.

The MoEC prepared a reform of secondary Technical and Vocational Education (Techniki kai Epangelmatiki Ekpaidefsi), which was approved in August 2000 and implementation started in September 2001. For the preparation of this reform, the following committees were formed: the coordinating committee, sectoral committees and specialisation committees. Representatives of teachers of different specialisations, of the University of Cyprus and other tertiary education institutions, of the Pedagogical Institute, of professional bodies, of the industry and school inspectors, participated in these committees. Some of the major improvements include the provision of a broad knowledge base and the introduction on new specialisations related to the service sector. The curricula focus on core skills, and emphasis is placed on information and communication technology as a skill. New teaching/learning methods favouring student initiative are encouraged as well as action learning in the form of project work.

As far as the public institutions of secondary education are concerned, the ministry for which each institution is operating has to approve each programme, but, to a large extent, the institutions themselves design the curricula.

HUMAN RESOURCE DEVELOPMENT AUTHORITY

The continuing training programmes that are approved and subsidised by the HRDA should be designed on the basis of the HRDA's annual priority setting, which is communicated to all training institutions/providers. The thematic priorities of 2005 under which the training institutions/ providers can submit to the HRDA training programmes for approval and subsidisation, include Management/ Supervision, Marketing and sales, Economic and financial subjects, Development and Utilisation of Human Resources, Technology and Information technology and other.

The HRDA in the last few years has increased the number of training courses in the field of ICT that receive a subsidy and has further promoted the adoption of e-learning methods and techniques.

In the three-year period 2004-2006, the HRDA will develop and put in operation three new schemes, to be co-financed by the European Social Fund. Each of these schemes aims to promote the training and employability of Young Secondary School-leavers, the Unemployed and Economically Inactive Women. These groups will be assisted to enter the labour market by vocational training programmes, which are grouped in two categories:

- Provision of core skills, on the basis of the results of the personalised guidance/approach. Indicatively, the following subjects can be covered: communication and interpersonal relations, group work, development and negotiating techniques, problem solving, digital literacy and learning of languages.
- Participation in training activities for the acquisition of specialised professional skills, taking into account the results of the personalised guidance/approach and the results of medium term and short term studies carried out by the HRDA.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou) is responsible for the validation of formal education. Two other independent bodies are important in the registration of tertiary education institutions and the recognition of tertiary education qualifications: the Council for Educational Assessment and Accreditation, SEKAP (Symvoulío Ekpaideftikis Axiologisis kai Pistopoiisis) and the Cyprus Council for the Recognition of Higher Education Qualifications, KYSATS (Kypriako Symvoulío Anagnorisis Titlon Spoudon). The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) has responsibility for the promotion and gradual establishment of a System of Vocational Qualifications.

The MoEC is responsible for the delivery, assessment and certification mechanisms for programmes offered in public schools. The Leaving School Certificate (apolytirio) is awarded by each school on the authorisation of the MoEC.

Establishment and operation of private secondary schools comes under the jurisdiction of the MoEC too. Private schools decide on syllabus, methods of teaching, assessment as well as certification. These may be reflected in the school-leaving certificates they issue.

Course content, delivery, assessment and certification in tertiary-level institutions are the responsibility of the institutions themselves. Public institutions (such as the Higher Technical Institute and Higher Hotel Institute of Cyprus) determine these matters internally.

Most private colleges use as their reference point information and procedures copied from colleges and universities abroad with which they have some form of association. For programmes that have been accredited by the SEKAP, the institutions issue certificates in their own right.

The SEKAP is an independent body that advises the Minister of Education and Culture on issues concerning the establishment, control and operation of tertiary institutions in Cyprus. According to Law 67(I)/96, that regulates the establishment of SEKAP, all private tertiary institutions have to register with the MoEC. Some tertiary education institutions are registered with the MoEC and offer specific courses leading to the award of a certificate/diploma/degree. Some of these schools have registered to offer post-graduate programmes as well. It should be noted, however, that registration of a private institution does not imply recognition of the degrees awarded by these institutions. Recognition is possible only after successful accreditation of the programmes of study offered by a private institution.

As far as accreditation of studies is concerned, in the sense that a student can be exempted for some subjects for a given qualification with studies acquired elsewhere, there is no formal legislation but each institution examines each case separately and may give exemptions. Specifically, the university and other tertiary education institutions internally examine the courses and subjects taken by a student for a given qualification in other institutions in order to give credits and be exempted for some subjects and avoid overlap of studies.

The KYSATS, an independent body, is the competent authority responsible for the recognition of titles (or degrees), which were awarded from institutions of higher education, recognised in the country they operate. It serves the role of the National Academic Recognition Information Centre (NARIC) for Cyprus. The recognition of academic titles (or degrees) is based on the directives of UNESCO and the Council of Europe. The laws of the Republic of Cyprus, which concern the "Recognition of Titles of Higher Education and Provision of Relevant Information", are Laws 68(I) of 1996 and 48(I) of 1998. The regulations concerning the recognition of titles (or degrees) of higher education and the provision of relevant information were promulgated by the Council of Ministers and approved by the House of Parliament and published in the official gazette of the Republic.

The HRDA has responsibility for the promotion and gradual establishment of a System of Vocational Qualifications. The Human Resource Development Law of 1999 (No 125 (I)/99), which replaced the Law of 1974 for the Industrial

Training Authority broadened the authority's powers and gave new impetus to the issue of the standards of Vocational Qualifications. More specifically, the new law clearly places the power and authority on the HRDA to "set standards of vocational qualifications for any category or categories of persons employed, provide for the assessment and issue the relevant certificates of vocational qualifications".

The assessment of the findings of a special feasibility study, the formulation of an integrated policy and the promotion and gradual establishment of a System of Vocational Qualifications in Cyprus, in cooperation with all other competent agencies, is one of the Strategic Objectives of the HRDA for 2004-2006, formulated on the basis of Cyprus's strategic goals.

The European Union, in order to overcome the obstacles in the free access and free pursuit of professions, which are regulated by a specific law in member states, adopted a series of Directives. For the harmonisation with the three Directives on the General System for the Recognition of Professional Qualifications (Directives 89/48/EEC, 92/51/EEC and 99/42/EC), the Parliament of the Republic of Cyprus has introduced relevant legislation in order to apply the General System. This system grants the citizens of the European Union and the countries of the European Economic Area in general, who can pursue a regulated profession in their country of origin, or the country they come from, the freedom to pursue, in a self-employed capacity or as employed persons, the same regulated profession in the Republic of Cyprus. This freedom and this system exist for Cypriot nationals as well who wish to pursue a regulated profession in any of the countries mentioned above. The competent bodies for the implementation of the General System are: the National Coordinator (appointed by the Council of Ministers), the National Focal Point (the Labour Department of the Ministry of Labour and Social Insurance) and the Competent Body appointed by law or regulation for the recognition of the right to pursue a regulated profession in the Republic.

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

The EU developments in the field of validation of non-formal and informal learning are being closely observed and this will become an important issue in the near future. Specifically, the Copenhagen Declaration (30 November 2002) and the Council Resolution (19 December 2002) on the promotion of enhanced European co-operation in vocational education and training acknowledged that priority should be given to developing a set of common principles regarding validation of non-formal and informal learning with the aim of ensuring greater comparability between approaches in different countries at all levels. It is envisaged that this issue will be taken up with the gradual establishment and operation of a System of Vocational Qualifications in Cyprus.

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

0901 - STRATEGY AND PROVISION

The main actors for guidance and counselling in Cyprus are the Ministry of Education and Culture, MoEC (Ypourgeoio Paideias kai Politismou), the Ministry of Labour and Social Insurance, MLSI (Ypourgeoio Ergasias kai Koinonikon Asfaliseon) and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou).

The Counselling and Career Education Service of the MoEC offers pupils of public secondary general and technical schools assistance in developing personal awareness as regards their interests, needs and skills and in making suitable decisions about their education and career. Academic and vocational guidance is provided throughout the pupil's attendance in the lyceum both in class sessions and on a personal basis upon request. The services are provided by qualified guidance counsellors, who have gone through specialised post-graduate education. The counsellors are placed in schools and at the central offices of the MoEC.

The Vocational Guidance Service of the MLSI delivered through the Public Employment Service, PES (Dimosies Ypiresies Apascholis) provides information on employment prospects and opportunities or on skills-training possibilities. Social partner involvement in the PES is well established. Each district labour office maintains a tripartite advisory committee.

A website has been set up by the National Resource Centre for Guidance Cyprus (NRCG-CY) of the Department of Labour of the MLSI, in accordance with the Euroguidance initiative, whereby information about private and public education and training opportunities that exist in Cyprus is being displayed. Other activities include publications, the organisation of seminars to guidance counsellors and participation to the "Annual International Education Fair" and the "Annual Careers Fair".

In addition to the above, the HRDA has prepared a web page with information and advice on training opportunities. The HRDA also displays its research studies on the labour market, which include medium-to long-term occupational forecasts up to 2010. The HRDA presents the results of such studies and information on its schemes and the options available to parents, to secondary school students and to young secondary school graduates doing their service in the National Guard. Moreover, the HRDA, through the Consultancy Services Scheme, aims at increasing the productivity and improving the competitiveness of enterprises through the development and better utilisation of their human resources. This scheme helps enterprises identify the training and development needs of their human resources and prepare/implement a training plan.

Furthermore, the Central Youth Organisation, in cooperation with local youth organisations is currently developing similar information facilities. Private Counseling and Guidance Services are also expanding their activities.

0902 - TARGET GROUPS AND MODES OF DELIVERY

Guidance is directed mainly to students, to the unemployed as well as the employed and the economically inactive. The main bodies of delivering guidance and counselling in Cyprus are the guidance and counselling services of the Ministry of Education and Culture, MoEC (Ypourgeoio Paideias kai Politismou), the Public Employment Services (Dimosies Ypiresies Apascholis) and the National Resource Centre for Guidance Cyprus of the Ministry of Labour and Social Insurance, MLSI (Ypourgeoio Ergasias kai Koinonikon Asfaliseon), the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) and certain private organisations.

1. STUDENTS AND YOUNG PERSONS

Guidance and counselling to students is provided mainly by the Ministry of Education and Culture, the National Resource Centre for Guidance Cyprus of the Ministry of Labour and Social Insurance and the Human Resource Development Authority.

MINISTRY OF EDUCATION AND CULTURE

Guidance and counselling services are provided by the MoEC to young people at grade nine of their education, before leaving gymnasium to progress either to lyceums or to the secondary technical and vocational education schools.

Counsellors and other professionals (e.g. psychologists) inform students in their final year of lower secondary education of the courses and options offered at lyceums and technical schools. Students can also receive information about the future prospects of graduates from the different options in terms of employment and further study possibilities. Aptitude and psychological testing may occasionally be part of the guidance and counselling process, although this is not done systematically owing to the lack of specialists.

The Association of Teachers of Technical Schools has put pressure on the MoEC to use teachers from the technical schools as visiting counsellors in gymnasiums in order to give graduates specific information about secondary technical and vocational education and the various specialisations.

In upper secondary education counselling takes place in the schools upon enrolment to advise students decide on the different study options available. Academic and vocational guidance is then provided by counsellors throughout the pupil's attendance in the lyceum both in class sessions and on a personal basis upon request.

At the MoEC there is a separate service, which provides information to students on further study opportunities particularly in higher education institutions in Cyprus and Greece as well as about the requirements of relevant "selection examinations" necessary to gain access to these institutions.

A parallel information source about opportunities and requirements for studies at tertiary education institutions, private and public, and about studying abroad is made available during the "Annual International Education Fair" which takes place in early spring each year. There are over 200 Higher Education Institutions and Universities from 35 countries participating. The two Guidance Counsellors Associations also organise the "Annual Careers Fair" in collaboration with the Bank of Cyprus. More than 150 organised professional bodies and organisations take part.

Finally, the British Council and the Fulbright Commission organise fairs with visiting universities and colleges from the UK and the USA respectively in order to provide information to prospective students for further studies in these countries.

MINISTRY OF LABOUR AND SOCIAL INSURANCE - NATIONAL RESOURCE CENTRE FOR GUIDANCE CYPRUS

A website has been set up by the National Resource Centre for Guidance Cyprus (NRCG-CY), 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 (early school leavers, workers, unemployed and adult learners). 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).

Other activities of the NRCG-CY include:

- Publications containing information of the Euroguidance network, NRCG-CY and PLOTEUS (distributed among all guidance counsellors in Cyprus)
- Organisation of seminars and workshops for guidance counsellors.
- Participation in education and career fairs in Cyprus (the "Annual International Education Fair" and the "Annual Careers Fair").
- Regular presentation of NRCG-CY activities in print and media in Cyprus.

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

HUMAN RESOURCE DEVELOPMENT AUTHORITY

The HRDA has prepared a web page with information and advice on training opportunities. The HRDA also displays its research studies on the labour market, which include medium-to long-term occupational forecasts up to 2010. The HRDA presents such studies and information on its schemes and the different options available by lectures to parents, to secondary school students and to young secondary school graduates doing their service in the National Guard, as well as during the "Annual International Education Fair" and the "Annual Careers Fair". Special lectures are also organised to guidance counsellors.

2. ADULTS: EMPLOYED, UNEMPLOYED AND INACTIVE

Guidance to adults is provided by the Ministry of Labour and Social insurance through the Public Employment Services, the Human Resource Development Authority and certain private organisations.

MINISTRY OF LABOUR AND SOCIAL INSURANCE - PUBLIC EMPLOYMENT SERVICES

The Vocational Guidance Service of the Public Employment Services, PES (Dimosies Ypiresies Apascholis) of the MLSI provides information to adults and secondary-school graduates on employment prospects and opportunities or on skills-training possibilities. These services also cater for school dropouts, who may be interested in joining the apprenticeship system. These services in general do not offer any aptitude testing or career counselling because of shortages of qualified personnel.

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

In May 2000, a nationwide candidate placement system was installed, to which all PES counsellors have access. The candidate placement system performs a wide range of functions, including: registration and updating of clients history; registration of employers and vacancies; and monitoring clients interviews with employers. A facility for matching candidates against training programmes is currently being developed and a self-service Internet-based facility for clients is planned to become available to the public in January 2005.

The enhancement and modernisation of the PES is one of the priority pillars of the Strategic Development Plan for 2004-2006 and the Single Programming Document for Objective 3 - Human Resources (SPD) prepared in 2003 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. This individualised guidance will be especially targeted towards the unemployed, the economically inactive women and young secondary education graduates within the framework of the three new schemes co-financed by the HRDA and the ESF.

HUMAN RESOURCE DEVELOPMENT AUTHORITY

The Consultancy Services Scheme of the HRDA aims at increasing the productivity and improving the competitiveness of enterprises through the development and better utilisation of their human resources. This scheme helps enterprises identify the training and development needs of their human resources and prepare/implement a training plan. The Consultancy Services Scheme provides for financial assistance of up to 50% of the cost of conducting a human resources study by a Consultant, which includes practical proposals for the introduction/strengthening of the structures, systems and practices of the enterprise in human resources issues.

PRIVATE

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

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

0903 - GUIDANCE AND COUNSELLING PERSONNEL

The Counselling and Career Education Service is part of the Department of Secondary Education of the Ministry of Education and Culture (Ypourgeio Paideias kai Politismou). The central office is run by a chief education officer and is staffed with qualified counsellors who have gone through specialised post-graduate education. Recently initial teacher training was made compulsory for all new teachers, including counsellors in secondary schools, upon appointment over a 26-week period.

There are also qualified guidance counsellors, appointed in each upper secondary school (lyceum), that provide vocational guidance to pupils both in class sessions and on a personal basis upon request.

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

The Vocational Guidance Service of the Public Employment Services, PES (Dimosies Ypiresies Apascholis) provides information to adults and secondary-school graduates on employment prospects and opportunities or on skills-training possibilities. The PES functions from district labour offices in Nicosia, Limassol, Larnaca and Paphos, and a sub-office in Paralimni. The Director of the Department of Labour and the Head of Section in Nicosia manages the work of the district labour offices.

The National Resource Centre for Guidance Cyprus (NRCG-CY) is intending to train the officers of the PES in order to be able to provide information mostly to the unemployed on the training and employment opportunities through the individualised approach. The NRCG is also planning to prepare a manual for trainers/guidance counsellors for this matter.

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

The main actors responsible for financing vocational education and training are the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou), the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon) and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou). Moreover, the European Social Fund (ESF) co-finances training schemes and other measures while employers in the private sector finance the training of their employees including the co-financing of the training subsidised by the HRDA. Finally, the government finances the training and development of civil servants.

MINISTRY OF EDUCATION AND CULTURE

The MoEC is responsible for the administration, organisation and all decisions concerning the financial resources by public schools. In 2003 the budgeted amount for public expenditure on education as a percentage of GDP was 6.7%. It is worth noting that the share of technical and vocational school expenditure was estimated to be 5.9% of the total public expenditure in 2003. This has decreased over the years since in 1990 it was 7.2%. The technical and vocational school expenditure together with the tertiary level education was estimated to be at the level of 26.2% of the total public expenditure on education in 2003.

MINISTRY OF LABOUR AND SOCIAL INSURANCE AND OTHER MINISTRIES

The MLSI is responsible for the overhead expenses of the Cyprus Productivity Centre and for two tertiary education institutions. Other tertiary education institutions come under the jurisdiction of various other ministries.

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 activities of the HRDA are financed by the Human Resource Development Fund where enterprises are obliged to pay a levy amounting to 0.5% of their total payroll. The funds are mainly used to subsidise initial and continuing vocational training for the employed as well as other developmental activities. In 2003, HRDA's total expenditure was £5.3m (€9.1m), out of which £4.8m (€8.3m) represented expenditure on training activities.

The HRDA 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). In general, for the enterprises with more than 250 employees, the subsidisation by the HRDA is 50% of the eligible total cost of the proposed training programmes, whereas for enterprises that employ up to 249 persons the subsidisation is 70%. An additional 5% subsidisation is provided to enterprises established in rural areas.

The budgeted amount of funding by the HRDA for the initial training programmes in the period 2004-2006 is £2.9m (€5.0 m) (16% increase compared to 2001-2003); for the continuing training programmes the budgeted amount is £14.4m (€25.1 m) (51% increase compared to 2001-2003), while for the three new schemes to be co-financed by the ESF the HRDA's budgeted amount is £3.8m (€6.6 m).

EUROPEAN SOCIAL FUND

A new form of funding is the co-financing of vocational education and training measures with the ESF as formulated in the Single Programming Document for Objective 3 - Human Resources for 2004-2006. ESF co-financing will contribute, in 2004-2006, to activities for the training of teachers in ICT, the support of the modernisation of the Apprenticeship System as well as the introduction of modern technology in the secondary technical/vocational education within the framework of the reform for technical/vocational education that started in 2001-2002 (total expenditure 20 million euro). As far as training is concerned, three new schemes will be developed and put in operation by the HRDA, to be co-financed by the European Social Fund (50-50%). These schemes aim to promote the training and employability of Young Secondary School-leavers, the Unemployed and the Economically Inactive Women.

EMPLOYERS

In addition to the levy paid to the HRDA, it is estimated that the employers in the private sector spend an additional 1-1.5% of payroll on training measures for their staff.

GOVERNMENT AS AN EMPLOYER

Finally, the government as an employer finances the training and development of civil servants. It is estimated that an amount of £0.5m (€0.87m) was expended in 2003 for this matter.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

Funding for initial vocational education and training is grouped into the following categories: upper secondary level, the Apprenticeship System (Systima Mathiteias) and the tertiary level.

IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

Secondary Technical and Vocational Education (Techniki kai Epangelmatiki Ekpaidefsi - TVE) provides a broad range of technical/vocational education, initial training and re-training programmes to eligible gymnasium leavers and adults. It is integrated into the national school system, which is free of charge and funded by the state, and maintains close links with industry and other state-run and private training institutions. Secondary TVE includes secondary school programmes and afternoon and evening classes.

The total public expenditure for secondary technical and vocational education was estimated to be £26 335 000 (€45 822 900) in 2003. The share of secondary technical and vocational public expenditure was estimated to be 5.9% of the total public expenditure on education in 2003.

APPRENTICESHIP TRAINING

The Apprenticeship System is a two-year initial vocational education and training programme providing practical and theoretical training to young people. Attendance at technical schools is free of charge provided by the Ministry of Education and Culture (Ypourgeoio Paideias kai Politismou - MoEC), while the Human Resource Development Authority (Archi Anaptyxis Anthropinou Dynamikou - HRDA) compensates employers for wages paid to apprentices who attend classes in technical schools.

Subsidies are paid by the HRDA to employers in relation to the wages of apprentices for the days the latter attend technical schools. Under this scheme, subsidies were paid to companies employing 330 apprentices in 2003. Expenditure amounted to the sum of £176 035 (€306 300). Training allowances are calculated on the basis of collective agreements by occupation.

VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

A government grant is paid to the parents with a child in tertiary education. The grant is £1 500 (€2 610) for those who pay fees (for education in private institutions) and £1 000 (€1 740) to those who do not pay fees (for education in public institutions and the university).

- **Public institutions of tertiary education**

There are seven public tertiary education institutions, which come under the jurisdiction of various ministries, offering sub-degree level programmes in Engineering, Forestry, Hotel and Catering, Nursing and other vocations. The student tuition fees range from about £1 000 (€1 740) to £2 500 (€4 350) per year. Cypriot students pay no fees.

The HRDA subsidises the practical training in enterprises of students of the Higher Technical Institute, HTI (Anotero Technologiko Institutouto) and of the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou). The financial assistance provided to employers is calculated according to the programme and its branch/sector attended by the students. During the year 2003 the HRDA subsidised the practical training of 92 HTI students and 167 HHIC students. The expenditure in 2003 for the practical training of the HHIC students was £41 139 (€71 580), while for the HTI students it was £32 954 (€57 340).

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) plays an important role in vocational training. The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus. The HRDA subsidises training programmes implemented by public and private institutions. Its activities are financed by a levy amounting to 0.5% of the payroll of eligible employers. In addition to the levy paid to the HRDA, it is estimated that the employers in the private sector spend an additional 1-1.5% of payroll on training measures for their staff.

The Ministry of Education and Culture, MoEC (Ypourgeoio Paideias kai Politismou) is responsible for the administration of funds of institutions for adult education. Finally, the government as an employer finances the training and development of civil servants.

PRIVATE

There are more than 160 training providers, which operate primarily within the HRDA's open multi-company training programmes framework. These training providers in general also offer courses to employers and individuals that are not subsidised by the HRDA.

The HRDA subsidises single-company training programmes and multi-company training programmes as well as training abroad. In general, for the enterprises with more than 250 employees, the subsidisation by the HRDA covers 50% of the eligible total cost of the proposed training programmes, whereas for enterprises that employ up to 249 persons the subsidisation is 70%. An additional 5% subsidisation is provided to enterprises established in rural areas.

During 2003, 20 546 employees were trained in single-company programmes, by Cypriot trainers or trainers from abroad and total expenditure amounted to £1 438 471 (€2 502 940). Also, during 2003, 12 269 persons were trained on multi-company (institutional) programmes and total expenditure amounted to the sum of £2 106 772 (€3 665 780).

The HRDA subsidises employers for the costs of participation of the employees to training programmes abroad, both single-company and multi-company programmes. During 2003, the HRDA subsidised the participation of 325 persons in training programmes abroad and total expenditure amounted to the sum of £310 217 (€539 780).

The HRDA also 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. Monthly subsidies are paid to enterprises in relation to the training costs, including the salaries of graduates during training. In 2003, the HRDA subsidised the training of 78 graduates, compared to 52 in 2002. There was an increase of 50%, which is due mainly to the promotion of the scheme to both enterprises and graduates to participate in the scheme. Total expenditure amounted to the sum of £105 273 (€183 180) compared to £90 662 (€157 750) in 2002 (an increase of 16.1%).

Most of short upgrading courses offered by the Cyprus Productivity Centre are subsidised by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou) and by the government, which covers the associated overheads.

The Higher Technical Institute (Anotero Technologiko Institutouto) and Higher Hotel Institute of Cyprus (Anotero Xenodocheiako Institutouto Kyprou) offer upgrading and updating courses in their respective fields of engineering/technology and of hotel/tourism/catering that are also subsidised by the HRDA.

The Evening Secondary General Schools and the Evening Technical Schools of the MoEC provide opportunities for acquiring a recognised Leaving School Certificate for those who have interrupted their formal education. Students pay limited fees ranging from €100-200.

The Afternoon and Evening Institutes of the Technical Education and Culture offer a great variety of courses ranging from 30 hours to three years in the area of engineering as well as for preparation for external exams (for example, GCSE, government and other). Students pay limited fees.

There are also 250 Adult Education Centres (Epimorfotika Kentra) of the MoEC that offer, for a small fee, a wide range of short and medium length courses for personal interest rather than to improve employability (including preparation for examinations).

The State Institutes of Further Education (Kratika Institutouta Epimorfosis) offer more academically oriented programmes than the Adult Education Centres and can be attended by both pupils and adults.

Finally, the government as an employer finances the training and development of civil servants. The Cyprus Academy of Public Administration (CAPA) is responsible for the development and implementation of a learning policy for the civil servants.

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

Given the low unemployment tradition in the Cyprus economy, there was a tendency for the training system to be oriented mainly towards the lack of skills rather than towards strengthening the employability of the unemployed and the inactive. However, there were accelerated training programmes mainly addressing the needs of unemployed school-leavers, but also of persons who wished to change their occupations through retraining. Today, there are such training programmes for Construction Workers, Plumbers, Welders, Mechanics/Fitters, Cabinet Makers/Carpenters, Cooks, Waiters and Assistant Information Technology Technicians. Special emphasis was also placed on the need to attract women to the labour market. In particular, the HRDA designed a new accelerated programme for Office Support Staff.

In 2003, the HRDA subsidised the training of 261 persons in technical and hotel occupations, compared to 226 in 2002 (an increase of 15.5%). Expenditure in 2003 amounted to the sum of £384 599 (€669 200), compared to £280 446 (€487 980) in 2002, an increase therefore of 37.1%.

In addition to the accelerated training programmes, the HRDA will design during the period 2004-2006 and put in operation three new schemes, to be co-financed by the European Social Fund. Each of these schemes aims to promote the training and employability of Young School-leavers, the Unemployed and the Economically Inactive

Women. The estimated number of participants in these schemes will be around 2 000 persons with a total expenditure of 4.4 million euro.

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

In Cyprus, vocational education and training is primarily financed through public funds, administered mainly by the Ministry of Education and Culture (Ypourgeoio Paideias kai Politismou), the funds of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou), which come from the training levy of 0.5% of eligible employers payroll, as well as directly from employers. These will continue to be the main forms of financing in the future coupled, however, with specific co-financing by the ESF.

The budgeted amount of funding by the HRDA for the initial training programmes in the period 2004-2006 is £2.9m (€5.0 m) (16% increase compared to 2001-2003); for the continuing training programmes the budgeted amount is £14.4m (€25.1 m) (51% increase compared to 2001-2003), while for the three new schemes to be co-financed by the ESF the HRDA's budgeted amount is £3.8m (€6.6 m).

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

For a small and open economy with limited natural resources such as Cyprus, human resources constitute the most important factor of production and its development is of high priority. National strategies pertinent to policy priorities at EU level are stated in the National Action Plan for Employment (NAP) for 2004-2006. According to the NAP, the targets with respect to Guideline 4 for the promotion of the development of human capital and lifelong learning are:

- At least 82% of 20-24 year-olds to have completed upper secondary education (EES target is 85% by 2010).
- The average level of participation in lifelong learning to be at least 10% of the adult working age population, i.e. 25-64 age group (EES target is 12.5% by 2010).
- One computer per 15 children in Primary Schools, one computer per 9 students at Lower Secondary and one computer per 5 students in Upper Secondary Education.

Moreover, additional measures for education and lifelong learning in the NAP include:

- Provision of equal opportunities in education and combating educational failure and literacy.
- Further utilisation of new technologies in education.
- Promotion of lifelong learning through restructuring and modernising of the Apprenticeship System (Systima Mathiteias), establishing the Open University (Anoichto Panepistimio), upgrading the Vocational Guidance services and introducing a system of vocational qualifications.
- Upgrading higher education through the operation of the public Technological University (Technologiko Panepistimio), the establishment of higher education schools and upgrading the quality of private higher education schools.

European cooperation in the field of education and training is promoted by the representation of Cyprus in various working groups and by participating in European programmes such as Socrates and Leonardo da Vinci. Cyprus is represented in the Objectives Process Technical Working groups mainly by the Ministry of Education and Culture (Ypourgeoio Paideias kai Politismou). The objective of this process is to strengthen political cooperation between Member States in the field of education and training through the open method of coordination.

Moreover, Cyprus is represented in the Copenhagen Coordination Group by the Human Resource Development Authority (Archi Anaptyxis Anthropinou Dynamikou). The Copenhagen Coordination Group was formed in order to promote and coordinate European cooperation in the field of vocational education training in the context of the Copenhagen declaration (30 November 2002), both through VET-specific technical working groups, and through the work programme of the Objectives of education and training systems in Europe. Three technical working groups were formed in order to promote the priorities set by the Copenhagen declaration, which are:

- Single Framework for Transparency (Europass)
- Quality in VET
- European Credit Transfer System for VET

In this respect, a tripartite monitoring and planning committee has been formed in Cyprus under the chairmanship of the HRDA, with membership from the Planning Bureau (Grafeio Programmatismou), the Ministry of Labour and Social Insurance (Ypourgeoio Ergasias kai Koinonikon Afaliseon), the Ministry of Education and Culture (Ypourgeoio Paideias kai Politismou) and the main Employers and Trade Union organisations.

The EU developments in the field of validation of non-formal and informal learning are being closely observed and this will become an important issue in the near future.

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