

Cyprus

Overview of the Vocational Education and Training System

July 2006

Title: Cyprus: overview of the Vocational Education and Training System in 2006

Published on the web: July 2006 (*all website links were valid at this date*).

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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 2006. Later editions can be viewed from August 2007 onwards at: http://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



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 6 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 (Ypourgeio Esoterikon).

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

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, MoEC (Ypourgeio Paideias kai Politismou, YPP). Other ministries also play a role in the provision of education and training. The Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) prepared the Cyprus National Action Plan for Employment, NAP (Ethniko Schedio Drasis gia tin Apascholisi, ESDA) and has set up professionally oriented education and training institutions. Moreover, a small number of vocational and post-secondary institutions come under the jurisdiction of ministries such as the Ministry of Health, MoF (Ypourgeio Ygeias), the Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP), the Ministry of Commerce, Industry and Tourism, MCIT (Ypourgeio Emporiou, Viomichanias kai Tourismou, YEVT), the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO) and the Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT).

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

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 rate, relatively low unemployment rate and high economic growth. The average GDP growth rate during 1995/2000 was 3.8% in real terms, while during 2000/2004 it fell to 3.0%. Specifically in 2004 it reached 3.7%. 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. In 2004 foreign workers represented around 14% of total employment, including the employment of EU-25 nationals. 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 kilometres. The population of the government-controlled area is 749 200 (end of 2004) and has risen by around 200 000 in the last 20 years (512 300 in 1980) or by 1.6% per year. The Turkish-Cypriot population is estimated to be 88 100 (end of 2004).

The ageing of the population is expected to gradually aggravate the existing labour shortages and bottlenecks. The population over 60 years of age is estimated to reach 25.8% in 2027 in comparison to 16.5% in 2004. 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 under formulation taking into consideration the effects of the presence of foreign workers in such a high proportion as well as the consequences of country's accession into the EU.

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 and to productivity increases.

Table 1: Age-specific demographic trends (end of year population estimates for government-controlled area)				
AGE GROUP	1995	2000	2004	2027⁽¹⁾
0-24	39.3%	38.1%	35.0%	24.3%
25-59	45.7%	46.5%	48.5%	49.9%
60+	15.0%	15.4%	16.5%	25.8%
TOTAL	656.3	697.5	749.2	845.5

Source: Statistical Service of Cyprus

⁽¹⁾ Projections

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Cyprus has experienced strong economic growth ever since independence in 1960. The average GDP growth rate during 1995/2000 was 3.8% in real terms, while during 2000/2004 it fell to 3.0%. Specifically in 2004 it reached 3.7%.

The importance of the tertiary sector has grown while the shares of 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, PB (Γραφείο Προγραμματισμού, GP), the tertiary sector will contribute 79.4% of GDP by 2015, compared to 76.0% in 2004. Employment in the tertiary sector is expected to reach 73.8% by 2015, compared to 71.2% in 2004.

SECTOR	1995	2000	2004
PRIMARY ⁽¹⁾	5.6%	4.6%	4.7%
SECONDARY ⁽²⁾	23.7%	20.3%	19.3%
TERTIARY ⁽³⁾	70.7%	75.1%	76.0%
TOTAL	100.0%	100.0%	100.0%

Source: Statistical Service of Cyprus

- (1) Primary sector: Agriculture, hunting and forestry, Fishing, Mining and quarrying.
(2) Secondary sector: Manufacturing, Electricity, gas and water supply, Construction.
(3) Tertiary sector: Wholesale and retail trade, Hotels and restaurants, Transport, storage and communication, Financial intermediation, Real estate, renting and business activities, Public administration and defence, Education, Health and social work, Other community, social and personal service activities, Private households with employed persons, Extra-territorial organisations and bodies.

SECTOR	1995	2000	2004
PRIMARY ⁽¹⁾	10.7%	8.5%	7.9%
SECONDARY ⁽²⁾	25.7%	21.4%	20.9%
TERTIARY ⁽³⁾	63.6%	70.1%	71.2%
TOTAL	100.0%	100.0%	100.0%

Source: Statistical Service of Cyprus

- (1) Primary sector: Agriculture, hunting and forestry, Fishing, Mining and quarrying.
 (2) Secondary sector: Manufacturing, Electricity, gas and water supply, Construction.
 (3) Tertiary sector: Wholesale and retail trade, Hotels and restaurants, Transport, storage and communication, Financial intermediation, Real estate, renting and business activities, Public administration and defence, Education, Health and social work, Other community, social and personal service activities, Private households with employed persons, Extra-territorial organisations and bodies.

The employment rate has shown a stable increase during the period 2000/2004. The total employment rate of 69.4% in 2004 compares favourably with the EU-25 average of 63.3%. 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	2004
MEN	78.6%	79.4%	78.8%	78.8%	79.9%
WOMEN	53.0%	57.1%	59.0%	60.2%	59.7%
TOTAL	65.4%	67.9%	68.5%	69.2%	69.4%

Source: Labour Force Survey 2nd quarter, Statistical Service of Cyprus

The unemployment rate, 4.3% in 2004, compares favourably with the EU-25 average (9.0% in 2004). However, the government's 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 8.7% in 2004, compared with the EU-25 average of 15.9%.

Table 4: Unemployment rates					
	2000	2001	2002	2003	2004
TOTAL	5.0%	4.0%	3.3%	4.1%	4.3%
MEN	3.2%	2.7%	2.6%	3.8%	3.5%
WOMEN	7.3%	5.7%	4.2%	4.6%	5.4%
< 25	10.2%	8.4%	7.9%	8.9%	8.7%

Source: Labour Force Survey 2nd quarter, Statistical Service of Cyprus

The public expenditure on education has increased from 3.9% of the GDP in 1990 to 6.9% in 2004.

Table 5: Expenditure on education				
	2003	2003⁽¹⁾	2004⁽²⁾	2004⁽¹⁾
	C£MN	€MN	C£MN	€MN
PUBLIC EXPENDITURE ON EDUCATION	449.0	781.3	497.4	848.1
PRIVATE EXPENDITURE ON EDUCATION	167.5	291.4	166.4	289.5
GDP	6 700.8	11 659.4	7 216.4	12 556.4
PUBLIC EXPENDITURE ON EDUCATION (% OF BUDGET)	14.5%		15.7%	
PUBLIC EXPENDITURE ON EDUCATION (% ON GDP)	6.7%		6.9%	
TOTAL EXPENDITURE ON EDUCATION (% ON GDP)	9.2%		9.2%	

Source: Statistical Service of Cyprus

⁽¹⁾ Exchange Rate used: C£1=€1.74

⁽²⁾ Provisional

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Human resources in Cyprus are characterised by a high level of educational attainment. There is 1 state university operating since 1992, while 2 other universities, the public Technological University of Cyprus (Technologiko Panepistimio Kyprou, TEPAK) and the Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy) have been established but have not been operational yet. There are also other public and private tertiary education colleges/institutions. The percentage of people aged 25-64 with tertiary education was 29% 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 education followed by higher education. Family plays a significant influence in encouraging and supporting young people to continue to higher education. A large proportion of young persons that continue to higher education are enrolled in education institutions abroad. High education attainment is also 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 ⁽¹⁾	CYPRUS
ISCED 0-2	32%	36%
ISCED 3-4	46%	35%
ISCED 5-6	20%	29%
TOTAL	98%	100%

Source: Eurostat, Labour Force Survey 2nd quarter, Statistical Service of Cyprus

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

⁽¹⁾ EU Data for 2002, difference in total=no answer

The percentage of early school leavers has fluctuated around 14-15% in 1999/2003. It has to be mentioned that in 2003 there was a break in series. In particular, in 2003, the Apprenticeship Scheme (Systima Mathiteias, SM) 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. In 2004 the percentage of early school leavers increased considerably to 18.4%.

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 ⁽¹⁾	2003	2004
EARLY SCHOOL LEAVERS	15.0%	15.1%	14.8%	14.0%	15.1%	18.4%

Source: Labour Force Survey 2nd quarter, Statistical Service of Cyprus

⁽¹⁾ Break in series

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

0201 - OBJECTIVES AND PRIORITIES

There are several ministries and organisations responsible for the policy development and the implementation of measures in the field of education and training. The main actors are the Planning Bureau, PB (Grafoio Programmatismou, GP), the Ministry of Education and Culture, MoEC, (Ypourgeio Paideias kai Politismou, YPP), the Ministry of Labour and Social Insurance, MLSI, (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).

The Planning Bureau is responsible for the Strategic Development Plan, SDP (Stratigiko Schedio Anaptyksis, SSA), which sets the overall policy and targets for the development of the Cyprus economy, including human resource development. The Planning Bureau is also responsible for the preparation of the Single Programming Document for Objective 3 - Human Resources, SPD (Eniaio Eggrafo Programmatismou gia to Stochos 3, EEP) for the development and the utilisation of human resources with the contribution of the European Social Fund. The Ministry of Finance and the Planning Bureau are responsible for the preparation and follow up of the National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas).

The MoEC has the overall responsibility for the development of educational policy and its implementation, the administration of public and private education and the enforcement of education laws, including the new Education Reform (Ekpaideftiki Metarithmisi).

The MLSI is responsible for the preparation of the National Action Plan for Employment of Cyprus, NAP (Ethniko Schedio Drasis gia tin Apascholisi, ESDA) with the support of the permanent NAP Committee of Cyprus.

Finally, 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, sets its priorities and targets based on the government's socioeconomic policy and strategic goals.

The following policy documents are important in setting the objectives and priorities in the field of education and training in Cyprus.

STRATEGIC DEVELOPMENT PLAN (2004/2006)

The Cyprus government through the SDP gives great emphasis on the development of human capital, the promotion of equal opportunities and the strengthening of social cohesion. The priority areas for intervention in the field of human capital are:

- Quantitative and qualitative upgrading of education, mainly through the expansion of options for tertiary education in Cyprus, the expansion and improvement of school buildings infrastructure and equipment, as well as interventions aiming at upgrading the quality of the rendered education.
- Promotion of employment and vocational training, mainly through the implementation of a modern and effective training and retraining system, the active support of employment and the increase of the participation rate of population groups that are relatively lacking behind.
- Promotion of equal opportunities and social inclusion, through the upgrading of the quality of life of persons vulnerable to social exclusion.

SINGLE PROGRAMMING DOCUMENT FOR OBJECTIVE 3 - HUMAN RESOURCES

The SPD has been prepared in 2003, in compliance with the basic strategic objectives and general targets of the SDP 2004/2006 after negotiations with the European Commission. The main strategic objective of the SPD is the development and the full utilisation of human resources in conditions of social cohesion and equal opportunities.

For the achievement of the main strategic objective a number of interventions were defined as follows:

- Development and promotion of active labour market policies mainly through the enhancement and modernisation of the Public Employment Services, PES (Dimosies Ypiresies Apascholis), the implementation of training activities and of actions for the promotion of employment.
- Promotion and improvement of education and training systems and lifelong learning, mainly through the utilisation of new technologies and the application of modern technology to teaching methods, the development of new pedagogical approaches to teaching, the training of teachers with an emphasis on information technologies, as well as the support of the modernisation of the Apprenticeship System (Systema Mathiteias, SM).

As far as these measures are concerned, the strengthening and modernisation of the PES is in progress.

The reform of the Apprenticeship System to make it a real alternative vocational path, both for boys and for girls, through reliable and accredited vocational qualifications, has been moving at a very slow pace.

A major reform of upper secondary general education was fully implemented in 2002, while for secondary technical/vocational education it will be completed in 2006. In parallel with this reform, information technology has been introduced as an obligatory subject in secondary education.

NATIONAL ACTION PLAN FOR EMPLOYMENT (2004/2006)

Cyprus has prepared its first NAP for the period 2004/2006, within the framework of the Employment guidelines adopted by the European Council and the Broad Economic Policy Guidelines. The policies and measures are in line with the general aims and objectives of the National Strategic Development Plan 2004/2006, as well as with the Convergence Programme 2003/2007.

A basic priority of the Cyprus NAP is the promotion of employment through mainly the upgrading of human resources. There are specific measures for attracting more people in the labour market such as the modernisation of the Public Employment Services, training and education programmes and special measures for the inactive. Other measures promoting the investment in human capital and lifelong learning include the promotion of close and effective linkage between education and labour market needs, strengthening and upgrading the training and retraining structures, the educational policy and the modernisation of the Apprenticeship System.

The elaboration of a comprehensive lifelong learning policy by the end of 2006, should provide appropriate links between initial and continuing education and training matched with the development of a competence-based structure of vocational qualification standards.

NATIONAL LISBON PROGRAMME

Cyprus prepared the National Lisbon Programme, as envisaged by the European Council in order to advance the targets set out in the Lisbon strategy. The draft Lisbon programme was prepared by mid-September 2005 and discussed with social partners and the political parties and the final version was submitted to and approved by the Council of Ministers.

The overall strategic approach focuses on the need to tackle effectively the challenges faced by Cyprus. The overriding objective of the National Lisbon Programme of Cyprus is to enhance the growth potential of the economy and raise the standards of living and hence achieve real convergence with the EU. The proposed reforms pay particular attention to the need to enhance social cohesion and achieve a more efficient use of natural resources so as to ensure the sustainability of growth over the longer term.

The proposed national Lisbon Strategy aims at creating a dynamic and competitive economy, which will deliver high growth and living standards for the citizens of Cyprus. A healthy and stable macroeconomic environment underpinned by sound fiscal and monetary policies, is a prerequisite for the successful implementation of these reforms. Policies to enhance investment in physical and human capital, research and development, and the country's infrastructures are key.

THE MAIN POLICY PRIORITIES FOR CYPRUS, AS STATED IN THE NATIONAL LISBON PROGRAMME RELATED TO EDUCATION AND TRAINING ARE:

- The continuous improvement of the quality of education at all levels.
- Increase opportunities for university education level studies in Cyprus.
- Continuous upgrading of skills to labour market needs, in particular through reforming and making more attractive vocational education and training systems, including the apprenticeship scheme and upgrading of training and retraining programmes, via also supporting training infrastructure.
- Development of a comprehensive national framework for lifelong learning.

EDUCATION REFORM PROCESS

The government is promoting major reforms at the upper secondary cycle of the educational system, including the technical and vocational schooling. The efforts for restructuring and modernising the educational system culminated in 2003 with the appointment, by the Minister of Education and Culture, of an Education Reform Committee (Epitropi Ekpaideftikis Metarithmisis, EEM) consisting of 7 academics, in

order to study the Cyprus Educational System and make suggestions for its improvement. The Committee submitted, in August 2004, a Report indicating the main priority areas of reform with suggestions for the restructuring and the modernisation of the Cyprus Education System. A public dialogue, officially announced by the President of the Republic on 30th January 2005, is underway and a number of working groups, appointed by the Minister, have prepared suggestions on concrete measures to be implemented. In this context, major structural developments are in process in all sectors of education, from pre-primary through higher education.

The main priorities identified for a structured nationwide consultation to promote the educational reform are the following:

- Reorientation and reform of the Cyprus education for an open, democratic and multicultural society of knowledge.
- Reform of the institutional framework of administration and decision-making with emphasis on decentralisation.
- Reform of the structure of the education system from pre-primary education through to tertiary education, with a view of extending the school day in primary education and possibly to lower secondary education; eliminating the gap between primary and secondary education; and, establishing Post-secondary Vocational Training Institutions.
- Updating the content of education – curricula and teaching methods – with a focus on the development of a unified curriculum for a 10-year compulsory education from pre-primary to lower secondary education.
- Further development of higher education, both public and private, aiming at turning Cyprus into a regional centre of education.
- Development of a new scheme for the evaluation of the work of the school unit, the school task and the educators, and the establishment of a Centre for Educational Research and Evaluation.
- Improving and restructuring the system of the pre-service education and the in-service education and training of educators.

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.
- Continuation of the provision of training and development activities to employed persons with emphasis on priority sectors and occupations.
- Provision of consultancy services to Small and Medium sized Enterprises.
- Adjustment of the training system to the needs of the labour market with the improvement of the quality and effectiveness of the training provided.
- Formulation of an integrated policy and promotion of the gradual establishment and operation of a System of Vocational Qualifications in Cyprus.
- Conducting research studies and surveys.

The HRDA has set 4 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 3 new schemes to be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) and the HRDA, involve the promotion of training and employability of the unemployed, of new young secondary school-leavers, and the economically inactive women and are expected to become operational in 2006.
- 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 conduct 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, PB (Grafelio Programmatismou, GP), the Ministry of Education and Culture, MoEC, (Ypourgeio Paideias kai Politismou, YPP), the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon) and other ministries as well as the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).

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 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 Antiproson). 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 from the Planning Bureau, the MLSI, the church, the Parliamentary Committee of Education, parents associations, teachers associations and 7 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, MoH (Ypourgeio Ygeias, YY), the Ministry of Agriculture, MoA, Natural Resources and Environment (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP), the Ministry of Commerce, Industry and Tourism, MCIT (Ypourgeio Emporiou, Viomichanias kai Tourismou, YEVT), the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO) and the Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT).

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, YPP), 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 Symvoulío), or by subsequent Acts passed by the House of Representatives (Vouli ton Antiprosopon).

The specific laws and regulation for the Apprenticeship System (Systema Mathitias, SM), vocational education (secondary, post-secondary and tertiary) and vocational training are mentioned below.

APPRENTICESHIP SYSTEM

The Apprenticeship Law of 1966 (No. 13/66) has an important impact on the vocational education and training system. This law assigns the administrative responsibility for the apprenticeship system (Systema Mathiteias, SM) to the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).

VOCATIONAL EDUCATION

SECONDARY EDUCATION

In the field of secondary education the legislative provisions are, in effect, scattered through many pieces of legislation passed since 1960, the year Cyprus was proclaimed an independent state. The set of laws, which cover pre-primary, primary, secondary general and secondary technical and vocational institutions, are No. 5/71, 56/83, 123/85 and 154 (I)/99.

POST-SECONDARY EDUCATION

The establishment of Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE) is currently being planned by the Ministry of Education and Culture. In 2001, the Council of Ministers, with Decision No. 53.142, authorised the Minister of Education and Culture to appoint the President and the Members of the Intersectional Body who, in cooperation with the Planning Bureau, the Ministry of Finance, the MLSI, the HRDA and representatives of the social partners, have prepared a draft for the legislative framework regulating the operation of Public Vocational Schools of Lifelong Learning (bill of law and regulations for the operation of Public Vocational Schools of Lifelong Learning) as well as a financial study of the expenditure required for the implementation of this decision.

TERTIARY EDUCATION

Higher education in Cyprus, i.e. all courses and programmes offered beyond secondary school level, was mainly developed after independence in 1960. Law No. 1/1987 provided the basis for non-university higher education, both public and private. The Law was substituted by Law 67 (I) 1996 for the Establishment, Control and Operation of Institutions of Tertiary Education and amended by Law No. 67 (I) 1997. In addition to these, Law No. 214/1988 concerns the School of Nursing (Nosilevtiki Scholi) and Law No. 115 (I) 99 the Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI).

Private institutions of tertiary education were founded mainly during the last 2 decades. They offer a wide variety of courses at the sub-degree level. As of September 1987, a law to regulate the establishment and operation of institutions of higher education was introduced (Law No. 1/1987 substituted by Law No. 67 (I) 1996) according to which all private institutions of higher education should register with the MoEC.

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, CEAA (Kypriako Symvoulío 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.

Two state universities have recently been established, but none has started to operate yet. One is the public Technological University of Cyprus (Technologiko Panepistimio Kyprou, TEPAK), under Law No. 351/2003, which is connected with and possibly in the future will absorb existing institutions, namely: the Higher Technical Institute, Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK), School of Nursing and Forestry College (Dasiko Kollegio, DK).

The other is the Open University, OUC (Anikto Panepistimio, APKy) intended to widen access to tertiary education. The House of Representatives approved Law No. 234(1) 2002 in December 2002. The Open University of Cyprus is expected to operate in September 2006 with a Post-graduate Programme in Management of Health Services and a Postgraduate Programme in Education. In the future, undergraduate programmes are expected to be provided as well as short training programmes.

The Decision of the Council of Ministers No. 11330 13 a-d governs the establishment of the Pedagogical Institute, PI (Pedagogiko Institutouto) which is supervised by the Ministry of

Education and Culture and offers pre-service training to prospective secondary school teachers, as well as in-service training to primary and secondary school teachers.

VOCATIONAL TRAINING

HUMAN RESOURCE DEVELOPMENT AUTHORITY

The Human Resource Development Law of 1999 (No. 125 (I)/99) replaced the Law of 1974 for the Industrial Training Authority, which was renamed to Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD). 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).

CYPRUS PRODUCTIVITY CENTRE

In 1963 a special agreement was made between the Government of Cyprus and the International Labour Office, regarding the establishment of the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA), aiming at the provision of initial and continuing technical and vocational training to adults. In 1974, the Council of Ministers decided on placing the Cyprus Productivity Centre within the competence of the MLSI.

MEDITERRANEAN INSTITUTE OF MANAGEMENT

Special provisions regulate the operation of the Mediterranean Institute of Management MIM (Mesogeiaiko Institutouto Diefthinsis), the international branch of the Cyprus Productivity Centre, which offers a special postgraduate diploma course in the evening to university graduates.

CYPRUS ACADEMY OF PUBLIC ADMINISTRATION

In 1991, the Council of Ministers, with Decision No. 35.582 decided on the establishment of the Cyprus Academy of Public Administration, CAPA (Kypriaki Akademia Demosias Dioikisis, KADD), which operates under the supervision of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), and offers courses especially designed for civil servants.

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, the Community Initiative Programme (CIP) “EQUAL” and the National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas).

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

- The Labour Advisory Board (Ergatiko Symboulevtiko Soma), which advises the Minister of Labour and Social Insurance (Yourgos Ergasias kai Koinonikon Asfaliseon).
- The Pancyprian Productivity Council (Pangyprio Symboulio Paragogikotitas).
- The Economic Consultative Committee (Symboulevtiki Oikonomiki Epitropi).

Furthermore, the social partners as main stakeholders usually participate on the Board of Governors of institutions dealing with human resources such as Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), the Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI) and the Higher Hotel Institute of Cyprus, HHIC (Higher Hotel Institute of Cyprus, AXIK).

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.

As a consequence of the size of the country all major VET related decisions are taken at national level. Thus it is at this level that the social partners have specific roles and responsibilities.

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

Compulsory education lasts for 10 years and covers pre-primary education, primary education, grades 1 to 6, and lower secondary education in the gymnasium (gymnasio), grades 7 to 9. Pupils are accepted at the pre-primary school at the age of 4 years and 8 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 3 years, grades 10 to 12. There are 2 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 2 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 1 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, YPP) 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 1 Evening Technical School of the MoEC.

Formal education in the form of initial education and training is available through the Apprenticeship System (Systima Mathiteias, SM), which accepts students who leave formal education between grades 8 and 10. The programme lasts for 2 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, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, MLSI).

Public tertiary education is provided at the University of Cyprus, UCY (Panepistimio Kyprou, PK) 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. Please see [diagram](#) of the education and training system in Cyprus.

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

According to the Statistical Service publication “Statistics of Education 2004”, during the school year 2003/2004, of the secondary school population, 87.4% was enrolled in public schools and the remaining 12.6% in private schools.

Statistics about public and private secondary schools, from the Statistical Service publication “Statistics of Education 2004”, indicate that of the pupils who enrol in grade I,

95.0% successfully complete grade III 3 years later, and 84.2% succeed in graduating 6 years later.

About 67% of the secondary school leavers continue their studies beyond the secondary level. About 44% pursue their studies at higher educational institutions abroad and the other 22% attend higher educational institutions in Cyprus. In 2003/2004, there were 37 public and private tertiary education institutions in Cyprus. Of the tertiary education students 29.6% were enrolled in public and the remaining 70.4% in private institutions. Males accounted for 52.1% of the total and females for 47.9%

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)

In Cyprus, Initial Vocational Education and Training programmes begin to be provided at the upper secondary level of the education system. Upon completion of their compulsory lower-secondary education, successful gymnasium (Gymnasio) leavers are eligible to enrol either in the theoretical or in the practical direction offered by technical schools.

Secondary Technical and Vocational Education, STVE (Deftrovathmia Techniki kai Epaggelmatiki Ekpaidefsi, DTEE) 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.

Technical Schools (Technikes Scholes, TS) offer 2 distinct 3-year secondary school programmes free of charge: the Theoretical Direction (Theoritiki Katefthinsi) and the Practical Direction (Praktiki Katefthinsi). The duration of studies is 3 years for each direction. The first year of studies is common for the branch in each direction and pupils select a specialisation offered in the branch of their choice in the second and third year of their studies. The Theoretical Direction is completely school-based and combines general education subjects with technological and workshop subjects. The first and second year of the Practical Direction are also completely school-based and combine general education subjects with technological and workshop subjects, while the third year of studies in the Practical Direction combines a school-based environment with a real workplace as final-year pupils are placed in industry for 1 day per week, where they follow a practical training programme.

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

The allocation of teaching time to various subjects aims to enable STVE pupils to acquire solid and adaptable knowledge, as well as learning skills and the competencies that will

help them adjust to dynamic and unpredictable situations. In addition, it aims to help pupils acquire competence in searching for, assessing, selecting and employing essential information.

The Theoretical Direction offers courses in a variety of specialisations with emphasis on general subjects and science, which take up 58% of the total programme. The 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 Practical Direction 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 the Practical Direction are placed in approved enterprises for 1 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 2 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 Practical Direction students attend school for only 4 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.

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 subjects that are included in the revised curricula can be classified into the following 7 categories:

- Common Core Subjects.
- Related Subjects.
- Elective Subjects.
- Technological and Workshop Practice Subjects for the Branch.
- Technological and Workshop Practice Subjects for the Specialisation.
- Elective Subjects of Special Interest.
- Industrial Placement.

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. Qualifications provide access to regulated occupations. Each employer decides about the competence of his/her future employee since there is not an official skill accreditation body.

About 53% of the graduates of the Theoretical Direction pursue successfully studies at Institutions of Higher and Tertiary Education, either in Cyprus or abroad. The vast majority of the graduates of the Practical Direction enter the labour market. About 15% of the graduates of the Practical Direction pursue successfully studies at Institutions of Higher and Tertiary Education, either in Cyprus or abroad.

The 2003/2004 enrolments in TVE include 908 pupils in the technical stream and 3 414 pupils in the vocational stream including evening classes. The total number of pupils in upper secondary schools in 2003/2004 was 32 355. Only 13.4%, 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), 2003/2004	
UPPER SECONDARY PUBLIC EDUCATION - TOTAL ENROLMENT	32 355
UPPER SECONDARY EDUCATION VOCATIONAL PROGRAMMES (%)	13.4%
UPPER SECONDARY EDUCATION GENERAL PROGRAMMES (%)	86.6%

Source: Statistical Service of Cyprus

Table 2: Number of pupils in public technical schools by type of school, class, field of study, 2003/2004					
	CLASS 1	CLASS 2	CLASS 3	CLASS 4	TOTAL
TECHNICAL STREAM	-	-	-	-	-
PUBLIC	-	-	-	-	-
GENERAL ENGINEERING	64	21	20	0	105
MOTOR VEHICLE ENGINEERING	26	29	39	0	94
CAR ELECTRICS AND ELECTRONICS	0	19	0	0	19
GENERAL ELECTRICAL ENGINEERING	118	0	0	0	118
ELECTRICAL INSTALLATIONS	0	14	7	0	21
COMPUTER ENGINEERING	0	90	99	0	189
ELECTRONICS	20	21	28	0	69
ELECTRICAL MACHINES, AUTOMATION AND CONTROL	0	22	0	0	22
ELECTRONIC COMMUNICATION	0	26	29	0	55
H/CIVIL ENG./ ARCHITECTURE	29	18	11	0	58
CIVIL ENGINEERING	0	12	6	0	18
ARCHITECTURE	0	6	8	0	14
BUILDING	10	10	0	0	20
DRESS MAKING	0	11	5	0	16
APPLIED ARTS	13	0	0	0	13
GRAPHIC ARTS	16	19	18	0	53
INTERIOR DESIGN	0	9	15	0	24
TOTAL	296	327	285	0	908
VOCATIONAL STREAM	-	-	-	-	-
PUBLIC	-	-	-	-	-
GENERAL MECHANICS	263	0	0	0	263
PLUMBING, HEATING AND COOLING SYSTEMS	0	49	55	0	104
WELDING AND METAL CONSTRUCTION	0	9	14	0	23
MAINTENANCE OF HOTEL ELECTROMECHANICAL	0	27	40	0	67

EQUIPMENT					
MOTOR VEHICLE ENGINEERING	113	131	117	6	367
CAR ELECTRICS AND ELECTRONICS	0	22	21	0	43
MOTORCYCLE AND BOAT MACHINE ELECTRONICS	0	12	20	0	32
GENERAL ELECTRICAL ENGINEERING	244	0	0	0	244
ELECTRICAL INSTALLATIONS	97	88	89	6	280
CONTROL	0	12	33	0	45
DOMESTIC APPLIANCES, REFRIGERATION AND AIR CONDITIONING	0	131	123	0	254
ELECTRONIC COMMUNICATION	0	50	39	0	89
GENERAL CIVIL ENG./ARCHITECTURE	20	0	0	0	20
CIVIL ENGINEERING	9	0	0	0	9
BUILDING	21	31	25	0	77
LABORATORY ASSISTANCE	0	0	5	0	5
DRAFTING	22	33	30	0	85
WOODCRAFT AND CABINET MAKING	38	32	29	0	99
DRESS MAKING	22	22	16	0	60
GENERAL APPLIED ARTS	73	0	0	0	73
GRAPHIC DESIGN	17	37	46	0	100
INTERIOR DESIGN	0	57	39	0	96
JEWELLERY	9	14	0	0	23
GENERAL SERVICES	21	6	0	0	27
HOTEL AND TOURIST SERVICES	25	11	14	0	50
COOKS AND WAITERS	264	257	272	4	797
SECRETARIAL STUDIES	0	21	19	0	40
PRIVATE	-	-	-	-	-
COOKS AND WAITERS	6	7	7	0	20
SECRETARIAL STUDIES	2	2	6	0	10
BEAUTICIANS AND HAIRDRESSING	18	11	10	0	39

TOTAL	1 284	1 072	1 069	16	3 441
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Source: Statistical Service of Cyprus (2005), Statistics of Education 2004.

* Includes the Evening Technical Schools, shown as Class 4. Classes 1, 2, 3 refer to years 1, 2, 3.

0404 - APPRENTICESHIP TRAINING

The Apprenticeship System (Systema Mathiteias, SM) is a 2-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 14 to be accepted in the Apprenticeship System and must not be over 18 at the time of graduation.

Responsibility is shared between the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou - YPP), while the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) 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, CPC (Kentro Paragogikotitas, KEPA) 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 2 days a week at the premises of technical schools. During the 2 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 3 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 2004 there were 329 participants in the Apprenticeship System.

The teaching time devoted to the industrial placement of apprentices facilitates their smooth entry to the labour market. The Apprenticeship Certificate allows access to a number of regulated occupations (e.g. building contractors, electricians), given that all the other provisions of the relevant legislation are being observed.

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

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

The Apprenticeship System 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 3 types of initial training schemes that are financed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and refer mostly to upper secondary education graduates. These are the accelerated initial training scheme, the enterprise-based initial training and the new schemes to be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

ACCELERATED INITIAL TRAINING SCHEME

The Accelerated Initial Training Scheme is a multi-company initial training scheme operated by the HRDA 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, CPC (Kentro Paragogikotitas, KEPAs), the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK) and other institutions.

The duration of this type of training programmes ranges from 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.

During 2004, training programmes were implemented for Construction Workers, Plumbers, Welders, Mechanics/Fitters, Cabinet Makers/Carpenters, Cooks, Waiters, Assistant Information Technology Technicians, and Auto Body Repairers. Special emphasis was also placed on the need to attract women to the labour market and a programme for Office Support Staff was implemented.

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.

The types of programmes that are offered are published in a prospectus twice a year for the technical occupations and once a year for other occupations. The occupations, the training centres, the districts, the number of trainees and other relevant information about the programme are given together with application details and dates of selection interviews.

The number of programmes is limited due to limitations in the training facilities and the instructors. The number of places is also limited, for example certain programmes have 12 places available and others have 15.

Candidates must be at least 16 years of age. Candidates choose to apply to the specialisation they prefer. All candidates pass through a selection interview, which is carried out jointly by the HRDA and the relevant institution for each specialisation. Access to each programme is limited depending on the number of places available by district for each programme.

After the completion of the practical training at the industry, the employer and the instructor assess the participants and the assessment form of the participant is given to the HRDA together with the training logbook.

The participants who successfully complete the programme are granted a Training Certificate, which specifies the subject of specialisation, the duration and the content of the training and it certifies that the person who possesses the certificate has successfully completed the requirements of the training.

In 2004, the HRDA subsidised the training of 306 persons in technical, hotel and other occupations, compared to 261 in 2003 (an increase of 17.2%).

ENTERPRISE-BASED INITIAL TRAINING SCHEME

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

The curricula, the duration and the level of the programme vary according to the trainee, the occupation and the needs of the enterprise. The duration of programmes however usually ranges between 4-12 weeks.

During the execution of the course the trainer assesses the trainee and at the end the trainer performs a final evaluation to ensure that the programme has achieved its targets.

These programmes do not provide a certificate or a recognised qualification since the knowledge received is specific to the requirements of the trainee, the occupation and the needs of the enterprise concerned.

NEW SCHEMES CO-FINANCED BY THE ESF

The HRDA is developing and will put in operation in 2006 3 new schemes, to be co-financed by the ESF. 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, UCY (Panepistimio Kyprou, PK) and 2 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 (Epaggelmatiki 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 7 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 2 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 No. 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, AnAD) subsidises the enterprise-based practical training of students of the Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI) and of the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK). 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, 2003/2004		
FIELD OF STUDY	FIRST DEGREE/DIPLOMA	POSTGRADUATES
BUSINESS AND ADMINISTRATION	89	125
COMPUTING	88	0
ENGINEERING AND ENGINEERING TRADES	220	0
AGRICULTURE AND BUILDING	77	0
AGRICULTURE, FORESTRY AND FISHERY	22	0
HEALTH	700	68
PERSONAL SERVICES	88	0
SECURITY SERVICES	593	0
TOTAL	1 877	193

Source: Education Statistics, Statistical Service of Cyprus

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

Adult Education and Training in Cyprus is provided by a variety of institutions and settings and can be classified into 2 broad categories:

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

GENERAL ADULT EDUCATION

General Adult Education includes courses offered or to be offered mainly by the 3 institutions shown below. The methods used in these institutions range from traditional to modern ones since the aim is to adopt a flexible approach, which is better suited to the needs of adults, especially those in employment. The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is the main promoter of General Adult Education.

- State Institutes of Further Education (Kratika Kentra Epimorfosis). These Institutes aim at offering equal opportunities of education to thousands of pupils and

- adults alike. Certificates of successful attendance are awarded to those who pass the final examinations, which are organised centrally by the MoEC.
- Secondary General Education Evening Schools. They operate from around mid September to the end of May, from 17:00 to 21:00 in the evening, on the premises of Public Secondary Schools. Those attending must be over 18, but an opportunity to attend such schools is also given to individuals who are at least 15 and have to work for a living. Evening Schools offer full-time general education that leads to the acquisition of a School Leaving Certificate that is equivalent to that awarded by other Public Schools (Unified Lyceum and Technical Schools). These are clearly “second chance schools”.
- Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy) expected to operate in 2006 offering a Post-graduate Programme in Management of Health Services and a Post-graduate Programme in Education. In the future, undergraduate programmes are expected to be provided as well as short training programmes.

CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)

CVET is highly developed in Cyprus and it is provided in a multitude of settings by public promoters and numerous public and private providers. The major influence in this development has been the establishment and operation of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the island’s human resources. The HRDA’s main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. The levy corresponds to 0.5% of the payroll of each contributing company. Civil servants and the self-employed are excluded from the HRDA’s sphere of competence.

The mode of operation of the HRDA contributed towards the creation of a highly competitive training market. The HRDA approves and subsidises training programmes implemented by public and private institutions and enterprises. Moreover, private institutions such as colleges, training institutions, consultancy firms and enterprises offer a variety of courses for adults, including many that are not subsidised by the HRDA.

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

- The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP).
- Other ministries responsible for the training of employees in specific economic sectors such as health, public administration and defence.

- The Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO), which has the responsibility for the training and development of civil servants.

HUMAN RESOURCE DEVELOPMENT AUTHORITY (HRDA)

The CVET activities of HRDA, which are described in detail in section 0502, include:

- Single-company Continuing Training Programmes in Cyprus.
- Single-company Continuing Training Programmes Abroad.
- Standard Multi-company Continuing Training Programmes.
- High-Priority Multi-company Continuing Training Programmes.
- Multi-company Continuing Training Programmes Abroad.
- Training programmes for newly employed tertiary education graduates.

MINISTRY OF EDUCATION AND CULTURE (MOEC)

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

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

MINISTRY OF LABOUR AND SOCIAL INSURANCE, MLSI

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

- Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPAs), which offers short modular programmes for employees that focus on technical occupations and management.

- Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI) and Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK), which offer upgrading courses for employees in their respective fields. Most of the courses are approved and subsidised by the HRDA.

MINISTRY OF AGRICULTURE, NATURAL RESOURCES AND ENVIRONMENT, MOA

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

OTHER MINISTRIES

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

- Ministry of Health, MoH (Ypourgeio Ygeias).

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

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

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

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

The government develops its own learning policy and implements relevant programmes for the training of civil servants. This is done by the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD), which offers continuous learning workshops, seminars and day events, lasting from 1 to 10 days, especially designed for civil servants.

OTHER PRIVATE CVET PROMOTERS AND PROVIDERS

There are 4 main types of private CVET providers: Colleges, Training institutions, Consultancy firms and Enterprises. There are around 25 private colleges, 160 private training institutions employing over 800 trainers and 50 consultancy firms. These provide programmes to employees and individuals. The great majority of the programmes offered to employees is approved and subsidised by the HRDA.

RECENT POLICY DEVELOPMENTS AND CHANGES LIFELONG LEARNING

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

In recent years, the number of participants in adult education and training has increased dramatically. Recent developments for lifelong learning include:

- The University of Cyprus, UCY (Panepistimio Kyprou, PK), which was established in 1992, does not yet offer any adult education courses, which would cover the need of working adults to acquire a university qualification. However, the Open University of Cyprus is expected to operate in September 2006 with a Post-graduate Programme in Management of Health Services and a Postgraduate Programme in Education. In the future, undergraduate programmes are expected to be provided as well as short training programmes.
- The public Technological University of Cyprus (Technologiko Panepistimio Kyprou, TEPAK) has also been established but not started operations yet. The Technological University is connected with and possibly in the future will absorb certain existing institutions.
- The establishment of Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE) is currently being planned by the Ministry of Education and Culture.

ACCESS TO LEARNING

Access to training is facilitated via certain schemes of the HRDA and the continuous provision of information on training opportunities. 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.

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

Efforts to introduce e-Learning into the Cyprus Educational System have been already made. As a result, there is the infrastructure and e-Learning software for supporting the teaching of various IVET and CVET subjects. However, these efforts have been random

and sporadic, therefore a more organised and comprehensive effort, which will be co-funded by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) is currently underway.

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

PLANNING AND FORECASTING MECHANISMS

The main formal mechanism in place that identifies skill needs is operated by the HRDA. The Planning Bureau, PB (Grafeio Programmatismou, GP) makes projections for the growth of the economy. The MoEC is, on the other hand, responsible for the identification of educational and special skill needs.

HUMAN RESOURCE DEVELOPMENT AUTHORITY

In order to formulate the overall human resource development strategy and for annual thematic priority setting, the HRDA conducts research studies and surveys in issues of strategic importance. These constitute a useful guide for the formulation of the training and human resource development strategy and for planning the organisation's activities.

The research activity places particular emphasis on analysing the trends in the labour market, with emphasis on human resource development issues, on providing employment forecasts, on examining the functioning of the VET systems and the training market, on analysing participation in education and training and on evaluating the impact of training activities.

The collection of information in order to identify the human resources needs and the continuing training needs is always carried out in cooperation with the employers and employees' organisations and the relevant government services. The social partners are involved in the process of designing and implementing the different training schemes of the HRDA as well as the annual investigations of the training needs.

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

- **Long-term employment trends and forecasting in Cyprus.**

The HRDA has recently completed and published 3 research studies providing employment forecasts for Cyprus for the period 2005/2015, the latest in a series of research studies providing analyses and forecasts for the labour market in Cyprus.

- **Short-term employment forecasts.**

Additionally, on the basis of the same methodology, short-term employment forecasts covering a 2 to 4 year period are provided on a periodic basis.

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

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

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

PLANNING BUREAU

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

MINISTRY OF EDUCATION AND CULTURE

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

STATISTICAL DATA

The only data available for the participation in education and training in Cyprus comes from the Labour Force Survey, LFS (Erevna Ergatikou Dynamikou, EED). According to

the LFS, the proportion of population aged 25-64 participating in education and training was 8.3% in 2004.

0502 - PUBLICLY PROMOTED CVET FOR ALL

In publicly promoted CVET, as shown graphically in the attached table, there is a plethora of providers, both public such as the Secondary Technical and Vocational Education, STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis, DMTEE) and public training institutions, and private such as colleges, training institutions and enterprises.

See the following attachment.

[Publicly promoted CNET for all](#)

HUMAN RESOURCE DEVELOPMENT AUTHORITY

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

- [Single-company Continuing Training Programmes in Cyprus.](#)

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

- [Single-company Continuing Training Programmes Abroad.](#)

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

- [Standard Multi-company Continuing Training Programmes.](#)

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

- [High-Priority Multi-company Continuing Training Programmes.](#)

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

- **Multi-company Continuing Training Programmes Abroad.**

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

- **Training programmes for newly employed tertiary education graduates.**

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

MINISTRY OF EDUCATION AND CULTURE (MOEC)

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

- **Evening Technical School (Esperini Techniki Scholi).**

The Evening Technical School operates from September to the end of May, under the supervision of the Directorate of Secondary Technical and Vocational Education, STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis DMTEE) of the MoEC.

The programmes offered by the Evening Technical School aim at providing either initial Technical and Vocational Education to individuals who are 15 years old and over and have completed successfully Lower Secondary Education (grade 9), or continuing Technical and Vocational Education to Technical School graduates who wish to follow a specialty other than their original one. Moreover, Lyceum graduates who wish to obtain Technical and Vocational Education and Training can attend the Evening Technical School.

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

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

The objective of the Afternoon and Evening Classes of Technical Schools is to offer continuing education and training to adults working in industry, in order to be able to respond more efficiently to the contemporary demands of the labour market, as well as training aiming at the re-integration of unemployed individuals into the labour market, in areas where there is shortage of skilled workers. Therefore, such programmes help to meet the skill needs of the economy, both in terms of quality and quantity.

- **Adult Education Centres (Epimorfotika Kentra).**

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

They operate from late October to the end of April on the premises of Public Schools. No entry qualifications are required and anyone over the age of 15 can attend the courses. Those who attend the courses pay limited fees and at the end of the year they receive a certificate of attendance.

- **Vocational Schools of Lifelong Learning, (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE), which are expected to be established soon.**

The establishment of Vocational Schools of Lifelong Learning is currently being planned by the MoEC. These schools will operate as institutions of public education under the supervision of the MoEC. The objective of Vocational Schools of Lifelong Learning will be to offer all types of initial or continuing technical and vocational education and training and provide students with the necessary qualifications by imparting academic, technical, professional and practical knowledge and by offering them the possibility to develop those skills that will facilitate their integration into society and secure their ability to adapt to the changing needs of industry.

- **Pedagogical Institute, PI (Paidagogiko Institouto, PI).**

The PI offers a compulsory pre-service course to prospective secondary school teachers as well as in-service training of teachers of both primary and secondary education, which is optional, except for 2 compulsory programmes that are addressed to Deputy Headmasters and Headmasters in secondary general and technical/vocational schools.

MINISTRY OF LABOUR AND SOCIAL INSURANCE, MLSI

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

- **Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), which operates under the supervision of the MLSI and offers short modular programmes for employees that focus on technical occupations and management.**
- **Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI) and Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK), which offer upgrading courses for employees in their respective**

fields. Most of the courses are approved and subsidised by the HRDA.

QUALITY ASSURANCE MECHANISMS

The HRDA and the MoEC are responsible for the quality of the programmes provided.

HUMAN RESOURCE DEVELOPMENT AUTHORITY

The HRDA ensures the quality of the programmes it subsidises by undertaking checks in the 3 following stages:

- The programme approval stage.

The enterprise and/or training institution that wishes to organise a programme submit an application to the HRDA with the analytical training specifications in advance for approval of subsidisation. The checking at this stage is done on the basis of specific criteria that are mentioned in the Guide for policies and procedures of each scheme. The decision for approval of the programme is communicated to the enterprise and/or training institution before it starts.

- The programme implementation stage.

During the implementation of the programme the enterprise and/or training institution has to follow the approved specifications and ensure the correct filling in of the attendance form and the training logbook. The HRDA officers perform, on a sample basis, site inspections at the enterprise and/or training institution to ensure the quality of the programme.

- The payment of the subsidy stage.

According to the applicable procedure, after the completion of the programme, an application should be submitted to the HRDA for payment of the subsidy. The application should be accompanied by the attendance form, the logbook as well as invoices and payment receipts for the relevant costs according to the scheme. The Financial Services Directorate of the HRDA performs the necessary checks according to the checklist. Payment of the subsidy is made when it is verified that all the necessary criteria that are mentioned in the Guide for policies and procedures of each scheme are met.

MINISTRY OF EDUCATION AND CULTURE

The curricula that are created for the programmes offered by the Evening Technical School and the Afternoon and Evening Classes of Technical Schools are in line with the curricula that are implemented in mainstream IVET. The respective Inspector of each branch is responsible for the correct implementation of both IVET and CVET curricula, therefore each Inspector supervises the work of educators and ensures that the teaching material is adequately covered, through the use of effective teaching methods.

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

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

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

0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

Training opportunities for the unemployed and other groups vulnerable to exclusion in the labour market are somewhat limited in Cyprus. It must be noted that 2 new schemes aiming to promote the training and employability of the unemployed and of the inactive women have been developed by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and will be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

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

PROMOTERS AND PROVISION OF CVET FOR UNEMPLOYED AND OTHER GROUPS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

The providers of training for the unemployed and other groups vulnerable to exclusion in the labour market, as depicted graphically in the attached diagram, are found in both the public and private sectors:

- **Private Colleges:** They provide training programmes for the unemployed and the inactive women promoted by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).
- **Public Training Institutions:** They provide training programmes for the unemployed and the inactive women promoted by the HRDA.
- **Private Training Institutions:** They provide training programmes for the unemployed and the inactive women as well as the prisoners promoted by the HRDA and the

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

- The Upper Secondary General and Vocational Education, STVE (Defterovathmia Techniki kai Epaggelmatiki Ekpaidefsi, DTEE) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP): It provides programmes open to all adults, included the unemployed.
- Non-government organisations: They provide programmes for the inactive women promoted by the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).
- The Centre for the Vocational Rehabilitation of the Disabled: It provides specialised programmes for acquisition of professional skills for disabled persons promoted by the MLSI.
- The Department of Social Welfare Services with the collaboration of the Public Employment Services, PES (Dimosies Ypiresies Apascholis) of the MLSI: They provide vocational training programmes for individuals that belong to the vulnerable social groups of public assistance recipients and asylum seekers, and promote/encourage participation in programmes for the acquisition of professional experience.

See the following diagram.

[Training for the Unemployed and other groups vulnerable to exclusion in the labour market.](#)

QUALITY ASSURANCE MECHANISMS

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

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

- The HRDA is in the process of determining the quality standards of the new schemes aiming to promote the training and employability of the unemployed and the inactive. The HRDA in general ensures the quality of the programmes it subsidises by undertaking checks in the 3 following stages:
 - The programme approval stage.
 - The programme implementation stage.

- The payment of the subsidy stage.
- The MLSI is responsible for setting the quality standards for the programmes that are offered to groups vulnerable to exclusion from the labour market.
- The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is responsible for setting the quality standards for the programmes that are offered to all adults, including the unemployed and other groups vulnerable to exclusion from the labour market.

STATISTICAL DATA

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

From the tables, it can be seen that the participation rates in CVET have increased in 2004 compared to 2000 for the unemployed for 15-64 years of age. Participation rates of the inactive 15-64 years of age have remained relatively stable, although an increase has been observed in the age group 25-64. It must be noted that the numbers especially for the unemployed are quite small and the figures should be viewed with caution.

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

Source: Labour Force Survey 2000/2004

Table 2: Participation rates of the inactive in CVET by age group in 2000/2004					
AGE GROUP	2000	2001	2002	2003	2004
15-24	1.3%	0.4%	0.3%	0.3%	0.3%
25-34	1.6%	2.9%	3.7%	4.0%	4.5%
35-49	0.5%	0.7%	1.1%	1.4%	5.6%
50-64	0.5%	0.3%	0.3%	1.5%	1.7%
15-64	0.9%	0.7%	0.7%	0.7%	0.7%
25-64	0.6%	0.8%	1.0%	1.5%	2.3%

Source: Labour Force Survey 2000/2004

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

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

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

MEASURES TO SUPPORT TRAINING IN SMEs

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

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

MEASURES TO SUPPORT TRAINING FOR CIVIL SERVANTS AND FOR ENTERPRISES IN SPECIFIC ECONOMIC SECTORS FARMERS

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

CIVIL SERVANTS

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

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

- **Public sector teachers.**

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

- **Public sector nurses.**

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

- **Police officers and sergeants.**

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

- **Foresters and forestry graduates.**

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

SOCIAL PARTNER BASED SCHEMES TO SUPPORT NON-JOB RELATED TRAINING

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

EMPLOYERS' ORGANISATIONS

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

THE MAIN TRADE UNIONS

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

THE MINISTRY OF HEALTH, MOH (YPOURGEIO YGEIAS)

The MoH organises seminars to the public on health issues.

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

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

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

Non-formal education refers to the learning activities, which take place outside the regular educational system but are organised and involve teaching. These can be of short or long duration and usually the participant should enrol in order to participate. These activities could be in the form of courses, seminars, conferences, private lessons, adult education programmes, apprenticeship schemes and many more. Informal learning activities refer to the self-taught learning activities, which are not part of a taught activity or programme of studies. There is no teacher, school or institution directly involved.

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

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

The participation rates in informal learning activities, as shown in Table 3, are higher in the age groups 20-29 (37.4%) and 30-39 (36.6%), while the use of printed materials

(19.4%) and computer based online learning (13.6%) are the most common methods used.

Table 1: Participation rates of population aged 15 and over in non-formal education by age group and sex in 2003			
AGE GROUP	MALE	FEMALE	TOTAL
15-19	66.1%	71.3%	68.9%
20-29	20.1%	29.7%	25.1%
30-39	27.6%	26.3%	26.9%
40-49	19.7%	22.9%	21.3%
50-59	14.1%	13.3%	13.7%
60 +	2.9%	1.2%	2.9%
25-64	20.1%	21.3%	20.7%
TOTAL	20.5%	22.5%	21.6%

Source: Lifelong Learning in Cyprus, 2003

Table 2: Participation rates of population aged 15 and over in non-formal education by educational attainment level and sex in 2003			
EDUCATIONAL ATTAINMENT	MALE	FEMALE	TOTAL
LESS THAN UPPER SECONDARY	12.9%	12.7%	12.8%
UPPER SECONDARY AND POST-SECONDARY NOT-TERTIARY	17.0%	19.6%	18.3%
TERTIARY AND DOCTORAL	38.3%	48.4%	43.3%
TOTAL	20.5%	22.5%	21.6%

Source: Lifelong Learning in Cyprus, 2003

Table 3: Participation rates of population aged 15 and over in informal learning activities by type of activity and age group in 2003					
AGE GROUP	USE OF AT LEAST ONE METHOD	PRINTED MATERIALS	COMPUTER BASED ONLINE LEARNING	EDUCATIONAL BROADCASTING OR OFFLINE COMPUTER	VISITING FACILITIES
15-19	23.1%	7.7%	16.9%	2.0%	3.6%
20-29	37.4%	25.6%	25.0%	17.7%	7.5%
30-39	36.6%	28.6%	19.3%	16.5%	6.3%
40-49	28.9%	22.6%	13.9%	11.1%	5.8%
50-59	23.2%	19.9%	7.9%	9.1%	4.8%
60-64	13.4%	11.4%	3.0%	3.5%	2.2%
65 +	6.7%	5.6%	1.1%	1.5%	1.4%
25-64	30.3%	23.8%	15.0%	12.7%	5.7%
TOTAL	26.2%	19.4%	13.6%	11.1%	5.0%

Source: Lifelong Learning in Cyprus, 2003

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

There has not been a clear distinction between teachers and trainers in VET in Cyprus. Usually the term “teacher” refers to educators at all levels of the formal educational system (primary, secondary and tertiary) whereas the term “trainer” refers to persons providing training in the well-established training system in Cyprus. The term “teacher” will be used to denote persons working mainly in the formal part of the VET system and more specifically in:

- **Secondary Technical and Vocational Education STVE (Defterovathmia Techniki kai Epaggelmatiki Ekpaidefsi, DTEE) including:**
 - Regular day Technical and Vocational Schools.
 - Apprenticeship System (Systema Mathiteias, SM): The school-based element of the Apprenticeship System is run by the STVE and involves the same educators.

- Evening Technical School (Esperini Techniki Scholi).
- Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai

Vradinon Tmimatou Technikis Ekpaidefsis).

- Adult Education Centres (Epimorfotika Kentra): These are run by the Directorate of Primary Education (Diefthinsi Demotikis Ekpaidefsis, DDE) of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and a significant number of the subjects they offer are Technical and Vocational and are taught by STVE teachers.
- Public institutions of tertiary education comprising:
 - Higher Technical Institute, HTI (Anotero Technologiko Institutou, ATI).
 - Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutou Kyprou, AXIK).
 - Cyprus Forestry College (Dasiko Kolegio Kyprou).
 - Cyprus Police Academy (Astynomiki Akadimia Kyprou).
 - School of Nursing (Nosileftiki Scholi).
- Private colleges, which offer technical and vocational subjects.

It must be noted that in STVE 2 different types of teachers are included. These are the teachers of general education subjects and the teachers of technological and/or workshop practice subjects. These 2 types of teachers have the same preadmission requirements. However, the teachers of technological or workshop practice subjects must have 2 years of work experience in the area of their specialisation, unless they hold a masters degree either in their area of specialisation or in the field of education.

The term “trainer” will be used to denote persons working mainly in the non-formal part of the VET system and more specifically in:

- The initial and continuing training programmes provided by public training institutions including training for specific economic sectors and occupations.
- The initial and continuing training programmes provided by numerous private training institutions.
- The initial and continuing training programmes provided by enterprises with or without the assistance of training institutions.

These programmes, with the exception of programmes for civil servants, may be submitted to the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and if approved receive a subsidy.

These distinctions amongst teachers and trainers in IVET and CVET are shown in the Diagramm 1, and are graphically depicted in the attached Diagramm 2. For a schematic presentation, please see the attached diagrammes 1 and 2.

[DIAGRAM 1: VET Teachers and Trainers](#)

[DIAGRAM 2: Types of Teachers and Trainers in IVET and CVET in Cyprus](#)

TEACHERS AND TRAINERS QUALIFICATIONS

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

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

There are no set requirements for trainers in private training institutions or enterprises but each training institution or enterprise sets these on an individual basis. In case the private training institutions or enterprises wish to submit training programmes to be approved and subsidised by the HRDA, through its initial training schemes, then their trainers need to conform to the HRDA pre-set criteria concerning their educational background, their work experience as well as their teaching experience.

BODIES THAT REGULATE TEACHER AND TRAINING ARRANGEMENTS TEACHERS

As far as the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) for teachers is concerned, the bodies, which define the curricula are:

- The Executive Council (Ektelestiko Symvoulío), which is responsible for the evaluation and monitoring of the programme, for advising the MoEC on policy matters relating to the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) and for approving and reforming the structure and contents of the PTP.
- The Joint Committee (Meikti Epitropi Paidagogikou Institutoutou kai Panepistimiou Kyprou), which is responsible for the design and monitoring of the whole training programme.

The Pedagogical Institute, PI (Paidagogiko Institutouto, PI) is responsible for the assessment and quality of the programme as well as in-service training of teachers in STVE.

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

TRAINERS

The most common training programme trainers attend regardless of the subject they teach is the “Training of Trainers”. This programme is organised by HRDA with the assistance of overseas collaborators and it is also provided by private training institutions. The body that defines the curricula of the “Training of Trainers” for IVET trainers is the training institution itself that provides the training programme. The HRDA approves specialised training programmes if the programmes comply with the criteria set by HRDA.

IMPORTANT REFORMS TO VET TEACHER/TRAINER TRAINING

The dominant players in the development of policies for VET teachers and trainers are the public STVE and the HRDA.

SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

The most recent and significant development in teacher training has been the introduction of the PTP, which is an obligatory requirement for all new appointments to the Educational Service.

Another important innovation is that of the establishment of a school committee at each school, which participates in the teaching practice experience of the trainees and is responsible for the selection and appointment of a mentor for each trainee.

HUMAN RESOURCE DEVELOPMENT AUTHORITY

One of the strategic objectives of the HRDA for the period 2004/2006 is to promote the review and gradual introduction of a system for the assessment and certification of training providers including trainers.

The HRDA has the responsibility for the promotion and gradual establishment and operation of a System of Vocational Qualifications. Once the standards are set, the content and the quality of vocational training programmes will have to be enriched in

order to comply with the standards. This means that the trainers will have to acquire new technical knowledge and skills at the level of the standards. Those trainers that will be involved with the implementation of the System of Vocational Qualifications will be required to attend specially designed training programmes to become internal/external examiners and verifiers. Moreover, in the future, relevant standards for the training of trainers will have to be set.

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

Within IVET the following teachers and trainers are included:

- Teachers in public upper STVE:
 - Regular day Technical and Vocational Schools.
 - Apprenticeship System (Systima Mathiteias, SM).
- Teachers in public institutions of tertiary education.
- Teachers in private colleges.
- Trainers in public training institutions.
- Trainers in private training institutions.
- Trainers in enterprises.

Below table 1 presents the different types of teachers and trainers in IVET and their place of work.

Teachers and Trainers in IVET

TEACHERS IN PUBLIC UPPER STVE PRE-SERVICE TRAINING

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

of the trainees is assessed through both written examinations and project assignments. Upon successful completion of the programme, participants are issued with a certificate of attendance.

IN-SERVICE TRAINING

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

- Compulsory training of Deputy Headmasters and Headmasters of Technical and Vocational Education Schools, organised by the PI.
- Continuing training and development programmes for teachers, which are optional and involve:
 - Seminars offered by/or in cooperation with the PI during afternoons.
 - ICT and e-Learning programme co-financed with the European Social Fund and organised by the PI.
 - Industrial placement of teachers, a programme that allows teachers to become attached to industry on a full or part-time basis in order to update their knowledge and keep in abreast of technological changes.
- Special developmental activity: Change agent teams, which organised extensive in-service training workshops focused on student-centred teaching approaches to support the implementation of the new curricula in their own schools.

TEACHERS IN PUBLIC INSTITUTIONS OF TERTIARY EDUCATION PRE-SERVICE TRAINING

Only in 2 of these institutions, the Police Academy (Astynomiki Akadimia Kyprou) and the School of Nursing (Nosileftiki Scholi), pre-service training is a requirement.

The teachers in the Police Academy are police officers with work experience in the police force who are transferred from their post in order to teach. Police officers who want to teach must at least have the position of sergeant. Usually teachers in the Police Academy are sergeants and inspectors. In order to be able to teach they must attend the course “Train of Trainers” which is organised by the Police Academy. The “Train of Trainers” course involves both theoretical and practical modules.

Teachers in the School of Nursing need to attend the same pre-service training programme which the secondary general and technical and vocational education teachers must attend upon appointment.

IN-SERVICE TRAINING

In-service, continuing training of IVET teachers in public institutions is common practice. It is voluntary in almost all public institutions and incentives to attend continuing training programmes have still to be introduced to increase participation. The only institution where in-service, continuing training is compulsory is the School of Nursing. The majority of in-service training programmes attended by the teachers in the public institutions are related to the institutions' areas of interest as well as to the teachers' training needs. The teachers in the Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI) and in the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK) tend to participate in the training programme "Training of Trainers". All public institutions participate in multinational exchange programmes for IVET teachers.

TEACHERS IN PRIVATE COLLEGES PRE-SERVICE TRAINING

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

IN-SERVICE TRAINING

In-service, continuing training of teachers in private colleges is voluntary. The majority of in-service training programmes attended by the teachers in private colleges are related to the colleges' areas of interest as well as to the teachers' training needs. Private colleges participate in multinational exchange programmes for IVET teachers such as the Leonardo da Vinci and the Socrates-Erasmus.

TRAINERS IN PUBLIC TRAINING INSTITUTIONS PRE-SERVICE TRAINING

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

The most common training programme trainers attend regardless of the subject they teach is the "Training of Trainers". This programme is organised by HRDA with the assistance of overseas collaborators and it is also provided by private training institutions.

IN-SERVICE TRAINING

The majority of in-service training programmes attended by the CPC trainers are related to the institutions' areas of interest as well as to the trainers' training needs. The most common subjects pursued apart from the "Training of Trainers" are the ones dealing with

EU issues as well as with the creation and operation of counselling committees that involve mainly information on the law of the Public Administration.

TRAINERS IN PRIVATE TRAINING INSTITUTIONS AND IN ENTERPRISES PRE-SERVICE TRAINING

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

IN-SERVICE TRAINING

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

- Trainers with little or no experience.
- Upgrading trainers' competencies to support the implementation of the training programmes which the HRDA approves and funds.
- Managing of training centres.

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

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

As in IVET, the same types of teachers and trainers are found in CVET:

- Teachers in public upper STVE:
 - Evening Technical School (Esperini Techniki Scholi).
 - Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis).

- Adult Education Centres (Epimorfotika Kentra).
- Teachers in public institutions of tertiary education.
- Teachers in private colleges.
- Trainers in public training institutions.
- Trainers in private training institutions.
- Trainers in enterprises.

The table below presents the different types of teachers and trainers in CVET and their place of work.

CVET Teachers and Trainers

The pre-service and in-service training requirements for CVET teachers and trainers are the same as those that apply for IVET teachers and trainers and have been described in section 0602.

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, AnAD) by analyses of changes in the labour market. The Planning Bureau, PB (Grafeio Programmatismou, GP) 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, YPP) is, on the other hand, responsible for the identification of educational and special skill needs.

The HRDA conducts research studies in issues of strategic importance, which 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 analysing the trends in the labour market, with emphasis on human resource development issues, on providing employment forecasts, on examining the functioning of the VET systems and the training market, on analysing participation in education and training and on evaluating the impact of training activities. 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.

The Research and Planning Directorate of the HRDA has recently completed and published 3 research studies providing employment forecasts for Cyprus for the period 2005/2015, the latest in a series of research studies providing analyses and forecasts for the labour market in Cyprus.

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

The second study entitled “Forecasts of Employment Prospects in High Level Occupations in Cyprus 2005/2015” provides forecasts for employment, expansion demand and replacement demand for 104 high level occupations for the period

2005/2015. These occupations usually require either university or post-secondary education and are distributed amongst 3 main occupational categories: Managers (13 occupations), Professionals (45 occupations) and Technicians and associate professionals (46 occupations).

Similarly, the third study entitled “Forecasts of Employment Prospects in Middle Level Occupations in Cyprus 2005/2015” provides forecasts for employment, expansion, replacement and total demand for 90 middle level occupations for the period 2005/2015. These occupations usually require secondary education and are distributed amongst 5 occupational categories: Clerks (16 occupations), Service and sales workers (13 occupations), Agricultural workers (1 occupation), Craft workers (40 occupations) and Machine operators and assemblers (20 occupations).

- Short term employment forecasts.

Additionally, on the basis of the same methodology, short-term employment forecasts covering a 2 to 4 year period are provided on a periodic basis.

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

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

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

The HRDA prepares on an annual basis a document that contains the thematic priorities for multi-company programmes. This document is communicated to all training

institutions/providers. The HRDA examines various programmes submitted by organisations, which follow the thematic priorities, and subsidises the provision of continuing training.

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

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 elaboration of a comprehensive lifelong learning policy by the end of 2006, should provide appropriate links between initial and continuing education and training matched with the development of a competence-based structure of vocational qualification standards.

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. Previously, 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. The new unified lyceum (upper secondary schools) offers 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 lower secondary education and mostly in upper secondary education (general and technical/vocational) both in class sessions and on a personal basis upon request. The pupils of the last form of the general upper secondary education are also given the opportunity for 1-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, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD) subsidises the practical training of students of the Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI) and of the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK). 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 2 important actors: The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), 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, AnAD), which sets annual priorities for the continuing training programmes that are approved and subsidised.

Efforts to introduce e-Learning into the Cyprus Educational System have been already made. An organised and comprehensive effort, which will be co-funded by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) is currently underway. One action aims at introducing modern technology in education and another aims at ensuring that secondary education teachers will become digitally illiterate and will acquire skills to implement the new, ICT oriented curricula. The Planning Bureau, PB (Grafeio Programmatismou, GP) prepared the document "National Strategy for Information Society 2004/2006" in order to utilise the new technologies and the Information Society.

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, PI (Paidagogiko Institutouto, PI) and the Educational Psychology Service.

The curricula and timetables in lower secondary education 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 PI and the University of Cyprus, UCY (Panepistimio Kyprou, PK). Moreover, it maintains close links with the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) 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 proceeded with the reform of secondary Technical and Vocational Education (Techniki kai Epaggelmatiki Ekpaidefsi). 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 UCY and other tertiary education institutions, of the PI, 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.

The government is promoting major reforms at the upper secondary cycle of the educational system, including the technical and vocational schooling. The efforts for restructuring and modernising the educational system culminated in 2003 with the

appointment, by the Minister of Education and Culture, of an Education Reform Committee (Epitropi Ekpaideftikis Metarithmisis, EEM) consisting of 7 academics, in order to study the Cyprus Education System and make suggestions for its improvement. The Committee submitted, in August 2004, a Report indicating the main priority areas of reform with suggestions for the restructure and the modernisation of the Cyprus Education System. A public dialogue, officially announced by the President of the Republic on 30th January 2005, is underway and a number of working groups, appointed by the Minister, have prepared suggestions on concrete measures to be implemented. In this context, major structural developments are in process in all sectors of education, from pre-primary through higher education.

The main priorities identified for the education reform are the following:

- Reorientation and reform of the Cyprus education for an open, democratic and multicultural society of knowledge.
- Reform of the institutional framework of administration and decision-making with emphasis on decentralisation.
- Reform of the structure of the education system from pre-primary education through to tertiary education, with a view of extending the school day in primary education and possibly to lower secondary education; eliminating the gap between primary and secondary education; and, establishing Post-secondary Vocational Training Institutions.
- Updating the content of education – curricula and teaching methods – with a focus on the development of a unified curriculum for a 10-year compulsory education from pre-primary to lower secondary education.
- Further development of higher education, both public and private, aiming at turning Cyprus into a regional centre of education.
- Development of a new scheme for the evaluation of the work of the school unit, the school task and the educators, and the establishment of a Centre for Educational Research and Evaluation.
- Improving and restructuring the system of the pre-service and the in-service education and training of educators.

PUBLIC INSTITUTIONS OF TERTIARY EDUCATION

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

Teachers are involved in the design of the curricula of the programmes of their institutions based on their experience, regular contacts with enterprises and knowledge of relevant research. The curricula have to be approved by the Board of Governors of each institution, in which the social partners usually participate.

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 2006 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 submitted programmes are required to be prepared in accordance with the HRDA's specifications.

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.

The HRDA is developing and will put in operation in 2006 3 new schemes, to be co-financed by the ESF. 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 2 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, YPP) 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 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 institutions of tertiary education are the responsibility of the institutions themselves. Public Institutions of Tertiary Education (such as the Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI) and the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK)) determine these matters internally.

Most private institutions of tertiary education 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 the successful accreditation of the programmes of study offered.

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 European Credit Transfer System (ECTS) and the Diploma Supplement (DS) are already being applied to a number of courses at the University of Cyprus and will be obligatory for all courses in the academic year 2005/2006, as well as some public and private institutions of higher education.

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 No.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 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 3 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 national 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.

Furthermore, 7 other sectoral directives were adopted by the EU and transposed to the Cyprus law by the relevant competent bodies. These sectoral directives include the professions of general care nurse, dental practitioner, veterinary surgeon, midwife, architect, pharmacist and doctor.

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

In Cyprus frameworks and bodies validating non-formal and informal learning have not been established yet. However, various efforts are made towards that broad direction as described below.

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 (30th November 2002) and the Council Resolution (19th 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.

In this framework, Cyprus has established a National Europass Centre (NEC) and is proceeding with the development of a System of Vocational Qualifications. Cyprus also supports the initiative for establishing a European Qualifications Framework.

Following the decision of the Cyprus Council of Ministers of the 27th April 2005, the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) was set as the National Europass Center. Europass records the skills and competences in a clear and easy to understand way, to help you find a job, get experience abroad or enroll in an education or training program.

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) has responsibility for the gradual establishment and operation 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 development of a Competence-based System of Vocational Qualifications is a high priority objective, for which Cyprus has committed itself within the framework of the National Action Plan for Employment and the National Programme for the Lisbon Strategy. The Board of Governors of the HRDA with the approval of the Council of Ministers, has decided to proceed with the gradual establishment of a System of Vocational Qualifications. To this end, the Council of Ministers has decided that the premises, the machinery and equipment, and the instructors of the public institutions can be utilised during the first implementation phase of the System in 2006. During the

second phase of implementation, 2007/2013, the issue will be studied in detail and relevant legislation will be adopted.

Following discussions amongst government departments in October 2005, Cyprus has initiated a debate amongst numerous public and private actors in the field of learning, including the social partners for contributing towards the development of Cyprus's position on the European Qualifications Framework (EQF) initiative. The EQF initiative was presented, analysed and discussed in early January 2006. All the participants were then asked to prepare and submit their proposals by mid-January 2006. On the basis of these proposals and further consultations and discussions, Cyprus would develop and submit its view to the European Union, thus contributing to the shaping of the EQF. It is worth mentioning that at the same time the same actors have started discussing and debating about the development of a National Qualifications Framework for lifelong learning 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 (Ypourgeio Paideias kai Politismou, YPP), the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD).

The Counselling and Career Education 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 upper secondary education 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, DYA) 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 maintains a web page with information and advice on approved training opportunities. The HRDA also displays its research studies in a downloadable form. A special section in the web page contains occupational employment forecasts in all the occupations of the labour market in Cyprus.

The HRDA presents the results of 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 (Ypourgeio Paideias kai Politismou, YPP), the Public Employment Services, PES (Dimosies Ypiresies Apascholis, DYA) and the National Resource Centre for Guidance Cyprus of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA), the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) and certain private organisations.

STUDENTS AND YOUNG PERSONS

Guidance and counselling to students is provided mainly by the MoEC, the National Resource Centre for Guidance Cyprus of the MLSI and the HRDA.

MINISTRY OF EDUCATION AND CULTURE

Guidance and counselling services are provided by the MoEC to young people at grade 9 of their education, before leaving lower secondary education to progress to upper secondary education, either to general or technical and vocational.

Counsellors and other professionals (e.g. psychologists) inform students in their final year of lower secondary education of the courses and options offered at upper secondary education, both general and technical/ vocational. 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 lower secondary education in order to give graduates specific information about upper 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 upper secondary education (general and technical/ vocational) 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 2 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 of the MLSI. 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.
- Regular presentation of NRCG-CY activities in print and media in Cyprus.

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

HUMAN RESOURCE DEVELOPMENT AUTHORITY

The HRDA maintains a web page with information and advice on approved training opportunities. The HRDA also displays its research studies in a downloadable form. A special section in the web page contains occupational employment forecasts in all the occupations of the labour market in Cyprus.

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.

ADULTS: EMPLOYED, UNEMPLOYED AND INACTIVE

Guidance to adults is provided by the MLSI through the Public Employment Services, the HRDA 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, DYA) 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.

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

The enhancement and modernisation of the PES is one of the priorities of the Strategic Development Plan for 2004/2006 and of the National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas). The implementation of this measure over the period 2005/2008 will be co-financed from the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) under Objective 3 of the Structural Funds. 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 3 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 financial assistance towards 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 EMPLOYMENT SERVICES AND CONSULTANCY ORGANISATIONS

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

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

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, MoEC (Ypourgeoio Paideias kai Politismou, YPP). 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. All new appointees are required by law to have proof of the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis).

There are also qualified guidance counsellors, appointed in each upper secondary school, 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, AnAD) organises seminars and lectures for the counsellors, to provide them mainly with the results of the studies concerning the labour market needs and forecasts.

The Vocational Guidance Service of the Public Employment Services, PES (Dimosies Ypiresies Apascholis, DYA) provides information to adults and secondary-school graduates on employment prospects and opportunities or on skills-training possibilities. The PES functions from 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 start training the officers of the PES in May 2006, in order to be able to provide information

mostly to the unemployed on the training and employment opportunities through the individualised approach. The NRCG has also prepared 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 policy priorities in Cyprus that have an influence on VET funding are:

- The continuous improvement of the quality of education at all levels.
- Increase opportunities for university education level studies in Cyprus.
- Continuous upgrading of skills to labour market needs, in particular through reforming and making more attractive vocational education and training systems, including the apprenticeship scheme and upgrading of training and retraining programmes, via also supporting training infrastructure.
- Development of a comprehensive national framework for lifelong learning.

The main actors responsible for financing vocational education and training are the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD). Moreover, the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) 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.

RESPONSIBLE BODIES FOR FUNDING VET

- Ministry of Education and Culture.

The MoEC is responsible for the administration, organisation and all decisions concerning the financial resources by public schools. In 2004 the budgeted amount for public expenditure on education as a percentage of GDP was 6.9%. It is worth noting that the share of technical and vocational school expenditure was estimated to be 4.8% of the total public expenditure in 2004. This has decreased over the years since in 1990 it was 7.2%. The technical and vocational school expenditure together with the tertiary level vocational education was estimated to be at the level of 6.6% of the total public expenditure on education in 2004.

- Ministry of Labour and Social Insurance and other ministries.

The MLSI is responsible for the overhead expenses of the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) and for 2 tertiary education institutions, the Higher Technical Institute, HTI (Anotero Technologiko Institutouto, ATI) and the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institutouto Kyprou, AXIK). 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 2004, HRDA's total expenditure was £ 5.6m (€ 9.7m), out of which £ 5.3m (€ 9.2m) 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 3 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 2005/2006, 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 € 20m). As far as training is concerned, 3 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. Continuous training and development of the civil servants is offered through the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis,

KADD) of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO). The CAPA budgeted amount for 2004 was £ 563 000 (€979 620).

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

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

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

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

Secondary Technical and Vocational Education, STVE (Techniki kai Epaggelmatiki Ekpaidefsi, TEE) provides a broad range of technical/vocational education, initial training and re-training programmes to eligible lower secondary education 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 £ 23 835 000 (€41 472 900) in 2004 (Statistical Service of Cyprus). The share of secondary technical and vocational public expenditure was estimated to be 4.8% of the total public expenditure on education in 2004.

APPRENTICESHIP TRAINING

The Apprenticeship System is a 2-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, MoEC (Ypourgeio Paideias kai Politismou, YPP), while the Human Resource Development Authority HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) compensates employers for wages paid to apprentices who attend classes in technical schools.

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 329 apprentices in 2004. According to the HRDA's "Annual Report 2004", expenditure amounted to the sum of £ 174 453 (€303 548). Training allowances are calculated on the basis of collective agreements by occupation.

POST-SECONDARY (NON-TERTIARY LEVEL)

There are 3 types of initial training schemes that are financed by the HRDA, and mainly target upper secondary education graduates. These are the accelerated initial training scheme, the enterprise-based initial training scheme and the new schemes approved to be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

The accelerated training programmes are mainly addressing the needs of unemployed school-leavers, but also of persons who wished to change their occupations through retraining. During 2004, training programmes were implemented for Construction Workers, Plumbers, Welders, Mechanics/Fitters, Cabinet Makers/Carpenters, Cooks, Waiters, Assistant Information Technology Technicians, and Auto Body Repairers. Special emphasis was also placed on the need to attract women to the labour market and a programme for Office Support Staff was implemented. In 2004, the HRDA subsidised the training of 306 persons in technical and hotel occupations. According to

the HRDA 's "Annual Report 2004", expenditure in 2004 amounted to the sum of £ 426 344 (€741 839).

The enterprise-based initial training scheme consists of single-company training programmes subsidised by the HRDA. These programmes are mainly designed for meeting the needs for initial training of newly recruited employees. 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). In 2004, the HRDA subsidised the training of 6 persons and expenditure amounted to £ 6 754 (€11 752).

In addition to the accelerated training programmes, the HRDA is developing and will put in operation in 2006 3 new schemes, to be co-financed by the ESF. 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.

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).

There are 7 public tertiary education institutions, which come under the jurisdiction of various ministries, offering associate professional level programmes in Engineering, Forestry, Hotel and Catering, Nursing and other vocations. The student tuition fees range from about £ 1 000 (€ 1 740) to £ 3 000 (€5 220) per year. Cypriot and EU students pay no fees.

The HRDA subsidises the practical training in enterprises of students of the Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI) and of the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK). The financial assistance provided to employers is calculated according to the programme and its branch/sector attended by the students. During 2004 the HRDA subsidised the practical training of 97 HTI students and 88 HHIC students. According to the HRDA 's "Annual Report 2004", the expenditure in 2004 for the practical training of the HHIC students was £ 38 055 (€66 216), while for the HTI students it was £ 37 789 (€65 753).

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

The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) plays an important role in vocational training. The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the

planned and systematic training and development of the human resources of Cyprus. The HRDA subsidises training programmes implemented by public and private institutions, such as colleges and training institutions, and enterprises. There are more than 160 training providers, which operate primarily within the HRDA's open multi-company training programmes framework. These training providers in general also offer courses to employers and individuals that are not subsidised by the HRDA.

The HRDA activities are financed by a levy amounting to 0.5% of the payroll of eligible employers. In addition to the levy paid to the HRDA, it is estimated that the employers in the private sector spend an additional 1-1.5% of payroll on training measures for their staff.

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

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

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

PUBLICLY PROMOTED CVET FOR ALL HUMAN RESOURCE DEVELOPMENT AUTHORITY

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.

According to the HRDA's "Annual Report 2004", during 2004, 20 155 employees were trained in single-company programmes, by Cypriot trainers or trainers from abroad and total expenditure amounted to £ 1 321 293 (€ 2 299 050). Also, during 2004, 12 680 persons were trained on multi-company (institutional) programmes and total expenditure amounted to the sum of £ 2 199 575 (€ 3 827 261).

The HRDA subsidises employers for the costs of participation of the employees to training programmes abroad, both single-company and multi-company programmes. During 2004, the HRDA subsidised the participation of 718 persons in training programmes abroad and total expenditure amounted to the sum of £ 715 245 (€ 1 244 526).

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 2004, the HRDA subsidised the training of 64 graduates. Total expenditure amounted to the sum of £ 122 243 (€ 212 703).

Most of short upgrading courses offered by the Cyprus Productivity Centre are subsidised by the HRDA and by the government, which covers the associated overheads.

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

MINISTRY OF EDUCATION AND CULTURE

The MoEC is responsible for the administration of funds of institutions for adult education.

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

The Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon/Vradinon Tmimatou Technikon Scholon) offer Technical and Vocational Education Programmes as well as preparatory classes for various examinations. The Directorate of Secondary Technical and Vocational Education (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis, DMTEE) offer these courses during the afternoon and evening on the premises of Technical Schools in all major towns in the government-controlled area of Cyprus. More than 80 educators and experts from industry teach these programmes on an overtime basis. Individuals attending the above programmes, pay limited fees, which are approved by the Council of Ministers.

There are also 250 Adult Education Centres (Epimorfotika Kentra), run by the Directorate of Primary Education (Diefthinsi Demotikis Ekpaidefsis, DDE) of the MoEC offer, for a small fee, a wide range of short or medium length courses that cover several interest areas. In an effort to offer access to free education to all citizens, the Adult Education Centres organise about 50 special classes each year, which are tailored specifically to meet the needs of various disadvantaged groups of people such as illiterate people, prisoners, senior citizens and people with disabilities such as the deaf. These classes are offered for free.

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

CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNER

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

- Measures to support training in SMEs.
- Measures to support training for civil servants and for employees in specific economic sectors.

- Social partner based schemes to support non-job related training.

MEASURES TO SUPPORT TRAINING IN SMEs

The HRDA contributes towards the training and development of managers in SMEs mainly through the pursuit of the following activities:

- Consultancy Services Scheme for SMEs. Subsidies are provided for the costs of consultancy services. Subsidies are paid after the approval of the report by the HRDA and the evaluation of the implementation of the proposals contained in the report and agreed on between the HRDA, the enterprise and the Consultant. Expenditure on this scheme during 2004 amounted to the sum of £ 259 626 (€ 451 749).
- Management and Entrepreneurship Training Programmes for SMEs, provided by private training institutions. The HRDA examines, approves and subsidises multi-company programmes (Management and Entrepreneurship Training Programmes for SMEs) offered by private and public training providers, which are targeted to employees of small enterprises.
- Business Development Programme (BDP) for managers/owners of SMEs. The HRDA has been running the Business Development Programme (BDP), which has been especially designed for owners/managers of SMEs who have a strong commitment to profitably expanding their business. The HRDA is planning to launch the 5th BDP in 2006.
- Programmes for the reinforcement of female and youth entrepreneurship, in co-operation with the Ministry of Commerce, Industry and Tourism, MCIT (Ypourgeio Emporiou, Viomichanias kai Tourismou, YEVT). The MCIT selects candidates for grants given to start up new businesses, while the HRDA organises and subsidises training programmes provided by private training institutions with the aim to train the candidates to run their new business effectively.

MEASURES TO SUPPORT TRAINING FOR CIVIL SERVANTS AND FOR ENTERPRISES IN SPECIFIC ECONOMIC SECTORS FARMERS

The MoA funds the training of farmers provided by the Department of Agriculture Training Centres.

CIVIL SERVANTS

Continuous training and development of the civil servants is offered through the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD)

of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO). The CAPA budgeted amount for 2004 was £ 563 000 (€ 979 620).

Continuous training for civil servants is also being promoted by the Public Administration and Personnel Service, PAPS (Ypiresia Dimosias Dioikisis kai Prosopikou). Ministries, departments and services submit to the PAPS a yearly plan relating to the programming of their training activities and needs. There are specific training programmes and seminars offered by public authorities to specific groups of civil servants such as public sector teachers, public sector nurses, police officers and sergeants as well as foresters.

- Public sector teachers.

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

- Public sector nurses.

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

- Police officers and sergeants.

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

- Foresters and forestry graduates.

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

SOCIAL PARTNER BASED SCHEMES TO SUPPORT NON-JOB RELATED TRAINING

The Social partners organisations (employers organisations and trade unions) as well as certain ministries (such as the Ministry of Health, MoH (Ypourgeio Ygeias) are involved in supporting non-job related training. Most of the training courses provided are funded by the HRDA.

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. Training opportunities for the unemployed and other groups vulnerable to exclusion in the labour market are somewhat limited in Cyprus.

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

- Human Resource Development Authority, which has developed 2 new schemes aiming to promote the training and employability of the unemployed and of the inactive women that will be co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

- Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), which promotes the

following programmes for the unemployed, that are provided by the STVE and were described in section 1003:

- The Evening Technical School (Esperini Techniki Scholi).
- The Afternoon and the Afternoon and Evening classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis).
- The Adult Education Centres (Epimorfotika Kentra).
- Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis, ESDE).
- Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA), which promotes programmes for groups vulnerable to exclusion in the labour market which are provided by:
 - Non-government organisations, which provide programmes for the inactive women that will be co-financed by the ESF.
 - The Centre for the Vocational Rehabilitation of the Disabled, which provides vocational training programmes for the disabled.
 - The Department of Social Welfare Services, which provides training programmes for public assistance recipients and asylum seekers. An amount of £ 500 (€ 850) may be granted to

recipients who wish to enroll in vocational training or buy necessary equipment for their occupation.

- Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT) in cooperation with the MoEC, which promote classes to prisoners and other programmes of professional training.

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, MoEC (Ypourgeio Paideias kai Politismou, YPP), the funds of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), which come from the human resource development levy of 0.5% on the payroll of eligible employers, as well as directly from employers. These will continue to be the main forms of financing in the future, coupled, however, with specific co-financing by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT).

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 (Ethniko Schedio Drasis gia tin Apascholisi, ESDA) for 2004/2006 and in the National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas).

NATIONAL LISBON PROGRAMME

The main policy priorities for Cyprus as stated in the National Lisbon Programme related to education and training are:

- The continuous improvement of the quality of education at all levels.
- Increase opportunities for university education level studies in Cyprus.
- Continuous upgrading of skills to labour market needs, in particular through reforming and making more

attractive vocational education and training systems, including the apprenticeship scheme and upgrading of

training and retraining programmes, via also supporting training infrastructure.

- Development of a comprehensive national framework for lifelong learning.

CONTINUOUS IMPROVEMENT OF THE QUALITY OF EDUCATION AT ALL LEVELS

Efforts to introduce e-Learning into the Cyprus Educational System have been already made. As a result, there is the infrastructure and e-Learning software for supporting the teaching of various IVET and CVET subjects. However, these efforts have been random and sporadic, therefore a more organised and comprehensive effort, which will be co-funded by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) is currently underway.

The Planning Bureau, PB (Grafeio Programmatismou, GP) prepared the document “National Strategy for Information Society 2004/2006”, which is co-financed by the ESF, in order to utilise the new technologies and the Information Society.

INCREASE OPPORTUNITIES FOR UNIVERSITY STUDIES IN CYPRUS

The operation of the Open University of Cyprus, OUC (Anikto Panepistimio Kyprou, APKy) by September 2006 and the Technological University of Cyprus, (Technologiko Panepistimio Kyprou, TEPAK) by September 2007, as well as the introduction of new departments in the University of Cyprus, UCY (Panepistimio Kyprou, PK) will increase the opportunities for university studies in Cyprus. Furthermore there is the potential for the establishment of Private Universities, following the enactment of the relevant legislative framework regulating their operation in July 2005.

CONTINUOUS UPGRADING OF SKILLS TO LABOUR MARKET NEEDS

Policy priorities include:

- Implementation of an action aiming at strengthening the quality and attractiveness of STVE and improving its organisation, which is co-financed from the ESF.
- Implementation of an action aiming at upgrading the apprenticeship system, which will be co-financed from the ESF.
- Upgrading of training by:
 - Undertaking a study for evaluating the impact of the Human Resource Development Authority (HRDA) existing schemes.
 - Extension of the rendered training

programmes by the HRDA
by the 3 co-financed ESF

schemes for selected
target groups.

- Further support of the Training Infrastructure of Institutions and Enterprises.
- Introduction of an Appraisal and Certification System for Training Providers by the HRDA.
- Introduction of a Vocational Qualifications System in 2 phases over the period 2006/2013, covering a broad range of occupations in the sectors of manufacturing, the hotel industry, construction, trade/repairs of motor vehicles as well as cross sectoral occupations.

DEVELOPMENT OF A COMPREHENSIVE LIFELONG LEARNING STRATEGY

The elaboration of a comprehensive lifelong learning strategy by the end of 2006, will provide appropriate links between initial and continuing education and training, matched with the development of a competence-based structure of structure of vocational qualification standards.

EUROPEAN COOPERATION

The “Education and Training 2010 Coordination Group (ETCG)”, set up by the European Commission with the participating countries and the European Social Partners, will establish the priority fields of action to enable the education and training sectors to contribute to the success of the Lisbon Strategy by 2010. Cyprus will be represented by the HRDA and the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).

European cooperation in the field of education and training is also 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 MoEC. 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.

Following the decision of the Cyprus Council of Ministers of the 27th April 2005, the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) was set as the National Europass Centre (NEC). Europass records the skills and competences in a clear and

easy to understand way, to help people find a job, get experience abroad or enroll in an education or training program.

All 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.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Cyprus is a new member state, since 1st of May 2004, but has always had the European perspective embedded in all policies related to education and training. Participation of Cyprus in programmes such as Socrates and Leonardo da Vinci promotes the European dimension in education and training. Furthermore, measures and actions incorporated in the Single Programming Document for Objective 3 - Human Resources, SPD (Eniaio Eggrafo Programmatismou gia to Stochos 3 - Anthropino Dynamiko, EEP) for 2004/2006 and the Community Initiative Programme "EQUAL" (CIP EQUAL) are co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tamio, EKT) and comply with the European Union objectives. The National Lisbon Programme (Ethniko Schedio Drasis gia ti Stratigiki tis Lissavonas) includes policies to enhance investment in physical and human capital, research and development, and the country's infrastructures.

The Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) is the agency responsible for promoting and putting the European dimension in education into practice. The MoEC exhibits particular sensitivity as regards the European Dimension of Education and takes measures to ensure that students will have by the end of their secondary education the knowledge and competences they need to play their role as active citizens of their country, as well as of Europe and the rest of the world. In this framework the European Dimension of Education was set as a major target subject in the school years 1996/1997 and 2003/2004 and education packages were sent to all schools on issues of the European Union, its history and features.

The European dimension is promoted at school level through an interdisciplinary approach, by a series of activities, such as:

- Establishing European clubs.
- Encouraging activities with regard to the Europe Day.
- Connecting Cyprus schools abroad.
- Encouraging pupils to undertake interdisciplinary projects.

A major development towards the promotion of the European dimension of education in the formal school curriculum is the re-writing of the textbooks of Civics with the new sections on EU themes being included.

The acquisition of the European Computer Driving Licence (ECDL) certificate is also being promoted. In lower secondary education information technology is an obligatory subject provided for 2 periods per week and the curricula are geared towards covering the same areas as the ECDL exams. Commencing in the school year 2006/2007 the ICT skills of third grade pupils (age 15) in lower secondary education will be certified

according to European standards (ECDL). Secondary education teachers will also be obliged to pass the first 4 core modules of the ECDL, and they will have the option to continue with the other 3 modules required for obtaining the ECDL certificate. The target

set by the MoEC is that 6 600 secondary education teachers (65% of the total) will attend the training for the first 4 core modules of the ECDL by 2007.

Furthermore, Cyprus participation in Leonardo da Vinci, the European Community's vocational training action programme, whose objective is to support the development of policies and innovative action by promoting projects in the context of transnational partnerships which involve organisations with an interest in training, has also helped develop and re-examine approaches to learning. More specifically, it encourages collaboration between organisations involved in the vocational training, aiming to improve the quality of the training provision, develop the skills and mobility of the workforce, stimulate innovation and enhance the competitiveness of the European industry.

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