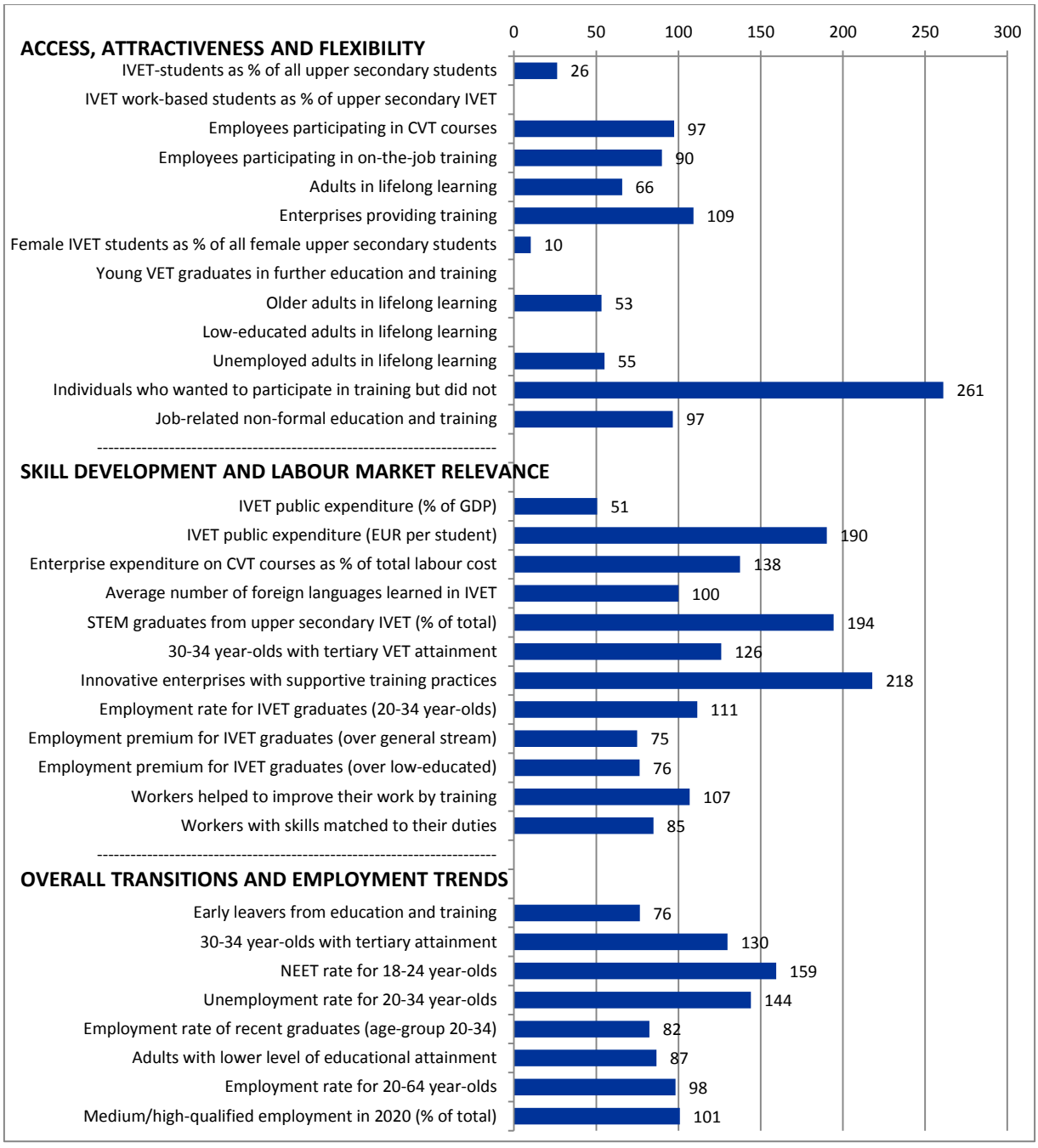
Excerpt from the publication: On the way to 2020: data for vocational education and training policies. Country statistical overviews, ISBN 978-92-896-1850-2

13. Cyprus

VET indicators for Cyprus for the most recent year available
Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

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The performance of Cyprus on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation of Cyprus with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Cyprus is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, the Cyprus performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Participation in IVET in Cyprus is relatively low compared with the EU average in 2012. The percentage of upper secondary students enrolled in IVET programmes (13.2%) is significantly lower than the EU average (50.4%). For women the difference is even greater (4.6% for Cyprus; 45.0% for the EU). In 2013, the percentage of adults participating in lifelong learning is 6.9% compared with the EU average of 10.5%.

Data from the 2010 CVTS suggest that the share of enterprises providing training in Cyprus is higher than the EU average (72% Cyprus, 66% the EU); it was lower in 2005. Employees are slightly less likely to participate in on-the-job training (18% Cyprus, 20% the EU in 2010). The proportion of individuals who wanted to train but did not is higher in Cyprus at 24.8% compared with 9.5% in the EU (data for 2011).

Skill development and labour market relevance

Figures for Cyprus are particularly high for several indicators in this group. The percentage of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) is higher than the EU average (10.9% compared to 8.7%, in 2013). The percentage of innovative enterprises providing supportive training (90.7%) is much higher than the EU average (41.6%) (based on 2010 data). The same is true of the proportion of STEM-graduates from upper secondary IVET (56.8% compared with 29.2% for the EU as a whole in 2012).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (88.1%) is also above the EU average (79.1%). In Cyprus, IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at lower ISCED level. Their employment rate is 4.2 percentage points higher than that of their counterparts from general education (even though this is slightly lower than the EU average premium of 5.6

percentage points), and the employment rate of IVET graduates is 13.3 percentage points higher than that of graduates with lower-level qualifications. These employment figures relate to 2009 and exclude young people in further education.

Public expenditure on IVET as a percentage of GDP in 2011 (0.35%) is below the EU average (0.68%) but expenditure per student is higher (EUR 16 327 in Cyprus and EUR 8 586 in the EU).

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

The unemployment rate for 20 to 34 year-olds is higher than the EU average (21.7% versus 15.1%), and the employment rate for recent graduates is much lower (62.1% versus 75.4%). The unemployment rate for 20-34 year-olds appears to have grown more rapidly in Cyprus than in the EU between 2010 and 2013 (12.9 and 2.0 percentage points, respectively). The same is observed for the NEET-rate. The employment rate for recent graduates has dropped substantially (by 16.3 percentage points) between 2010 and 2013.

The share of early leavers from education and training has decreased by 3.6 percentage points between 2010 and 2013. At 9.1% this share is lower than the Europe 2020 average and national target (both set at 10%). The share of 30 to 34 year-olds with tertiary-level education already exceeds the Europe 2020 average target (40%). At 47.8%, this share has also surpassed the national target (46%).

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Score on VET indicators in Cyprus and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	CY	EU	CY	EU	CY	EU		CY	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	13.3	51.9	13.2	50.1	13.2	50.4	(2)	0.0	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	30	33	37	38					
Employees participating in on-the-job training (%)	6	16	18	20					
Adults in lifelong learning (%)	7.1		7.7		6.9	10.5[b]	(3)	-0.8	
Enterprises providing training (%)	51	60	72	66					
Female IVET students as % of all female upper secondary students	4.5	46.5	4.4	44.4	4.6	45.0	(2)	0.2	0.6
Young VET graduates in further education and training (%)			16.5[u]	30.7					
Older adults in lifelong learning (%)			3.8[b]		3.5	6.6[b]	(3)	-0.3	
Low-educated adults in lifelong learning (%)	1.2		1.1[u]		1.1[u]	4.4[b]	(3)	0.0	
Unemployed adults in lifelong learning (%)	5.2[u]		5.4[u]		5.5	10.0[b]	(3)	0.1	
Individuals who wanted to participate in training but did not (%)	32.9	14.2	24.8	9.5					
Job-related non-formal education and training (%)			77.5	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)	0.34	0.67	0.34	0.71	0.35	0.68	(1)	0.01	-0.03
IVET public expenditure (EUR per student)	13 144	7 033	15 661	8 558	16 327	8 586	(1)	666	28
Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	1.1	0.8					
Average number of foreign languages learned in IVET	1.2		1.1	1.2[d]	1.2	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	52.7	32.0	57.7	28.7	56.8	29.2	(2)	-0.9	0.5
30-34 year-olds with tertiary VET attainment (%)	20.3	7.3	14.1	7.4	10.9	8.7	(3)	-3.2	1.3
Innovative enterprises with supportive training practices (%)	97.8	43.1	90.7	41.6					
Employment rate for IVET graduates (20-34 year-olds)			88.1	79.1					
Employment premium for IVET graduates (over general stream)			4.2	5.6					
Employment premium for IVET graduates (over low-educated)			13.3	17.4					
Workers helped to improve their work by training (%)			95.9	89.8					
Workers with skills matched to their duties (%)			46.8	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)	14.9	15.4	12.7	13.9	9.1	11.9	(3)	-3.6	-2.0
30-34 year-olds with tertiary attainment (%)	46.1	28.8	45.3	33.4	47.8	36.8	(3)	2.5	3.4
NEET rate for 18-24 year-olds (%)	14.5	15.1	16.7	16.6	27.1	17.0	(3)	10.4	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	8.8[b]	13.1	21.7	15.1	(3)	12.9	2.0
Employment rate of recent graduates (age group 20-34) (%)	80.5	79.0	78.4	77.4	62.1	75.4	(3)	-16.3	-2.0
Adults with lower level of educational attainment (%)	30.5	30.0	26.0	27.3	21.5	24.8	(3)	-4.5	-2.5
Employment rate for 20-64 year-olds (%)		68.9	75.0[b]	68.5	67.1	68.3	(3)	-7.9	-0.2
Medium/high-qualified employment in 2020 (% of total)					83.0	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;
u = unreliable; p = provisional;
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).