



# Vocational education and training policy briefs 2024

**CYPRUS**



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The report was drafted by [Vicky Oraiopoulou](#), Cedefop policy officer, and peer reviewed by [Nikolaos Georgiadis](#), Cedefop expert.

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# 1. Introduction

*This VET policy brief <sup>(1)</sup> produced by Cedefop presents a snapshot of vocational education and training policy developments in Cyprus between 2020 and the end of 2024. It presents the context and the challenges the country faces, a selection of the latest VET-related statistics, as well as the national priorities until 2030 identified in [Cyprus national implementation plan \(Cyprus, n.d.\)](#). This policy brief provides information from Cedefop monitoring and analysis on the implementation of the [Council Recommendation on VET](#) and [Osnabrück Declaration](#) and contributes to shaping new EU priorities in VET as of 2026 and informing the mid-term evaluation of the Council Recommendation on VET.*

## 2. National VET context and challenges

### 2.1 National VET context

The vocational education and training (VET) system in Cyprus is constantly being developed to keep pace with the evolving needs of the economy. Despite a traditionally positive perception by the society and learner satisfaction, participation in VET comes as second chance option, behind general and higher education, which are perceived more favourably (Korelli, 2018). Cyprus has one of the highest tertiary attainment rates in the EU, reflecting its strong emphasis on education.

VET is primarily public and free at secondary and tertiary non-university levels. In secondary education, VET is offered through technical schools. Apprenticeship programmes complement school-based VET for young people aged 14–18, with flexible transitions to evening technical schools or further education. At tertiary non-university level, VET is delivered through accredited [public and private institutes \(MIEEK\)](#). Adult vocational programmes are offered at a limited fee and supported by financial incentives from the Human Resource Development Authority (Cedefop & Human Resource Development Authority of Cyprus [HRDA], 2023a).

The Ministry of Education, Sport and Youth (MESY) has overall responsibility for the national education policy. Labour and social policy are under the Ministry of Labour and Social Insurance. The Human Resource Development Authority of Cyprus (HRDA), a semi-government organisation under the labour ministry, plays an important role in vocational training for adults offering CVET subsidized programmes for the employed and job seekers; [other ministries](#) offer vocational programmes according to their mandate.

Cyprus maintains a strong tradition of tripartite consultation and social dialogue, involving government, trade unions, and employers in shaping VET policy, identifying training needs, and supporting education reform. (Cedefop & HRDA, 2023b).

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<sup>(1)</sup> See also the previous edition: Cedefop. (2024). [Vocational education and training policy briefs 2023 – Cyprus](#). Cedefop monitoring and analysis of vocational education and training policies.

A major [strategic plan \(2015-20\)](#) reformed the public VET system by formalising pathways, expanding specialisations, and strengthening apprenticeships. It introduced modular VET programmes, ensured regular curriculum updates. The plan also laid the foundation for graduate tracking via a VET-employer matching platform. Efforts to enhance VET's appeal have led to a 7-percentage-point increase in upper secondary VET enrolments between 2011 and 2023 (Cedefop & HRDA, 2023).

## 2.2 Challenges

The main challenges that Cyprus faced in 2020-24 include persisting labour market shortages and skill mismatches and low participation of adults in education and training. There was also a need to speed up the modernisation of VET provision and infrastructure and meet the demands of the twin transition, with particular emphasis in digital skills and competences.

In recent years, a coordinated approach (see Section 2.1) was implemented to foster VET provision, however participation in upper secondary VET remains low compared to the EU average (respectively, 17.9% and 49,1% in 2023). Infrastructure and capacity constraints continue to affect VET provision. Overcrowding and outdated facilities discourage enrolment. Most VET institutions are concentrated in urban areas, limiting access for learners in rural regions. The strong preference for academic pathways further reduces VET uptake. Efforts have been made to expand work-based learning and actively engage employers, however, implementation remains limited (35.2% in 2023 compared to 64.6% EU average), and the alignment of VET curricula with labour market needs is insufficient (European Commission, 2024a, 2024b, 2024c, 2025a; Charilaou & Evangelou, 2024).

Despite ongoing reforms, the attractiveness of the teaching profession remains a concern. Cyprus struggles with recruiting and retaining qualified teachers, particularly in VET and STEM subjects; there is a need to invest in continuous professional development opportunities. The lack of a national graduate tracking system also impedes efforts to assess the labour market relevance of VET programmes. These issues contribute to persistent gaps in educational outcomes and hinder efforts to modernise the education system (European Commission, 2023c, 2024a, and 2024c; Charilaou & Evangelou, 2024).

Adult learning participation has declined significantly in recent years and remains more than 10 percentage points below the EU average. The 2022 national implementation plan highlights the need to improve outreach and flexibility in adult education programmes, especially for low-skilled and older workers. The NEET rate stood at 12.9% in 2024, above the EU average, with young women particularly affected. Digital skills remain weak among the working-age population, particularly among vulnerable groups, limiting employability and participation in the digital economy (Cyprus, n.d.; European Commission, 2024a, 2025a).

Labour shortages and skills mismatches are closely linked to persistent challenges in VET and adult learning and are increasingly affecting key sectors such as construction, energy and technical services, alongside healthcare and tourism (European Commission,

2025a). The 2022-32 labour market forecast conducted by HRDA identified significant gaps between labour demand and supply across 309 occupations, including high-level and middle-level roles (Charilaou & Evangelou, 2024).

### 3. National VET policy priorities

The Cypriot national implementation plan (NIP) presents the actions the country will take to implement the [Council Recommendation on VET for sustainable competitiveness, social justice and resilience](#), as well as the [Osnabrück Declaration on vocational education and training](#) as a factor in recovery and a fair transition to the digital and green economy. It sets the following key priorities.

- (a) Improve the quality and labour market relevance of VET. Cyprus aims to provide young individuals and adults with essential knowledge, skills, and competences to succeed in a dynamic job market and adapt rapidly to emerging challenges. It also plans to promote gender balance, supporting disabled students, and ensuring equal learning opportunities for all. The country has set as a specific quantitative goal to increase the participation of upper secondary education students in IVET from 15.6% in 2021 to 25% by 2026 and 30% by 2030.
- (b) Increase adult participation in VET. Cyprus plans to improve the skillset of adults and help them acquire new skills in demand in the labour market. It has set a target to increase the participation rate of adults in training from 28.3% in 2022 to 61% by 2030.
- (c) Support the digital transformation of VET. Cyprus aims to become one of the pioneers of the twin transition, as stipulated in its [Long-Term economy strategy](#).

## 4. Main policy developments 2020-24

### 4.1 Improve the quality and labour market relevance of VET

Cyprus has continued to implement measures aimed at increasing IVET participation, particularly at upper secondary level, while enhancing the quality and labour market relevance of VET provision. These focused on curriculum modernisation, infrastructure upgrades, quality assurance, teacher development, and stronger links with employers.

The curriculum reform was a central focus of the flagship project [Further development of technical and vocational education and training](#) (Cedefop & ReferNet, 2025), which continued throughout the 2021–27 programming period, building on the 2015–20 strategic plan. With a budget of EUR 38 million, it supports all [VET pathways](#) under the Department of Secondary Technical and Vocational Education and Training (STVET) (Cedefop & HRDA, 2023b). By the end of 2024, the project had supported the development and revision of study programmes, the upgrading of laboratory infrastructure and digital tools, and the provision of practical training in companies equipped with modern technologies (Cedefop & ReferNet, 2025).

As part of this project, the [external evaluation of higher VET \(MIEEK\) programmes](#) was completed in 2023. The evaluation assessed the alignment of MIEEK programmes with

labour market needs, the employability of graduates, and student satisfaction. It also examined the adequacy of teaching staff and infrastructure and provided recommendations for improving the quality of provision. The results were publicly presented and are already informing follow-up actions. The number of [accredited programmes](#) at MIEEK grew significantly between 2020 and 2024 in different sectors, with a focus on [green professions](#). The network of MIEEK schools has further developed, with the opening of the Absolute Institute of Technical Education (AITE) in [Limassol](#) in 2023, offering state-of-the-art infrastructure and a wide range of programmes covering sector-specific labour market needs, as well as the establishment in 2024 of a public MIEEK in the [Famagusta district](#) in the culinary sector, offering training in Greek and English. According to the 2023 evaluation results, almost all higher VET graduates ensure job placements relevant to their field of studies (ReferNet Cyprus & Cedefop, 2024a; Cedefop & ReferNet, 2025).

Efforts are intensified in the [2024-28 Strategic Plan for VET](#), drafted between 2022 and 2024, which focuses on five priorities: quality, inclusiveness, flexibility, lifelong learning, employability, and partnerships. It aligns with the EU priorities in VET, and national strategies such as Cyprus Tomorrow—the country’s long-term development plan under the Recovery and Resilience Facility. Cyprus Tomorrow provides the overarching framework for structural reforms and investments, [including those in VET](#), aimed at supporting sustainable growth, digital and green transitions, and improved employability through modernised education and training systems (Cedefop & ReferNet, 2025).

Investments in VET support teacher development, including in [digital skills](#) through a targeted programme running till 2026. With gradual implementation since 2022, teachers from different VET schools participate in [teacher professional learning](#) activities, such as seminars, school-based training, and targeted workshops, in 2024 teachers from all VET schools in Cyprus attended CPD activities. Since 2021, a [registry of qualified instructors](#) is maintained annually, as part of the broader effort to link VET with industry. The Department of STVET contracts professionals from relevant economic sectors, listed in this registry, to teach at MIEEK, and assess student performance (Cedefop & ReferNet, 2025).

Labour market intelligence has also been strengthened. The *Forecasts of labour demand and supply in the Cyprus economy 2022–32* study, was widely disseminated in 2023 and 2024. It provides detailed projections for 309 occupations and includes, for the first time, labour supply forecasts by gender and education level. The [findings](#) are used to inform the design of study programmes and guide policy decisions in education and training (ReferNet Cyprus & Cedefop, 2023). Complementing this, the [Identification of employment and training needs for 2023](#) study provided annual insights into occupational shortages and skills gaps. These findings support the alignment of VET provision with evolving labour market demands (Charilaou & Evangelou, 2024).

Cyprus is implementing a [five-year project \(2022–26\)](#) to strengthen the link between higher education and the labour market, funded by the Recovery and Resilience Facility. The initiative includes a national graduate tracking mechanism and an employers’ skills survey to identify skill gaps and improve graduate employability. Preliminary results from the first [graduate tracking survey 2022](#) show high satisfaction with studies and strong

labour market participation, but also significant horizontal and vertical skill mismatches. (ReferNet Cyprus & Cedefop, 2025; Cedefop & ReferNet, 2025).

## 4.2 Increase adult participation in VET

Cyprus has been putting in place measures for increasing the participation of adults in VET.

Cyprus's [Lifelong Learning Strategy \(CyLLLS\) 2021-27](#) is led by MESY, coordinated by the European & International Affairs, Lifelong Learning & Adult Education Office, and monitored by National and Technical LLL Committees; it was approved by the National Committee on 14 July 2022 and adopted by the Council of Ministers on 30 September 2022. The strategy is structured around six intervention areas: digital transformation; green transition and sustainability; inclusion and equality; validation of non-formal and informal learning; health and wellbeing; and a lifelong learning culture and four key performance indicators (KPIs). Implementation has been documented annually, with actions recorded for 2022, 2023 and 2024; the first consolidated progress report (covering these years and reporting against KPIs) is expected in 2025.

[Validation arrangements](#) gained momentum in 2022 with the completion of the shared funding project Establishing a mechanism for the validation of non-formal and informal learning. Due to the pandemic in 2020, piloting began in 2021 across adult education, youth, and volunteerism. In 2022, steering documents were issued, including guidelines for evening schools to support adults returning to education, a vocational qualification for youth workers, and principles for validating prior learning in volunteerism. By 2024, the HRDA and Youth Board of Cyprus helped finalise the youth worker qualification, and various government bodies launched validation initiatives. The National Qualifications Authority is overseeing the development of a formal national framework and reviewing its mandate to strengthen its institutional role (Cedefop & ReferNet, 2025).

In 2022, stakeholder consultations began on implementing [HRDA's actions under the Cyprus Operational Programme THALIA 2021–27](#), focusing on two key areas. Individual Learning Accounts (ILAs), which aim to provide credits to eligible employed and unemployed individuals to acquire new skills or upgrade existing ones through training programmes offered by accredited vocational training centres (VTCs). The second area concerns training programmes for NEETs, designed to help them develop key competences and soft skills, with particular emphasis on those needed for the green and digital transitions. The policy and procedure manual for both actions were finalised in 2023 and HRDA began preparations to implement ILAs via its digital platform, [Hermes](#). Implementation is ongoing in 2024, in both areas to deliver the ILA online platform and NEETs training programmes (Cedefop & ReferNet, 2025).

The [impact assessment](#) (ReferNet Cyprus & Cedefop, 2021) of HRDA's System of Vocational Qualifications (SVQ) showed high employment retention, improved skills, and strong satisfaction among participants and employers, confirming its role in recognising prior learning and certifying competence—especially for low-qualified individuals and SMEs. Between 2021 and 2024, the [scheme expanded](#) across sectors including tourism, wholesale and retail, vehicle repair and maintenance, construction and building systems,

cooling, and introduced an EQF level 5 certification for vocational/lifelong learning teachers. In 2024, the SVQ system transitioned to full HRDA funding.

Implementation of [training programmes under the Cyprus Recovery and resilience plan 2021-26 \(HRDA\)](#) started in 2024 covering all four components under the project. Apart digital skills, the remaining three components are relevant to the acquisition of green skills, skills relevant to the blue economy <sup>(2)</sup>, and the acquisition of entrepreneurial knowledge and skills with particular focus on women over the age of 55. In early 2023, a framework agreement was signed between HRDA and 22 economic bodies, such as accredited CVET providers, consortia of accredited training CVET providers, companies and universities for training programmes for the acquisition of digital skills by the unemployed.

A [2022 labour market analysis by HRDA](#) expects that by 2030, nearly one in four workers in Cyprus will be employed in green economy sectors. The strongest growth is expected among professionals (16.2%) and craft workers (6.7%). The study distinguishes between newly emerging skills—such as those related to green technologies, environmental legislation, and sustainability—and existing skills adapted to green contexts, including project management and strategic planning. These findings directly inform the design and implementation of the green skills training programmes (ReferNet Cyprus & Cedefop, 2024b).

Since 2022, the [Use of e-learning methods in HRDA-subsidised training programmes](#) continued as regular practice. This measure was initially developed in response to the physical distancing measures enforced by the COVID-19 pandemic. It was introduced in 2020, with a supplement issued by HRDA, *Using e-learning methods in training programmes*. In these terms, the physical presence of trainers and CVET learners is no longer mandatory, and training can be delivered via e-learning modes. This new mode of functioning for CVET programmes, optional following the pandemic, is considered helpful to specific target groups, such as women or people with disability, as it assists them to continue participating in training, thus preventing dropouts.

Between 2020 and 2024, the Youth Board of Cyprus continued providing targeted [career guidance services for youth](#) (people aged 14 to 35), including NEETs, in all districts of the country around four pillars: personalised career counselling, psychometric skills testing, soft skills development workshops and *career academies* events. In 2024, more than 1400 personalised counselling sessions were held, and 340 psychometric assessments were conducted for secondary education students to help them identify suitable study and career paths.

Moreover, the Youth Board of Cyprus supports the aims of the Lifelong Learning Strategy 2021–2027 through two targeted initiatives. Youth Makerspace Larnaka follows the international model of similar innovation spaces, offering in-person access to advanced technologies and STEAM-based workshops, while actively promotes [female participation](#)

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(2) Blue economy is the set of human activities depending on the sea and/or underpinned by land-sea interactions in the context of sustainable development. More information on [blue economy and skills](#) is available.

in STEAM fields. Its mobile unit extends outreach to rural and underserved communities. Similarly, the STEAMers programme fosters [digital literacy and creativity](#) through low-cost workshops in robotics, algorithmic thinking, and digital design, accessible to young people aged 6–35 across Cyprus. Since 2023, the programme ensures nationwide coverage, while the number of workshops delivered has doubled in 2024 (Cedefop & ReferNet, 2025).

### 4.3 Support the digital transformation of VET

Cyprus has been implementing measures to digitally transform its VET provision by optimising the use of ICT tools and platforms.

The [Development and management of the alumni community platform](#) project is being developed in 2022-24. This platform, when fully implemented, will provide career support, continuing education opportunities to VET graduates and a forum on topics of common interest. Interoperability with the [VET-employers' matching platform](#), active since 2020 <sup>(3)</sup>, will provide companies with access to the alumni community platform. This is another measure funded by the [Further development of technical and vocational education and training](#) project.

By mid-2024, 100 482 individuals, 255 vocational training providers, 382 vocational training facilities and 1 232 vocational trainers were registered and approved to participate in HRDA subsidised schemes using the [HRDA Digital portal](#). As of July 2021, all applications for the accreditation of vocational training centres and vocational training facilities must be submitted and processed electronically, via the digital portal of the HRDA. Policy and procedure guides were prepared, to satisfy specific criteria for the accreditation of vocational training centres and vocational training facilities. The same approach was followed for the approval of vocational training centre assessors and vocational training facilities assessors. By making all steps of the procedure available through the portal, HRDA replaced the previous system for the [assessment and accreditation of training providers](#).

The [Digital Competences Development for Educators \(DCDE\)](#) was launched in 2022 by the Cyprus Pedagogical Institute (CPI) to support the digital upskilling of VET teachers. Delivered through CPI's e-learning platform, the programme comprises an introductory module and ten learning modules developed in 2020 in collaboration with the Open University of Cyprus, the European University, and Frederick University. These modules were designed based on identified teacher needs and are aligned with both EU and national priorities. CPI plans to continue the initiative until 2026, considering it a key component of VET teacher development and a strategic contribution to Cyprus's [digital education transformation](#).

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<sup>(3)</sup> The VET employers-Matching [platform](#) (Δίκτυο Επικοινωνίας με Εργοδότες για Τεχνικά Επαγγέλματα, ΔΕΕΤΕ) is accessible.

## 5. Statistical information in relation to EU targets

Cyprus progress in vocational education and training is particularly visible in employability outcomes. In 2024, the employment rate for recent IVET graduates aged 20–34 reached 90.5%, (+13.1 pp increase since 2022) well above the EU average of 80.0% and exceeding the EU target of 82% by 2025. However, the exposure of IVET graduates to a work-based learning experience as part of their studies remains significantly below the EU average (respectively, 35.2% and 64.6% in 2023) and the EU27 target of 60% set by the Council Recommendation on VET by 2025. Cyprus performs well in learning mobility: in 2021, 9.9% of IVET learners participated in mobility abroad, exceeding the 2025 target of 8% and approaching the 2030 target of 12%.

Adult learning participation remains a challenge. In 2022, 28.3% of adults aged 25–64 are engaged in education or training, below the EU average of 39.5% and the EU targets of 47% by 2025 and 60% by 2030 (see Table 1). Similarly, participation among low-qualified adults was 10.9%, and 12.7% of unemployed adults had a recent learning experience, both below EU averages. These figures highlight the need for targeted outreach and inclusive learning opportunities.

Digital skills development is another area requiring attention. According to the 2024 Digital decade country report for Cyprus, in 2023, 49.5% of Cypriots aged 16–74 had at least basic digital skills, below the EU average of 55.6% and the targets of 70% by 2025 and 80% by 2030. The digital divide is particularly evident among older adults over 55.

Despite these challenges, Cyprus performs strongly in tertiary attainment. In 2024, 60.1% of 25–34-year-olds held a tertiary qualification, well above the EU average of 44.2% and the 45% target for 2025. However, the NEET rate remains high at 12.9%, above the EU average of 11.0% and the 9% target for 2030. Similarly, early school leaving rose to 11.3%, exceeding the EU target of less than 9% by 2030.

On the labour market side, the overall employment rate for 20–64-year-olds reached 79.8%, surpassing the EU average and meeting the 2030 target of 78%. The gender employment gap stood at 10%, matching the EU average, with further progress needed to meet the goal of halving the gap by 2030.

More indicators and their progress compared to the EU targets are presented in Table 1.

Table 1. **European vocational education and training policy dashboard: Cyprus**

Type of indicator <sup>(4)</sup>	Indicator	Last available year	PT	EU-27	Policy Document	EU target (year)
<b>VET for developing a lifelong learning culture</b>						
Progress	Adults (25-64 year-olds) with a learning experience in the last 12 months (%) <sup>*</sup>	2022	28.3	39.5	Skills Agenda	50% (2025)
					Council Resolution on EEA	47% (2025)
					ESPR Action Plan	60% (2030)
Progress	Low-qualified adults with a learning experience in the last 12 months (%)	2022	10.9	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	2024	12.7	15.3	Skills Agenda	20% (2025)
Context	Employment rate for 20-64 year-olds (%)	2024	79.8	75.8	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2024	11.3	9.3	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15-29 year-olds (%)	2024	12.9	11.0	ESPR Action Plan	9% (2030)
<b>VET for Resilience, transitions, sustainability and excellence</b>						
Progress	Adults (16-74 year-olds) with at least basic digital skills (%)	2023	49.5	55.6	Skills Agenda	70% (2025)
					ESPR Action Plan	80% (2030)
Progress	Employment rate for recent IVET graduates (20-34 year-olds) (%)	2024	90.5 <sup>u</sup>	80.0	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%)	2023	35.2 <sup>u</sup>	64.6 <sup>b</sup>	Council Rec on VET	60% (2025)
					Council Resolution on EEA	
Context	25-34 year-olds with tertiary attainment (%)	2024	60.1	44.2	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2024	10	10.0	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2024	164 <sup>b</sup>	93 333	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2024	24.2 <sup>e</sup>	10273.6 <sup>e</sup>	2030 Digital Compass	20 million, with convergence between men and women (2030)
<b>VET for the European Education Area</b>						
Progress	Learners in IVET who benefitted from a learning mobility abroad (%) <sup>**</sup>	2021	9.9	2.1 <sup>dv</sup>	Council Rec on VET	8% (2025)
					Skills Agenda	
Context	Average number of foreign languages learned in IVET	2023	1.7	1.2 <sup>d</sup>	Council Rec Europe on the Move	12% (2030)

Available flags: *b* – break in time series, *d* – definition differs, *e* – estimated, *u* – low reliability, *z* – not applicable, *V* – Cedefop estimate, *Special value* : - not available.

<sup>\*</sup> Eurostat data (Adult Education Survey, special calculation excluding guided on-the-job training).

<sup>\*\*</sup> Provisional estimates affected by the Covid19 pandemic.

Source: Cedefop. (n.d.). [European VET policy dashboard](#).

(4) Definitions on the type of indicators is available in [European VET policy dashboard: methodological note](#).

## 6. Conclusion

Cyprus has made notable progress in advancing its vocational education and training (VET) system across several strategic areas. The country has demonstrated commitment to modernising VET provision, enhancing its relevance to labour market needs, and promoting inclusive and lifelong learning opportunities.

Improving the quality and labour market relevance of VET has remained a central priority. Key developments include curriculum reform, infrastructure upgrades, and the expansion of higher VET programmes through MIEEK. The construction of new VET schools and setting up graduate tracking mechanisms contribute to further strengthening the system's responsiveness. These efforts align with flagship measures in the National Implementation Plan (NIP). While progress is evident, further steps are needed to systematically integrate labour market forecasting into programme design and to expand work-based learning opportunities (European Commission, 2023a, 2023b, 2025b).

Increasing adult participation in VET has seen targeted interventions, including the rollout of an individual learning account scheme, expansion of the System of Vocational Qualifications, and the implementation of the Lifelong Learning Strategy 2021–2027. Initiatives supporting NEETs, validation of prior learning, and outreach to vulnerable groups can contribute to a more inclusive approach. However, adult learning participation remains below EU averages, indicating that Cyprus must intensify efforts to meet its NIP targets. The flagship measures under THALIA 2021-27 and the RRP are progressing, but sustained investment and coordination are essential to reach the 2030 goal of 61% adult participation. (European Commission, 2023a, 2024a, 2025b).

Supporting the digital transformation of VET has been a cross-cutting priority. Cyprus has implemented digital platforms for training providers, enhanced teacher digital competences, and introduced STEAM-based learning. The alumni platform and VET-employer matching system are steps toward better labour market integration. These measures are in line with the NIP's digital transformation goals and contribute to the EU's Digital Decade targets. Nevertheless, digital skill levels among the population remain below EU benchmarks, and further action is needed to close the gap, particularly among older adults and disadvantaged groups. Accelerating the implementation of the Digital Skills National Action Plan would help Cyprus meet its targets, which call for increased public investment in digital transitions and effective absorption of EU funds to support digital infrastructure and skills development (European Commission, 2023a, 2023b, 2024a).

Further steps in the above measures would allow Cyprus to meet the objectives set in the NIP in line with the Council Recommendation on VET and the Osnabrück Declaration and align with the new priorities as of 2026.

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