The Vocational Education and Training System of Cyprus:

Training VET Teachers and Trainers 2007

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TRAINING VET TEACHERS AND TRAINERS 2007

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FOREWORD

This report was initiated by Cedefop, the European Centre for the Development of Vocational Training, and has been prepared by the Human Resource Development Authority of Cyprus (HRDA), the nominated National Coordinator of the European network ReferNet in Cyprus.

ReferNet was set up by Cedefop as the European network of reference and expertise in vocational education and training. It aims to improve the collection and dissemination of information to policy makers, researchers and practitioners in the field of vocational education and training.

The report has been prepared as part of a series of reports on vocational education and training in European Union countries. It is a contribution to Cedefop's continuing work on VET systems in EU member states, which is changing from being mainly based on hard copy descriptions of each national system to an electronic-based system.

This report aims to provide a description of the pre-service (initial) and in-service (continuing) training for teachers and trainers who work in the initial and/or continuing vocational education and training system. Emphasis is given on admission requirements, curricula and assessment and quality assurance issues. Information is also provided on organisations involved with, and providing support to training for VET teachers and trainers.

The Cedefop database, eKnowVet[1], offers on-line information on vocational education and training in partner countries. The standard entry format allows country-specific and multi-country searches covering 11 thematic areas in overview (thematic overviews) and 7 in detail. The database is regularly updated by the European network ReferNet.

ReferNet is made up of national consortiums, each comprising organisations, which are representative of the interests of vocational education and training within each EU Member State, plus Norway and Iceland. The HRDA, as the National Coordinator of ReferNet in Cyprus, wishes to acknowledge the invaluable contribution of the Ministry of Education and Culture.

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[1] http://www.trainingvillage.gr/etv/Information_Resources/NationalVet/

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601   TYPES OF TEACHERS AND TRAINERS IN VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training, VET (Epangelmatiki Ekpaidefsi kai Katartisi) includes all types of education and training that give people the qualifications needed to enter the labour market and to work in certain occupations. There is no formal or legal definition of VET in Cyprus. Therefore the boundaries between Initial Vocational Education and Training (IVET) and Continuing Vocational Education and Training (CVET) in Cyprus are not legally defined and were not even clearly identified prior to the establishment of the Cyprus ReferNet Consortium and the production of relevant reports on these issues. The reports that proved particularly useful were the "Initial Vocational Education and Training in Cyprus" and the "Continuing Vocational Education and Training in Cyprus".

IVET is available in four levels: At the upper secondary level where the main provider is the Upper Secondary Technical and Vocational Education STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE). STVE is also the provider at the Apprenticeship System (Systima Mathiteias). At the Post secondary level there exists a variety of providers such as private colleges, private and public training institutions, and enterprises. The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) plays an important role at this level as it approves and subsidises training programmes submitted by these providers. Finally, IVET is available at the Tertiary level where the public institutions of tertiary education are the main providers.

CVET is well established in Cyprus. 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 and by enterprises. In publicly promoted CVET there is a plethora of providers, both public such as the STVE and public training institutions, and private such as colleges, training institutions and enterprises. Public and private training institutions offer a variety of courses for adults including training programmes for the unemployed and other vulnerable groups. CVET initiated by enterprises or the social partners is provided by public and private training institutions and by the enterprises themselves. Finally, the government through its public institutions assumes the responsibility for the training and development of civil servants, police officers and sergeants, nurses and farmers.

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 training system has been largely developed as a consequence of the establishment of the HRDA, which is the national agency responsible for the promotion and

development of training. The distinction that will be used here is based on the context in which teachers and trainers are found and in the existing laws and regulations.

The different types of VET teachers and trainers by type of occupation and place of work are described below and shown in Table 1. Also the distinction amongst teachers and trainers in IVET and CVET is graphically depicted in diagram 1.

Table 1: VET Teachers and trainers by type of occupation and place of work

Teachers/ Trainers	Type of occupation	VET	Place of work
Teachers	Teachers in Upper Secondary Technical and Vocational Education (STVE)	IVET	Public Vocational and Technical Secondary Schools
			Apprenticeship System
		CVET	Evening Technical School
			Afternoon and Evening Classes of Technical Schools
			Adult Education Centres
	Teachers in Public Institutions of Tertiary Education	IVET	Public Institutions of Tertiary Education
		CVET	
	Teachers in Private Colleges	IVET	Private Colleges
		CVET	
Trainers	Trainers in Public Training Institutions	IVET	Cyprus Productivity Centre
		CVET	
		CVET	Cyprus Academy of Public Administration
	Trainers in Private Training Institutions	IVET	Private Training Institutions & Enterprises
		CVET	
	Trainers in Enterprises	IVET	Enterprises
		CVET	

VET Teachers

The term "teacher" is used to denote persons working mainly in the formal part of the VET system and more specifically in:

- STVE including:
    - o Regular day Technical and Vocational Schools.
    - o Apprenticeship System (Systima Mathiteias, SM): The school-based element of the Apprenticeship System is run by the STVE and involves the same educators.
    - o Evening Technical School (Esperini Techniki Scholi).

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

  - o Adult Education Centres (Epimorfotika Kentra): These are run by the Directorate of Primary Education (Diefthinsi Demotikis Ekpaidefsis, DDE) of the MoEC 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:

  - o Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI).

  - o Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK).

  - o Cyprus Forestry College (Dasiko Kolegio Kyprou).

  - o Cyprus Police Academy (Astynomiki Akadimia Kyprou).

  - o Nursing School (Nosileftiki Scholi).

- Private colleges, which offer technical and vocational subjects.

It must be noted that in STVE two different types of teachers are included. These are the teachers of general education subjects (kathigites mesis genikis ekpaidefsis) and the teachers of technological and/or workshop practice subjects (kathigites technologikon kai ergastiriakon mathimaton). These two types of teachers have the same preadmission requirements apart from the two years of work experience the teachers of technological or workshop practice subjects must have in the area of their specialisation. The two years of work experience is not a requirement unless they hold a masters degree either in their area of specialisation or in the field of education. Nevertheless, these two types of teachers belong to different trade unions and even have different names in the local language. Considering the work they do for the purposes of this report both types of educators are classified as teachers.

VET Trainers

The term "trainer" is 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, such as training of civil servants by the Cyprus Academy of Public Administration CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD). These programmes, with the exception of programmes for civil servants, may be submitted to the HRDA and if approved receive a subsidy.

- The initial and continuing training programmes provided by numerous private training institutions. These programmes may be submitted to the HRDA and if approved receive a subsidy.

- The initial and continuing training programmes provided by enterprises with or without the assistance of training institutions. These programmes may be submitted to the HRDA and if approved receive a subsidy.

Diagram 1: Types of teachers and trainers in IVET and CVET in Cyprus
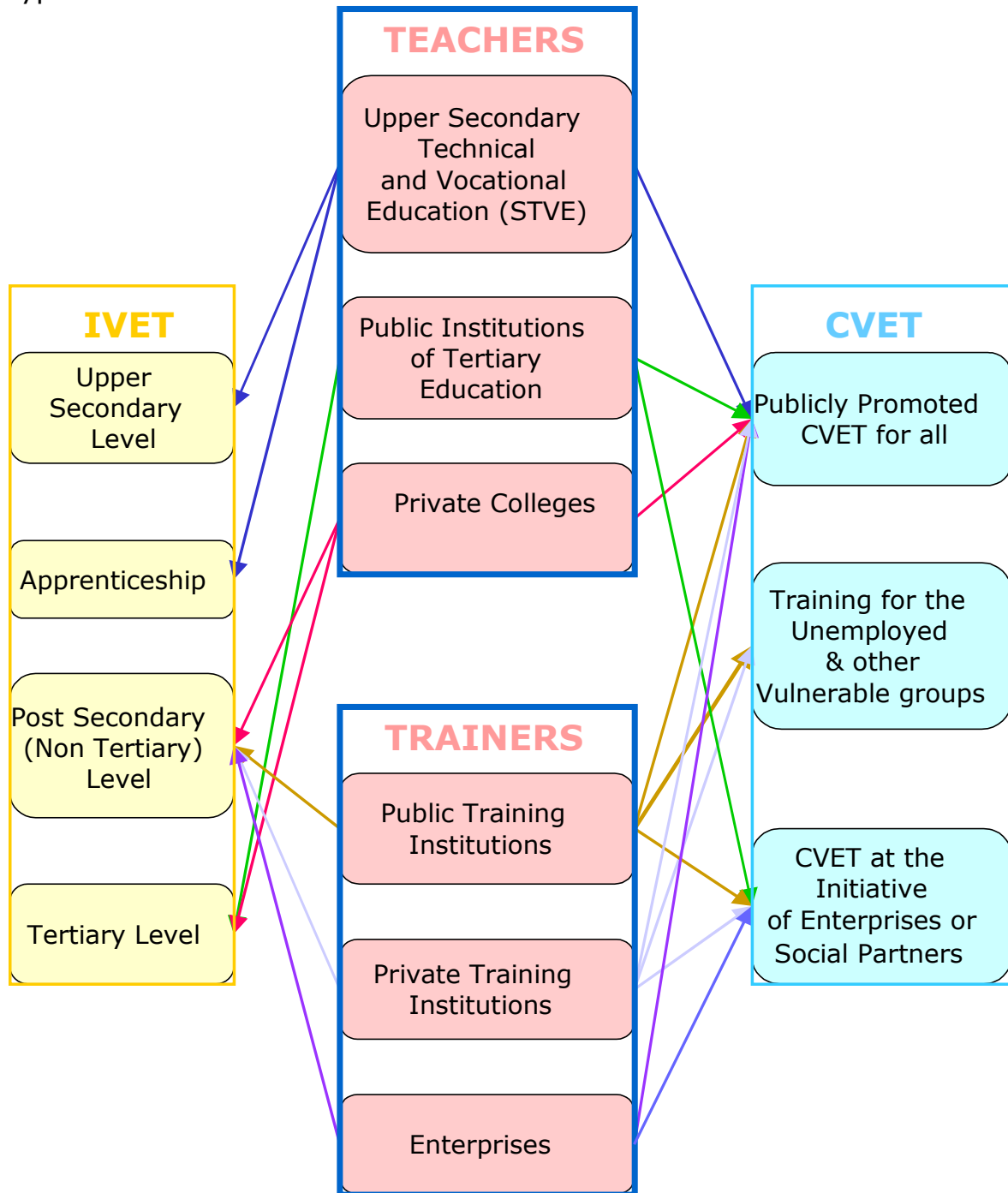
60101   Differences between teachers and trainers

As there is no formal or legal definition of Vocational Education and Training, VET (Epangelmatiki Ekpaidefsi kai Katartisi) in Cyprus, there has not been a clear distinction between teachers and trainers in VET. 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 training system has been largely developed as a consequence of the establishment of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), which is the national agency responsible for the promotion and development of training. The distinction that will be used in this report is based on the context in which teachers and trainers are found and in the existing laws and regulations.

Thus the term "teacher" is 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 Epangelmatiki Ekpaidefsi, DTEE) (including regular day Technical and Vocational Schools, the Apprenticeship System (Systima Mathiteias, SM), the Evening Technical School (Esperini Techniki Scholi), the Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimaton Technikis Ekpaidefsis) and the Adult Education Centres (Epimorfotika Kentra)), the public institutions of tertiary education and the private colleges.

The term "trainer" is used to denote persons working mainly in the non-formal part of the VET system and more specifically in the public and private training institutions and in the enterprises. These training activities, with the exception of programmes for civil servants, may be submitted to the HRDA and if approved receive a subsidy.

Initial Vocational Education and Training (IVET)

Within IVET the following teachers and trainers are included:

- Teachers in public upper STVE:
  - o Regular day Technical and Vocational Schools.
  - o Apprenticeship System.
- Teachers in public institutions of tertiary education.
- Teachers in private colleges.
- Trainers in public training institutions.
- Trainers in private training institutions.
- Trainers in enterprises.

Teachers in public upper STVE

Teachers in the public upper STVE, either teaching general education subjects or technological and/or workshop practice subjects, are required to hold an appropriate diploma in their subject area. In the case of the teachers of technological or workshop practice subjects two years work experience in their area of specialisation is also required unless they hold a masters degree either in their area of specialisation or in the field of education. Additionally, 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.

Teachers in public institutions of tertiary education

Teachers in all public institutions of tertiary education, according to the job specifications, must hold either a diploma from a tertiary institution, usually the one in which they are teaching, or a degree relevant to the subject they will teach. Additionally, all public institutions ask for work experience as an entry requirement for teachers, the length of which varies according to the position. Only in two of these institutions, the Police Academy (Astynomiki Akadimia Kyprou) and the Nursing School (Nosileftiki Scholi), pre-service training is a requirement.

Teachers in private colleges

Teachers in private colleges usually hold the same or higher qualifications than the level of the subjects they are teaching. Previous work experience and pre-service training are not usually required although colleges will consider them as an advantage when hiring teachers.

Trainers in public training institutions

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.

Trainers in private training institutions

There are no set requirements for trainers in private training institutions 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 HRDA´s 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.

<u>Trainers in enterprises</u>

There are no set requirements for trainers in enterprises but each enterprise sets these on an individual basis. In case the enterprises wish to submit training programmes to be approved and subsidised by the HRDA, through HRDA´s 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.

Continuing Vocational Education and Training (CVET)

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

- Teachers in public upper STVE:
    - o Evening Technical School.
    - o Afternoon and Evening Classes of Technical Schools.
    - o Adult Education Centres.
- Teachers in public institutions of tertiary education.
- Teachers in private colleges.
- Trainers in public training institutions.
- Trainers in private training institutions.
- Trainers in enterprises.

<u>Teachers in public upper STVE</u>

Teachers in the public upper STVE, either teaching general education subjects or technological and/or workshop practice subjects, are required to hold an appropriate diploma in their subject area. In the case of the teachers of technological or workshop practice subjects two years work experience in their area of specialisation is also required unless they hold a masters degree either in their area of specialisation or in the field of education. Additionally, in 2000 the PTP was introduced and was made an obligatory requirement for all new appointments of teachers in the public Educational Service.

It must be noted that in the case of teachers working exclusively in the Afternoon and Evening Classes of Technical Schools the minimum requirement is to have an appropriate diploma in their subject area.

Teachers in public institutions of tertiary education

The same requirements apply as in IVET. Specifically teachers in all public institutions of tertiary education, according to the job specifications, must hold either a diploma from a tertiary institution, usually the one in which they are teaching, or a degree relevant to the subject they will teach. Additionally, all public institutions ask for work experience as an entry requirement for teachers, the length of which varies according to the position. Only in two of these institutions, Police Academy and Nursing School, pre-service training is a requirement.

Teachers in private colleges

Teachers in private colleges usually hold the same or higher qualifications than the level of the subjects they are teaching. Previous work experience and pre-service training are not usually required although colleges will consider them as an advantage when hiring teachers.

Trainers in public training institutions

- Trainers in the CPC, 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.
- The minimum requirement for trainers in the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) is a degree or an equivalent qualification or a master's degree or a relevant title in specific areas determined by the CAPA.

Trainers in private training institutions

There are no set requirements for trainers in private training institutions 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 HRDA´s continuing 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 CVET trainers is mandatory only in cases where they do not have any previous teaching experience.

Trainers in enterprises

There are no set requirements for trainers in enterprises but each enterprise sets these on an individual basis. In case the enterprises wish to submit training programmes to be approved and subsidised by the

HRDA, through HRDA´s continuing 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 CVET trainers is mandatory only in cases where they do not have any previous teaching experience.

60102   Development of policies for VET teachers, VET trainers and other learning facilitators

The dominant players in the development of policies for VET teachers and trainers are the public Secondary Technical and Vocational Education (STVE) and the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD). Their activities and the recent and forthcoming reforms in VET teacher and trainer training are described below.

Secondary Technical and Vocational Education

All appointments to the public secondary education system are governed by article 28 of the Unified Education Legislation and administered by the Education Service Committee, ESC (Epitropi Ekpaideftikis Ypiresias, EEY), an independent body of authority appointed by the Council of Ministers of the Republic of Cyprus.

Following a request by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) the ESC proceeds to appoint teachers to the public secondary education system from a specially prepared candidates´ list according to the rank of each applicant, which is determined based on the following criteria:

- The year of submission of the application;
- The year of acquisition of the basic qualification required for the specific position as stated in the scheme of service for the position;
- The grade of the basic qualification;
- Any additional qualifications, acquired after completion of the basic qualification required for the particular position;
- Previous educational service;
- Completion of service in the National Guard (for male applicants only).

There are individual rank lists for every particular specialty of teachers required by STVE.

All candidates for appointment to the STVE as teachers of technological and/or workshop practice subjects are required, in addition to the basic qualification stipulated by the scheme of service for the post, to provide evidence of two years of work experience in their area of specialisation unless they hold a masters degree either in their area of specialisation or in the field of education. It must be noted that this requirement does not apply to teachers of general education subjects in STVE.

Pre-service Training Programme (PTP)

The most recent and significant development in teacher training is the introduction of the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis), which has been an obligatory requirement for all new appointments to the Educational Service since 2000.

Teachers of public secondary education were until recently recruited without the prerequisite of pedagogical training. However, recognising the role of teachers in the effort to upgrade the educational system of Cyprus and to improve the quality of teaching, the MoEC decided to bring into action a dormant act, enacted in 1987 but never implemented, regarding the initial training of teachers entering the public secondary education system. This act stipulates that all new appointees to public secondary education (General as well as Technical and Vocational Secondary Education) are required by law to have proof of successful completion of a teacher training programme, the Pre-service Training Programme. The Educational Act 180/87, as amended by the House of Representatives of the Republic of Cyprus in June 1999, and the related Public Education Service Regulations of 2000 and 2001 (in agreement with article 28C) govern PTP. Based on the above regulations, the Pedagogical Institute of Cyprus, PI (Paidagogiko Institouto, PI) had responsibility for organising and implementing the PTP, in co-operation with the University of Cyprus, UCY (Panepistimio Kyprou, PK) and other universities abroad. Starting from the academic year 2007-2008 the PTP has been undertaken by the UCY in collaboration with the MoEC, in an effort to upgrade this training.

The objectives of the PTP are:

- To contribute to the continuous improvement of the quality of education offered by public schools, including the improvement of the quality of educators entering the educational system.
- To provide the opportunity to prospective teachers to acquire psycho-pedagogical knowledge, develop teaching skills and adopt positive attitudes to schooling, learners and learning.
- To provide the opportunity to prospective teachers to become accustomed to the school environment.

- To provide prospective teachers and trainers with the opportunity to enhance their personal development and professional self respect.

Recruitment procedure for teachers

Candidates from the various rank lists, in priority order, are invited through personal letters and announcements in the local press and the Internet by the ESC to participate in the PTP, based on a decision of the Minister of Education and Culture, which is communicated to the ESC and is prepared according to a needs assessment conducted by the MoEC. Candidates are required to confirm their interest in participating in the PTP in writing, before the end of the second week of April. Candidates declining the offer are removed permanently from the rank lists and new candidates are invited in the same manner to take up the emptied positions. The ESC communicates the final list of participants to the MoEC and the UCY.

All participants in the PTP, who attend the working hours sessions of the programme, receive a monthly allowance of around €1.025, for the eight months of the programme.

Trainees are required to:

- Attend a series of pedagogical lessons.

- Participate in the prescribed and specified teaching practice.

- Succeed in the systematic evaluation, which incorporates a final written examination, course work in the form of papers and projects and the appraisal of their performance during the school experience.

The UCY issues each trainee who completes the PTP successfully with a certificate of accreditation. This certificate is issued as proof of competence for appointment as teacher in STVE, and must therefore be submitted to the ESC.

Quality Assurance of the Pre-service Training Programme

The following bodies have been established in order to design, regulate, facilitate and monitor the implementation of the PTP:

- The Coordinating Committee (Epitropi Syntonismou), comprising the Director of Secondary General Education, the Director of Secondary Technical and Vocational Education, the Director of the PI, two representatives from the UCY, one representative from the Association of Secondary School Teachers of Cyprus, (Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou, OELMEK) and one

representative from the Association of Teachers of Technical Education in Cyprus, (Organosi Leitourgon Technikis Ekpaidefsis Kyprou, OLTEK). This committee observes and assesses the PTP and submits suggestions on its structure, content and operation to the MoEC and the UCY.

- The Teaching Practice Committee (Epitropi Scholikis Empirias), comprising four officers of the MoEC and one representative from the UCY. In this committee one representative from the Association of Secondary School Teachers of Cyprus and one representative from the Association of Teachers of Technical Education in Cyprus participate as observers. This committee coordinates and promotes necessary actions for the implementation of the teaching practice experience programme in schools and approves the coordinators and mentors in each school, based on suggestions from the Headmasters of schools involved.

The Coordinators appointed at each school where the teaching practice experience programme takes place must be Deputy Headmasters. They are trained at the UCY and coordinate the participants and their mentors. The Coordinators of each school submit to the Headmaster a report for the implementation of the programme and a report for each participant.

The Mentors are the teachers at the schools where the teaching practice experience programme takes place. Mentors must have at least five years of teaching experience, have had training during the previous five years and demonstrate an explicit interest in the programme. They cooperate closely with the coordinators and design the weekly schedule of the teaching practice experience programme. Furthermore, they guide, support and consult the participants.

Debate on the abolition of teachers´ rank lists

Because of the accession of Cyprus to the European Union and the commitment to implement the acquis communautaire regarding the free movement of workers, a debate concerning the abolition of the rank lists has ensued. As a result, the MoEC has sought and received approval from the Council of Ministers for new legislation (in fact this is a renewed effort to have an inactive 1994 bill enacted by the parliament), which has been debated by the House of Representatives but a decision has not yet been taken.

The most pronounced changes in the new legislation provide for a gradual replacement of the existing rank lists for appointment by new lists, which will require candidates to prove their competence in a written examination, combined with an interview.

Human Resource Development Authority

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 influence the development of the training market in Cyprus and thus HRDA affects, directly or indirectly, the development of trainers.

The HRDA is a semi-government organisation and was originally established under the provisions of Law 21 of 1974, under the name of Industrial Training Authority of Cyprus. It has continued its operation under the name of Human Resource Development Authority since 1st November 1999, when the Human Development Law, No. 125(I) of 1999, was put into effect. The Authority refers to the Government through the Minister of Labour and Social Insurance who is, by law, the competent Minister.

The HRDA is governed by a 13-strong Board of Governors, comprised of Government, Employer and Trade Union representatives.

The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus´s human resources, at all levels and in all sectors, for meeting the economy´s needs, within the overall national socio-economic policies.

The main strategic objectives of the HRDA for the planning period 2007-2013 are:

- Upgrading the country's human resources, through the systematic lifelong training of the employees, the new entrants in the labour market, the unemployed, the inactive females and the low skilled and older age persons, in order to enhance their employability potential throughout the European Union.

- Improving the productivity and strengthening the competitiveness of Cypriot enterprises through the better utilisation of their human resources and the improvement of their adaptability potential.

The above strategic objectives are being pursued by the promotion of targeted actions, which are classified under the following five priority pillars:

- Training and Development of Human Resources: Targeted actions for the lifelong learning of the employees and for the integration / re-integration in the labour market of selected target-groups.

- Support to Enterprises for Upgrading their Human Resources: Various support actions in enterprises aiming at increasing human capital investments and improving the productivity of enterprises.

- Human Resource Development Infrastructure and Systems: Enhancement of the quality of training and development of human resources through strengthening the training infrastructure and establishing a national system of vocational qualifications.

- Research and Development: Promotion of research and development actions in areas of vital importance for the training and development of human resources.

- Effective Governance: Promotion of diverse actions for enhancing the Governance Systems and Processes at the HRDA and its main partners.

The HRDA's main source of income comes from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. Civil servants and the self-employed are excluded from the HRDA's sphere of competence.

The HRDA 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).

HRDA´s role in the development of VET trainer´s training has been very important and its main effects are outlined below:

1. The HRDA accepts applications from public and private training institutions and enterprises, which propose both initial and continuing programmes. Public training institutions cater mostly for technology and craft programmes while private institutions cater mostly for business, management, IT and service-oriented programmes. In order for the HRDA to subsidise a training programme it has to examine whether both programme and trainer comply with specific criteria already set by the HRDA. Therefore, trainers have to conform with pre-set criteria concerning their educational background, their work experience as well as their teaching experience.

2. The HRDA also supports the modernisation of the training infrastructure of training institutions and enterprises including the training of trainers of both public and private training providers, in order to be able to provide the approved training programmes more effectively by the use of modern training technologies.

3. In recognition of the immense significance and contribution of human resource development professionals to the economic activity in the country the HRDA has been organising training programmes

for trainers, delivered by overseas collaborators, for the past few years. There are two types of training programmes: one can be attended by inexperienced trainers and the other by experienced ones. Both programmes are still on a voluntary basis and are open to all trainers in Cyprus irrespective of the training sector in which they are involved.

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

In September 2005, the Board of Governors of the HRDA approved the development and introduction of the system for the assessment and certification of training providers including trainers. To this end, the HRDA launched in January 2006 a tender procedure for selecting external consultants. The tender was assigned to a Greek consortium consisting of the National Accreditation Centre of Continuing Vocational Training (EKEPIS) and ICAP Business Information and Consulting Firm. The implementation of the project started in October 2006. The project is expected to be completed in 5 stages over a period of thirty-six months.

In August 2007 a draft paper of the system was extensively discussed with key stakeholders in VET and interested bodies, in an effort to have the highest possible level of consensus. In July 2008 the Board of Governors of the HRDA decided to accept the proposed system and proceed with the next stage of the project, which is the preparation of a specification for the computerisation of the system.

5. In November 2006 the HRDA, as the National Coordinator of Training of Trainers Network (TTnet) Cyprus, organised the Launching Conference of the Network. The Conference was held in Nicosia in the presence of the Coordinator of TTnet / Cedefop and representatives of other National Networks. Additionally, in September 2007, the HRDA organised the Annual Conference of the Network in Nicosia. TTnet is a network of national networks that allows key players and decision-makers in the field of training of teachers and trainers to share practices, knowledge and expertise on key issues in the training and professional development of vocational teachers and trainers. TTnet operates at three levels of activities, the national level, the transnational level and the community level.

The four priority themes that have been set by the National Network are as follows:
- Recognition, validation and certification of non-formal and informal learning for VET teachers and trainers.

- Participation of the National Coordinator in EU programmes for the development of a European framework of qualifications for VET teachers and trainers.
- Development of model programmes for training of VET teachers and trainers.
- Introduction of a suitable system of validation and certification of the training providers.

6. The HRDA has the responsibility for the establishment and operation of a System of Vocational Qualifications (SVQ). 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 Board of Governors of the HRDA in May 2005 and subsequently the Council of Ministers in November 2005 approved a detailed proposal, for the establishment and implementation of an SVQ in 2 phases (1st phase: 2006 - 2008 and 2nd phase: 2007-2013). During the 1st phase 5 Standards of Vocational Qualifications at level 2 have been developed for the occupations of waiter, cook, receptionist, construction mason and sales person. During the 2nd phase, which covers the period 2007 – 2013 and is co-financed by the European Social Fund, ESF (Evropaiko Koinoniko Tameio, EKT), the development of 67 new standards in priority occupations at various levels is envisaged and opportunities for access are expected to be provided to employees, unemployed and economically inactive persons. Furthermore, it will be examined how the System will incorporate the branches / specialisations of Technical and Vocational Schools and the Apprenticeship System as well as other initial vocational training programmes. The standards to be developed will cover a broader range of occupations in the sectors of Retail and Wholesale Trade, Repairs of Motor Vehicles, Hotels and Restaurants, Construction, Manufacturing, Systems and Networks of Communication and Computers and Hairdressing as well as the occupation of Trainer of Vocational Training.

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. Those trainers / assessors that will be involved with the implementation of the SVQ will be required to attend specially designed training programmes.

60103   Role of VET teachers and trainers in the VET system

Both VET teachers and trainers play a significant role in the development of the Initial (IVET) and the Continuing Vocational Education and Training Systems (CVET). In the case of teachers there is more active involvement in the design of the curricula, in new methods of pedagogy and in the assessment of learners´coursework. Trainers are mainly involved in the development of training activities to respond to the changing needs of the economy.

Teachers in upper secondary technical and vocational education

Apart from being responsible for teaching their subject and ensuring the progression of their learners, teachers of public secondary education play a very significant role in the system of Technical and Vocational Training, since, clustered in various groups, they are also responsible for carrying out the following tasks:

- Draw up the analytical programmes of the curricula and also the profiles of the graduates, under the supervision of the respective inspector of each of the branches offered by Secondary Technical and Vocational Education.
- Write and/or revise school books.
- Develop audiovisual aids for the classroom.
- Develop and implement modern methods of teaching and learning.
- Assess their learners´ coursework and prepare and mark final exam papers.
- Participate in the planning of the annual budget for their specialty. Teachers also undertake to draw up the specifications of the equipment for their specialty and evaluate the tenders for the purchase of that equipment.

Finally, all teachers are responsible for providing their learners with a productive environment that encourages them to develop such characteristics as the ability to co-operate with other people, their creativity and self-confidence, and the skills to help them deal successfully with the diverse roles they are expected to play in life.

Teachers in public institutions of tertiary education

Teachers in public institutions of tertiary education are involved in the design of the curricula of programmes of their institutions based on their experience, regular contacts with enterprises and knowledge of relevant research.

Teachers in private colleges

Teachers in private colleges are involved in the design of the curricula of the analytical programmes of their institutions based on their experience, regular contacts with enterprises and knowledge of relevant research.

Trainers in public training institutions

Trainers in the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) and the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) are involved in the design of the curricula of vocational training courses their organisation provides. This is done based on trainers´experience and knowledge of relevant research.

Trainers in private training institutions and enterprises

Trainers in the private training institutions and enterprises have a significant part in the development of training activities. In cooperation with the managers of the training institutions and the management of their enterprises respectively, they plan the training activities and then they proceed with the identification of target groups, the development of the curricula, the selection of suitable training tools and the organisation of the programmes. In the case of the programmes that will be submitted to the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) for approval and subsidisation, these have to conform to the annual thematic priorities (for multicompany training programmes) and to satisfy the requirements of the HRDA. The submitted programmes are required to be prepared in accordance with the HRDA´s specifications, which entail providing information on the following items:

- Title of the programme.
- Duration, dates and timing of the programme.
- Place of implementation.
- Available places.
- Aim of the programme.
- Objectives of the programme.
- Target groups.
- Training tools and methods.
- Assessment system.
- Trainer´s curriculum vitae.

602   TYPES OF TEACHERS AND TRAINERS IN IVET

The types of teachers and trainers that are included in Initial Vocational Education and Training (IVET) are the following:

- Teachers in public upper Secondary Technical and Vocational Education STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), including:
  - Regular day Technical and Vocational Schools: Two different types of teachers are included, the teachers of general education subjects and the teachers of technological or workshop practice subjects.
  - Apprenticeship System (Systima Mathiteias, SM): The school-based element of the Apprenticeship System is run by the STVE and involves the same educators.

- Teachers in public institutions of tertiary education comprising:
  - Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI).
  - Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK).
  - Cyprus Forestry College (Dasiko Kollegio Kyprou).
  - Cyprus Police Academy (Astynomiki Akadimia Kyprou).
  - Nursing School (Nosileftiki Scholi).

- Teachers in private colleges.

- Trainers in public training institutions.

- Trainers in private training institutions.

- Trainers in enterprises.

In table 1 the different types of teachers and trainers in IVET, their place of work and their starting salary (this corresponds to the annual salary of new entrants to the occupation) are shown. It must be noted that the salaries of teachers in STVE and in the public institutions of tertiary education are determined by salary scales as a consequence of long standing agreements between the trade unions and the government. The progression in these salary scales is effected in the form of annual increments and adjustments due to increases in the cost of living. In the case of teachers in private colleges and trainers in private training institutions and enterprises, salaries are negotiated on an individual basis.

The number of teachers in STVE by age and gender is shown in table 2, whereas the number of teachers by age and gender in public institutions of tertiary education is shown in table 3.

No data is available for the IVET teachers in private colleges and trainers in private training institutions and enterprises.

Table 1: Teachers and trainers in IVET by type of occupation, place of work and salary, 2007

Teachers /Trainers	Type of occupation	Place of work	Annual Gross Salary
Teachers	Teachers in Upper Secondary Technical and Vocational Education (STVE)	Public Vocational and Technical Secondary Schools	Civil servant´s remuneration scale A8= €23.118*
		Apprenticeship System	Civil servant´s remuneration scale A8= €23.118*
	Teachers in Public Institutions of Tertiary Education	Public Institutions of Tertiary Education	Civil servant´s remuneration scale A8= €23.118** A6=€19.099***
	Teachers in Private Colleges	Private Colleges	N/A
Trainers	Trainers in Public Training Institutions	Public Training Institutions	Civil servant´s remuneration scale A8= €23.118** A6=€19.099***
	Trainers in Private Training Institutions	Private Training Institutions & Enterprises	N/A
	Trainers in Enterprises	Enterprises	N/A

Source: Ministry of Education and Culture, Public Institutions of Tertiary Education and Public Training Institutions

* This annual gross salary is the same for both teachers of general education subjects and of technological or workshop practice subjects. In the case of teachers of technological or workshop practice subjects there is a small number of teachers which was appointed before December 1978 with a diploma of the tertiary educational establishment HTI in a specialty related to the specialty they will teach. These teachers are on a lower salary. There are still cases of teachers of technological or workshop practice subjects who get appointed with just a diploma of HTI, which is considered equivalent to the British technician level qualification (Higher National Diploma, HND) only when inspectors of the Directorate of Technical and Vocational Education request it. Additionally, a very small number of teachers of technological or workshop practice subjects, mainly

of the specialties of Shoemaking, Goldsmithing and Silversmithing, and Fashion and Dressmaking, were appointed with post secondary education qualifications of between one and two years duration. These teachers are also on a lower salary.

** This salary applies to the teachers in public institutions of tertiary education and to the trainers in public training institutions who hold a university degree relevant to the subject they teach.

*** This salary applies to the teachers in some public institutions of tertiary education and to the trainers in public training institutions who hold a tertiary non-university diploma relevant to the subject they teach. People with this kind of qualifications can teach as long as they have 5 years work experience in their area of specialisation.

Table 2: Number of teachers in STVE by age group and gender, 2006/2007

Age group	Men	Women	Total
<25	0	0	0
25-34	41	75	116
35-44	132	47	179
45-54	239	78	317
55-64	113	25	138
Total	**525**	**225**	**750**

Source: Statistical Service of Cyprus

Table 3: Number of teachers in public tertiary level VET institutions by age group and gender, 2006/2007

Age group	Men	Women	Total
<25	0	0	0
25-34	14	15	29
35-44	46	23	69
45-54	55	21	76
55-64	21	8	29
Not stated	0	4	4
Total	**136**	**71**	**207**

Source: Statistical Service of Cyprus

60201 Pre-service training for IVET teachers

<u>**Teachers in public upper STVE**</u>

Pedagogical training is not usually included in degree courses. Therefore, candidate teachers of Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE) either teaching general education subjects or technological and/or workshop practice subjects, must attend an initial training course. This course is the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis), which must be completed either before they are employed or before their appointment is confirmed. Initial teacher training was made compulsory in 2000 for all new appointees to the public secondary education system. Before 2000 pre-service training was not a requirement for the employment of IVET teachers in the public upper STVE. Therefore, in-service continuing training was the only training available but even that was only voluntary.

The programme lasts for eight months. 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.

All participants in the PTP who attend sessions of the programme during working hours receive a monthly allowance of about €1.025 for the eight month duration of the programme. Trainees opting to attend the afternoon classes of the programme receive no allowance.

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. The evaluation incorporates a final written examination in two courses, coursework in the form of papers and projects and the appraisal of the trainees´ performance during their practical training at school.

Non-formal/informal qualifications of secondary technical and vocational education teachers are not assessed.

<u>**Teachers in public institutions of tertiary education**</u>

There are five public tertiary level education institutions operating on a regular basis and offering programmes in Engineering, Forestry, Hotel and Catering, Nursing and other occupations. The length of study in these institutions is usually three years. These institutions are the following:

- Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI).

- Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK).

  The above two institutions are under the hospices of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA).

- Cyprus Forestry College (Dasiko Kolegio Kyprou), which is under the hospices of the Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP).

- Cyprus Police Academy (Astynomiki Akadimia Kyprou), which is under the hospices of the Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT).

- Nursing School (Nosileftiki Scholi), which is under the hospices of the Ministry of Health, MoH (Ypourgeio Ygeias).

The main aim of these institutions is to provide tertiary education and produce high-calibre professionals in their respective fields. The objective is to prepare students to become professionals according to the needs of the Cyprus labour market.

As these tertiary level education institutions are publicly owned their teachers are civil servants. The terms of service for all these public institutions stipulate that teachers must have either a university degree relevant to the subject they will teach or to have graduated from the same public institution. In the following two institutions a specialised pre-service training is also a requirement:

Police Academy

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 lasts 4-6 weeks and it is organised by the Police Academy. The "Train of Trainers" course involves both theoretical and practical modules. The structure of the pre-service training applies to those who want to teach in the Academy irrespective of the type or the level of the subject they will teach.

Nursing School

Teachers in the Nursing School must be holders of diploma or a degree in nursing with 5 years clinical practical experience. Pre-service training is a requirement and it is the same pre-service training programme which the

secondary general and technical and vocational education teachers must attend. Therefore, the pre-service training applies to those who want to teach in the Nursing School irrespective of the type or the level of the subject they will teach.

Teachers in private colleges

Private colleges among a large variety of general subjects provide technical and vocational subjects as well. Teachers in private colleges usually hold the same or higher qualifications than the level of the subjects they are teaching. Previous work experience and pre-service training are not usually a requirement although at the time of recruitment, colleges consider them as an advantage.

6020101 Admission requirements

Teachers in public upper STVE

The only admission requirement to the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis) is that the application of candidate teachers has been accepted by the Education Service Committee, ESC (Epitropi Ekpaideftikis Ypiresias, EEY), an independent body of authority appointed by the Council of Ministers of the Republic of Cyprus. In addition they must be included in the rank lists for appointment to the public secondary education system.

Applicants for teaching general education subjects (e.g. languages, history, mathematics, science) in public Secondary General Education Schools (Gymnasiums and Lyceums) or Technical and Vocational Education Schools must have as a minimum requirement a bachelor's degree in their subject area. In the case of the teachers of technological and/or workshop practice subjects two years work experience in their area of specialisation is also required unless they hold a master´s degree either in their area of specialisation or in the field of education. As an exception there are still cases of teachers of technological or workshop practice subjects who get appointed with just a diploma of the Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI) only when inspectors of the Directorate of Technical and Vocational Education request it. Additionally, in 2000 the PTP was introduced and was made an obligatory requirement for all new appointments of teachers in the public Educational Service.

Following a request by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) the ESC proceeds to appoint teachers to the public secondary education system from a specially

prepared candidates´ list according to the rank of each applicant, which is determined based on the following criteria:

- The year of submission of the application;
- The year of acquisition of the basic qualification required for the specific position as stated in the scheme of service for the position;
- The grade of the basic qualification;
- Any additional qualifications, acquired after completion of the basic qualification required for the particular position;
- Previous educational service;
- Completion of service in the National Guard (for male applicants only).

There is no selection interview of candidates prior to joining the teaching profession in the public sector. The only screening mechanism is satisfactory performance during the PTP.

There is no system for assessing non-formal or informal qualifications of secondary technical and vocational education teachers.

Teachers in public institutions of tertiary education

The terms of service for all these public institutions stipulate that teachers must have either a university degree relevant to the subject they will teach or to have graduated from the same public institution. Additionally, all public institutions ask for work experience as an entry requirement for teachers which varies according to the position.

In the case of the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK) the work experience requirement for teachers will depend on the qualification they hold. Therefore, if teachers hold a diploma from a tertiary educational institution such as the HHIC then they need to have 5 years´ work experience in the subject they will teach. On the other hand, if they have a university degree relevant to the subject they will teach they do not need to have any relevant work experience. The qualification requirements for the teachers in public institutions of tertiary education are set by the government in consultation with the trade unions.

Teachers in private colleges

Teachers in private colleges are usually required to hold the same or higher qualifications than the level of the subjects they are teaching usually meaning at least a tertiary non-university level diploma. Although

previous work experience and pre-service training are not mandatory, at the time of recruitment, colleges consider them as an advantage.

6020102   Training models and process

Teachers in public upper STVE

The Pre-service Training Programme (PTP) was introduced and made an obligatory requirement for all new appointments of teachers in the public Educational Service. Until recently the PTP was organised by the Pedagogical Institute, PI (Paidagogiko Institouto). Starting from the academic year 2007-2008 the PTP has been undertaken by the University of Cyprus, UCY (Panepistimio Kyprou, PK) in collaboration with the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP), in an effort to upgrade this training.

The structure of the programme and its duration in European Credit Transfer System (ECTS) units is as follows:

- Compulsory Courses (12 ECTS).
- Specialty Course (4 ECTS).
- Elective Course (4 ECTS).
- Specialty Didactics (8 ECTS).
- Teaching Practice Experience, TPE (Scholiki Embiria) (20 ECTS).

Compulsory courses must be attended by all teachers irrespective of their speciality. In the case of the elective course, the participants select the course they wish from a list of courses provided. The specialty course and specialty didactics are designed according to the specialty of each teacher. The practical subject is the TPE where teachers participate in a number of teaching periods and teach for a number of periods in a real school environment.

Teachers in public institutions of tertiary education

The public institutions that have specialised pre-service training as a prerequisite for teaching are the School of Nursing (Nosileftiki Scholi) and the Cyprus Police Academy (Astynomiki Akadimia Kyprou).

In the School of Nursing, teachers must attend the same pre-service training programme, which the secondary general and technical/vocational education teachers must attend upon appointment. For more details on the PTP see the training models and process for teachers in public upper STVE.

In the case of the Cyprus Police Academy teachers must attend the pre-service training programme "Train of Trainers". The training programme lasts 4-6 weeks and it is common for all teachers irrespective of the subject they will teach. The practical element covers 35% of the total duration of the programme and it is incorporated into each module.

Teachers in private colleges

Previous work experience and pre-service training are not usually a requirement although at the time of recruitment, colleges consider them as an advantage.

6020103   Training content and curricula

Teachers in public upper STVE

The bodies involved in defining the curricula are the following:

- The Coordinating Committee (Epitropi Syntonismou), comprising the Director of Secondary General Education, the Director of Secondary Technical and Vocational Education, the Director of the PI, two representatives from the UCY, one representative from the Association of Secondary School Teachers of Cyprus, (Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou, OELMEK) and one representative from the Association of Teachers of Technical Education in Cyprus, (Organosi Leitourgon Technikis Ekpaidefsis Kyprou, OLTEK). This committee observes and assesses the PTP and submits suggestions on its structure, content and operation to the MoEC and the UCY.

- The Teaching Practice Committee (Epitropi Scholikis Empirias), comprising four officers of the MoEC and one representative from the UCY. In this committee one representative from the Association of Secondary School Teachers of Cyprus and one representative from the Association of Teachers of Technical Education in Cyprus participate as observers. This committee coordinates and promotes necessary actions for the implementation of the teaching practice experience programme in schools and approves the coordinators and mentors in each school, based on suggestions from the Headmasters of schools involved.

The programme consists of 48 ECTS and includes Compulsory Courses (12 ECTS), one Specialty Course (4 ECTS), one Elective Course (4 ECTS), two Specialty Didactics (8 ECTS) and Teaching Practice Experience, TPE (Scholiki Embiria) (20 ECTS).

Compulsory courses cover the following areas: Modern Trends in Education, Teaching Methodology and Effectiveness, Research Methodology and Evaluation, Educational Psychology and Special and Inclusive Education. All trainees, irrespective of specialty, are obliged to attend the programme.

The second component of the programme is the Specialty Course. Trainees are grouped according to their specialty and follow the programme designed for their specialty.

The third component of the programme is the elective course. The participants select the course they wish from a list of courses provided. Indicatively, the following subjects are available: Educational Sociology, Administration of Education and Educational System, Educational Procedure, Moral Issues.

The fourth component of the programme, specialty didactics, deals with the syllabus of the specialty, special teaching techniques, lesson design and preparation and student and subject evaluation. Trainees are grouped according to their specialty and follow the programme designed for their specialty.

A very important part of the programme is the Teaching Practice Experience, TPE (Scholiki Embiria). Trainees are obliged to participate in a number of lessons and are also required to teach in a real school environment. Essential and indispensable parts of the TPE are school involvement and the assignment of a mentor for each trainee. Therefore, trainees are encouraged to participate in all school activities and have to keep a portfolio of their teaching practice experience, according to the directions of their assigned mentor.

The Coordinators appointed at each school where the teaching practice experience programme takes place must be Deputy Headmasters. They are trained at the UCY and coordinate the participants and their mentors. The Coordinators of each school submit to the Headmaster a report for the implementation of the programme and a report for each participant.

The mentors are the teachers at the schools where the teaching practice experience programme takes place. Mentors must have at least five years of teaching experience, have had training during the previous five years and demonstrate an explicit interest in the programme. They cooperate closely with the coordinators and design the weekly schedule of the teaching practice experience programme. Furthermore, they guide, support and consult the participants.

Teachers in public institutions of tertiary education

In the School of Nursing (Nosileftiki Scholi), the course required to be attended by teachers is the same PTP as described above which the secondary general and technical and vocational education teachers must attend upon appointment.

The curriculum of the pre-service training course "Training of Trainers" of the Cyprus Police Academy (Astynomiki Akadimia Kyprou) is defined by the Director of Studies and Education and the Director of the Cyprus Police Academy and approved by the Chief of the Cyprus Police Force. The training course "Training of Trainers" lasts 4-6 weeks and it is organised by the Police Academy. It covers several modules and the major ones are the following:

- Analysis of training needs.
- Design of training programmes.
- Implementation of training programmes.
- Management of training.
- Psychology of learning.
- Delivery techniques.
- Evaluation of trainees.
- Evaluation of training programmes.
- Information Technology.
- Audio-visual aids/techniques.

The "Train of Trainers" course involves both a theoretical and a practical element. The practical element covers 35% of the total duration of the programme and it is incorporated into each module.

In the rest of the public institutions of tertiary education, pre-service training of IVET teachers is not a requirement for teaching.

6020104 Assessment and quality monitoring

Teachers in public upper STVE

Assessment

The University of Cyprus, UCY (Panepistimio Kyprou, PK) issues each trainee who completes the Pre-Service Training Programme, PTP (Programma Proypiresiakis Katartisis) with a certificate of accreditation.

This certificate is issued only as proof of competence for appointment as teacher in Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epaggelmatiki Ekpaidefsi, DTEE) and must be submitted to the Education Service Committee, ESC (Epitropi Ekpaideftikis Ypiresias, EEY).

The teacher of each course evaluates each trainee according to the course requirements. Each course is evaluated separately on a scale of 0 to 10. Trainees are successful in a course if they acquire grades greater or equal to 5. There are final examinations only in two of the compulsory courses while in the rest evaluation takes the form of papers and reports prescribed by the trainees' tutors. Teaching Practice Experience, TPE (Scholiki Embiria) is evaluated according to the observed teaching periods of the trainee, his/her portfolio, the report of trainees´ mentors and the report of the Coordinator. TPE is assessed with a pass or fail and the Teaching Practice Committee validates the results.

Trainees are considered to have fulfilled the requirements of the programme and are issued with a certificate, provided they have succeeded in all courses and in TPE. The results for each trainee need to be validated by the Teaching Practice Committee.

Quality Monitoring

The following bodies have been established in order to design, regulate, facilitate and monitor the implementation of the PTP:

- The Coordinating Committee (Epitropi Syntonismou), comprising the Director of Secondary General Education, the Director of Secondary Technical and Vocational Education, the Director of the PI, two representatives from the UCY, one representative from the Association of Secondary School Teachers of Cyprus, (Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou, OELMEK) and one representative from the Association of Teachers of Technical Education in Cyprus, (Organosi Leitourgon Technikis Ekpaidefsis Kyprou, OLTEK). This committee observes and assesses the PTP and submits suggestions on its structure, content and operation to the MoEC and the UCY.

- The Teaching Practice Committee (Epitropi Scholikis Empirias), comprising four officers of the MoEC and one representative from the UCY. In this committee one representative from the Association of Secondary School Teachers of Cyprus and one representative from the Association of Teachers of Technical Education in Cyprus participate as observers. This committee coordinates and promotes necessary actions for the implementation of the teaching practice experience programme in schools and approves the coordinators

and mentors in each school, based on suggestions from the Headmasters of schools involved.

The Coordinators appointed at each school where the teaching practice experience programme takes place must be Deputy Headmasters. They are trained at the UCY and coordinate the participants and their mentors. The Coordinators of each school submit to the Headmaster a report for the implementation of the programme and a report for each participant.

The mentors are the teachers at the schools where the teaching practice experience programme takes place. Mentors must have at least five years of teaching experience, have had training during the previous five years and demonstrate an explicit interest in the programme. They cooperate closely with the coordinators and design the weekly schedule of the teaching practice experience programme. Furthermore, they guide, support and consult the participants.

Teachers in public institutions of tertiary education

In the case of the Nursing School (Nosileftiki Scholi) the assessment and quality monitoring of teachers is the same as in the STVE teachers.

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

In the rest of the public institutions of tertiary education, pre-service training of IVET teachers is not a requirement for teaching.

60202 In-service, continuing training and development for IVET teachers

In-service continuing training is being provided either in a voluntary or compulsory base to all types of IVET teachers: teachers in public upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), in public institutions of tertiary education and in private colleges.

Teachers in public upper STVE

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.

- Continuing training and development programmes for teachers.

- Special developmental activity: Change agent teams.

<u>Compulsory training of Deputy Headmasters and Headmasters of Technical and Vocational Education Schools.</u>

Training of school Deputy Headmasters is mandatory for all new appointments to the post and lasts 100 hours. It is organised by the Pedagogical Institute, PI (Paidagogiko Institouto, PI), for one day per week for 26 weeks.

The course includes seminars in educational administration, the Cyprus educational system and education legislation, the role of the Deputy Headmaster in schools, development of the school unit, new pedagogical approaches in teaching and learning, learning difficulties, educational research, the European dimension in education and quality indicators, ICT in education, environmental education, education in a multicultural society, LLL etc. All participants have to present a project at the end of the programme.

Training of school Headmasters is also mandatory and takes place at the PI during the academic year following their promotion to the post. It lasts 60 hours and comprises 15 sessions of four hours each.

The programme is built around the following areas: school development and action plans for development, school leadership, educational management, appraisal of teachers and other school personnel, the school and the community it serves, communication and problem solving, educational research and case studies, new pedagogical approaches in teaching and learning, learning difficulties, educational research, the European dimension in education and quality indicators, ICT in education and ICT in school administration.

<u>Continuing training and development programmes for teachers.</u>

- *Seminars*

The voluntary training programmes for teachers are organised on a seminar base, with seminars lasting between 12 to 75 hours and offered by/or in cooperation with the PI during afternoons. The areas covered by the seminars range from Psychology and General Pedagogy to Specialty Didactics, Management of Learning in the Class, New Technologies,

Information Technology and the Use of Computers in Teaching and Learning etc.

- *ICT and e-learning*

A development worth mentioning is a new ambitious programme aiming to help teachers improve their knowledge and skills in Information Technology in order to become competent to use IT in teaching and learning.

The European Social Fund, (Evropaiko Koinoniko Tamio, EKT) supports the programme for teachers in Secondary General and Technical and Vocational Education and the government funds the programme for teachers of Primary Education. The programme is to cover the entire population of teachers in Primary and Secondary Education.

The objective of this initiative is to ensure that Secondary General and Secondary Technical and Vocational Education teachers will become digitally literate, as it includes the organisation of short training courses on core IT skills, as well as long term training courses on the implementation of new, IT oriented, analytical programmes in Secondary Education (both General and Technical and Vocational Education). More specifically, the programme aims at:

- The improvement of the quality of the rendered education through the utilisation of new technologies.
- The preparation of teachers and consequently pupils, for a smooth entry into the knowledge society that is constantly being influenced by modern technology, computers and information technology.
- The development of infrastructure for the continuous education and training of the teaching staff, within the context of lifelong learning.
- The development of human resources, which will contribute to the efforts for strengthening the provision of services, as well as the growth of the economy based on high technology sectors.

In addition, this initiative provides for the training of the trainers of the programme, with a view to promoting in-school training by a relatively limited number of trained trainers and, finally, for the accreditation of the skills acquired by all teachers, in accordance with tested international standards.

All the training courses included in the programme are organised by the PI, under the supervision of the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP).

Participation in the programme is voluntary. The various training courses are offered either during school hours or in the afternoons. Teachers opting to attend a training course after school hours will receive a subsidy of about €600 to be spent for the purchase of a computer. In addition, the qualifications acquired in ICT will count towards promotion.

The training courses offered range in duration, from between 50 hours for the basic level to 280 hours for the more advanced level and all participants have to pass a final test of competence.

- *Industrial placement of teachers*

A programme, adopted in 1986, allows teachers to become attached to industry on a full or part-time basis, with their salary being paid by the state. The aim is to offer teachers of STVE the opportunity to update their knowledge and keep in abreast of technological changes. They also act as links between STVE and industry and therefore enhance the cooperation between them. The STVE inspectors closely monitor the industrial training of teachers.

Special developmental activity: Change agent teams.

The strategy for the implementation of the STVE reformed curricula, introduced in September 2001, involved establishing a Change Agent Team (CAT) at each Technical School, co-ordinated by the School Headmaster and supported by an external Coordination Task Force (CTF) established by the MoEC.

The MoEC, with support from the European Training Foundation and in cooperation with the Pedagogical Institute of Cyprus, organised extensive in-service training workshops attended by 32 CAT members (the so-called CAT multipliers) from all 12 Technical Schools. The workshops focused on student-centred teaching approaches to prepare CATs for their role in supporting the implementation of the new curricula in their own schools.

Each CAT comprises between 2 to 14 teachers from each of the 12 Technical Schools, depending on the size of each school. The Headmaster of each school assumes the role of the chairperson of the school's CAT. Some members of each CAT have become the "CAT multipliers" after participating in the workshops mentioned earlier, since they can provide support to their colleagues in developing the new student-centred teaching approach.

This initiative is considered as an example of good practice. It is, perhaps one of a few occasions where teacher training relates directly to changes in the curriculum and responds to the immediate and urgent needs of teachers.

Teachers in public institutions of tertiary education

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 (Nosileftiki Scholi). The Cyprus Forestry College (Dasiko Kollegio Kyprou) has no formal incentive system but is trying to encourage its teachers to go on training programmes through suggesting and funding such programmes. In the case of the Cyprus Police Academy (Astynomiki Akadimia Kyprou) participation in specific training programmes counts as points in promotion and this works as an incentive for the teachers to attend them.

Since 2003 a new method called "Transition Facility" (Pyrinas Mathisis) has been applied in organising in-service continuing training for IVET teachers. This method is used in the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK), the Cyprus Forestry College (Dasiko Kolegio Kyprou) and the School of Nursing (Nosileftiki Scholi). The "Transition Facility" consists of a small group of people appointed by the institution to identify the training needs of the employees through a specially designed questionnaire. Based on the outcome of the questionnaire the team makes suggestions on the training programmes the employees need to attend in order to upgrade their skills and knowledge. Once the proposal of suggestions is finalised it is sent to the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO) for approval. This procedure is done on an annual basis.

In the case of the Cyprus Police Academy the procedure of attending an in-service training is to apply for it and once it is approved by the Director of Studies and Education and the Director of the Cyprus Police Academy then the teacher can attend it.

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 Institouto, ATI) and in the HHIC tend to participate in the training programme "Training of Trainers".

All public institutions participate in multinational exchange programmes for IVET teachers. The Cyprus Police Academy participates in the Leonardo da Vinci programme while the HHIC, the Cyprus Forestry College and the School of Nursing participate in Socrates-Erasmus programmes. As far as the HTI is concerned, it participates in both Leonardo da Vinci and Socrates-Erasmus programmes.

Teachers in private colleges

In-service, continuing training of teachers in private colleges is common practice. It is voluntary in all private colleges and there is no incentive system to increase participation in attending continuing training programmes yet. A personal incentive to participate in such training programmes is the upgrading of knowledge and skills in order to conform to the requirements of their employers and to provide a more competitive product in a highly competitive market.

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.

60203 Pre-service training for IVET trainers and other learning facilitators

There is no pre-service training requirement for trainers in public and private training institutions and enterprises. Usually trainers have an appropriate qualification in their subject area. Previous work experience, teaching experience and pre-service training are considered as an advantage but are not mandatory.

In case the public and private training institutions and enterprises wish to submit training programmes to be approved and subsidised by the HRDA, through HRDA´s 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. Thus, trainers make their own choices regarding the pre-service training programmes they will attend as there is no formal system available for guiding them.

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 training programme "Training of Trainers" addresses the following issues:

- Design of training programmes.

- Implementation of training programmes.

- Introduction in Information and Communication Technologies (ICT).

- Identification and analysis of training needs.

- Evaluation.

- Other learning methods.

6020301   Admission requirements

IVET trainers in public training institutions are only found in the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA).

Trainers in CPC, 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. Pre-service training is not a requirement.

There are no set requirements for trainers in private training institutions and enterprises but each training institution sets these on an individual basis.

In case the public and private training institutions and enterprises wish to submit training programmes to be approved and subsidised by the HRDA through HRDA´s initial training schemes, then the qualifications of trainers are set and examined by the HRDA as one of the criteria, in order to approve the training programmes submitted.

The minimum requirements for IVET trainers are the following:

- An appropriate degree or professional qualification in the subject area of the training programme, 2 years of relevant work experience and previous teaching experience or participation in a suitable trainers´ training programme.

  OR

- A degree in a subject area not relevant to the training programme, 4 years of relevant work experience and previous teaching experience or participation in a suitable trainers´ training programme.

  OR

- Seven years of relevant work experience, and previous teaching experience or participation in a suitable trainers´ training programme.

Based on the above minimum qualification requirements, pre-service training of IVET trainers is a must only in cases where they do not have previous teaching experience. The most common training programme trainers attend is the "Training of Trainers" addressed to persons with little or no experience in training. The HRDA has been organising training programmes for trainers, delivered by overseas collaborators, for the last few years. The duration of this type of programme that the HRDA organises is 1 week and it combines both a theoretical and a practical part. Those who wish to participate in the programme need to meet the following criteria:

- They must work in a training institution or an enterprise.

- Their activities should involve current or future co-operation between their organisation and the HRDA.

The training programme "Training of Trainers" is also provided by private institutions but needs to be approved by the HRDA in order to be subsidised.

At this moment no system exists for the assessment of non-formal/informal qualifications and professional experience. One of the strategic objectives of the HRDA is to promote the review and gradual introduction of the assessment and certification of training providers including trainers. The project was assigned to a Greek consortium and is expected to be completed in 5 stages over a period of thirty-six months.

6020302   Training models and process

There is no pre-service training requirement for trainers in public and private training institutions and enterprises.

Only in cases in which public and private training institutions and enterprises wish to submit training programmes to be approved and subsidised by the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), through HRDA´s initial training schemes, do the trainers need to conform to the HRDA pre-set criteria.

The HRDA, in order to approve the initial training programmes submitted to it, requires the trainers without prior teaching experience to attend an approved course "Training of Trainers". The duration of the training programme organised by the HRDA is 1 week and it applies to trainers irrespective of their speciality. Apart from the theoretical section, a practical element which covers approximately 40% of the total duration of the programme, is included in the programme so that participants can apply the theoretical part they have learned.

6020303   Training content and curricula

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 Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) approves specialised training programmes if the programmes comply with the criteria set by HRDA. According to HRDA's criteria a training programme should address the following issues:

- Design of training programmes.

- Implementation of training programmes.

- Introduction in Information and Communication Technologies (ICT).

- Identification and analysis of training needs.

- Evaluation.

- Other learning methods.

The duration of the programme the HRDA itself organises is 1 week and it combines both a theoretical and a practical element. The practical element covers approximately 40% of the total duration of the training programme. The curriculum takes into account training in specialist/new/traditional skills and pedagogies such as:

- Selection and utilisation of appropriate ICTs like eLearning.

- Preparation of IVET trainers to train in a variety of VET learning environments like role play, team dynamics, games, etc.

- Preparation of IVET trainers to manage mixed group of trainees.

It is expected that once a trainer attends the training programme, "Training of Trainers" organised by HRDA, the trainer will be able to design and implement training programmes with the use of effective methods. Additionally, a trainer will be able to train other people by using more effectively ICT methods.

6020304   Assessment and quality monitoring

There is no body responsible for assessing, awarding, and accrediting formal qualifications for IVET trainers yet. However, one of the strategic objectives of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) is to promote the review and

gradual introduction of a system for the assessment and certification of training providers including trainers. The project was assigned to a Greek consortium and is expected to be completed in 5 stages over a period of thirty-six months.

60204 In-service, continuing training and development for IVET trainers and other learning facilitators

The only public training institution that has IVET trainers is the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA). In CPC, the majority of in-service training programmes attended by its trainers are related to the institutions' areas of interest as well as to the trainers' training needs. The most common subjects pursued for the trainers involved in IVET apart from the "Training of Trainers" are programmes in technical subjects according to their areas of expertise leading to certification.

In-service, continuing training for trainers in private training institutions and in enterprises (both IVET and CVET) 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 Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), 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.

The above training programmes have been organised by HRDA and delivered by overseas collaborators since 1985. These programmes apply to trainers with little or no experience, experienced trainers as well as to managers of training centres irrespective of the sector in which they are involved.

Private training providers and enterprises are the ones who decide on what kind of programmes they will design in order to help trainers upgrade both their skills and their knowledge. Private training institutions provide programmes for trainers and for the management of training centres. Some of them provide specialised programmes such as:

- ECDL Certified Training Professional & Information Technology Auditing course.

- Superb visual aids for trainers.

- Managing the training function.

- Train the trainers in the hospitality industry.

On completion of the programmes, either organised by HRDA or private training providers, participants are issued with a certificate of attainment. A personal 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.

The type and number of training programmes for trainers either organised or funded by the HRDA is shown in table 1. In table 2 the number of programmes and participants in training programmes for trainers organised or funded by the HRDA is shown.

The data in tables 1 and 2 refer to both IVET and CVET trainers. Therefore, the number of programmes and participants in training programmes for the period 2000-2007 can not be distinguished between IVET and CVET trainers.

It can be seen that there has been a steady increase in the number of programmes from 3 in 2000 to 11 in 2006 but there has been a drop to 5 programmes in 2007 as less programmes were offered by private training providers. The average number of participants during the last 7 years is 89.

Table 1: Type and number of training programmes for Trainers, 2000-2007

Year	Types of training programmes				Total number of programmes
	Experienced trainers	Management of training centres	Specialised programmes	Trainers with little or no experience	
2000	1		1	1	3
2001	1	2		5	8
2002	3		3	4	10
2003	2		4	5	11
2004	2		8	4	14
2005	1		5	1	7
2006	1		6	4	11
2007	1		4		5

Source: Human Resource Development Authority, 2000-2007

Table 2: Number of training programmes for Trainers and number of participants, 2000-2007

Year	Total number of programmes	Total number of participants
2000	3	22
2001	8	120
2002	10	141
2003	11	114
2004	14	96
2005	7	79
2006	11	95
2007	5	46

Source: Human Resource Development Authority, 2000-2007

60205   Issues of interest

The main issues of interest concerning training of IVET teachers and trainers are the following:

- Debate on the abolition of the rank lists: New legislation.
- System of assessment and certification of training providers by the HRDA.

Debate on the abolition of the rank lists: New legislation

Because of the accession of Cyprus to the European Union and the commitment to implement the acquis communautaire regarding the free movement of workers, a debate concerning the abolition of the rank lists has ensued. As a result, the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) has sought and received approval from the Council of Ministers for new legislation (in fact this is a renewed effort to have an inactive 1994 bill enacted by the parliament), which has been debated by the House of Representatives but a decision has not yet been taken.

The most pronounced changes in the new legislation provide for a gradual replacement of the existing rank lists for appointment by new lists, which will require candidates to prove their competence in a written examination, combined with an interview. In particular, the new legislation provides that:

1. The existing rank lists will be kept in place but no new candidates will be added to the lists.

2. The rank of each candidate on the new rank lists will be based on the following:

- Grade of the secondary school leaving certificate.

- Grade of the qualification (degree) required for the post.

- Any additional qualifications.

- Pedagogical training.

- Previous teaching experience.

- Professional experience.

- Successful completion of a written examination, purposely conducted by the MoEC and the Education Service Committee, ESC (Epitropi Ekpaideftikis Ypiresias, EEY).

- Successful completion of an interview conducted by the ESC.

- Research work and publications.

- Completion of service in the National Guard (for male applicants only).

3. The examination will cover the subject matter of the specialty of the candidate, general pedagogy, specialty didactics and language competency. A candidate will have to repeat the written examination (and the interview) if not appointed after a specified period has elapsed since the previous examination (a period of between two and five years is under consideration).

4. The requirement for the pre-service training remains in force.

5. All new appointments will be filled from both rank lists, with specified diminishing percentage from the existing rank lists, until eventually all candidates from the existing lists are either appointed or removed from the lists. Candidates in the existing lists will have the right to apply for inclusion in the new lists provided they satisfy the criteria.

Both rank lists will be revised annually, to take account of changes in the situation of each candidate.

System of assessment and certification of training providers by the HRDA

One of the strategic objectives of the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) is to promote the review and gradual introduction of the assessment and certification of training providers including trainers.

In September 2005, the Board of Governors of the HRDA approved the development and introduction of the system for the assessment and

certification of training providers including trainers. To this end, the HRDA launched in January 2006 a tender procedure for selecting external consultants. The project was assigned to the consortium of the National Accreditation Centre of Continuing Vocational Training (EKEPIS) and ICAP Business Information and Consulting Firm that are located in Athens. The implementation of the project started in October 2006. The project is expected to be completed in 5 stages over a period of thirty-six months. In August 2007 a draft paper of the system was extensively discussed with key stakeholders in VET and interested bodies, in an effort to have the highest possible level of consensus. In July 2008 the Board of Governors of the HRDA decided to accept the proposed system and proceed with the next stage of the project, which is the preparation of a specification for the computerisation of the system.

In November 2006 the HRDA, as the National Coordinator of Training of Trainers Network (TTnet) Cyprus, organised the Launching Conference of the Network. The Conference was held in Nicosia in the presence of the Coordinator of TTnet / Cedefop and representatives of other National Networks. Additionally, in September 2007, the HRDA organised the Annual Conference of the Network in Nicosia. TTnet is a network of national networks that allows key players and decision-makers in the field of training of teachers and trainers to share practices, knowledge and expertise on key issues in the training and professional development of vocational teachers and trainers. TTnet operates at three levels of activities, the national level, the transnational level and the community level.

The four priority themes that have been set by the National Network are as follows:

- Recognition, validation and certification of non-formal and informal learning for VET teachers and trainers.

- Participation of the National Coordinator in EU programmes for the development of a European framework of qualifications for VET teachers and trainers.

- Development of model programmes for training of VET teachers and trainers.

- Introduction of a suitable system of validation and certification of the training providers.

Additionally, the HRDA will develop the national website which will be the main dissemination tool of information in the field of VET teachers and trainers at national level.

603   TYPES OF TEACHERS AND TRAINERS IN CVET

The types of teachers and trainers that are included in Continuing Vocational Education and Training (CVET) are the following:

- Teachers in public upper Secondary Technical and Vocational Education STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), including:
    - The Evening Technical School (Esperini Techniki Scholi).
    - The Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimaton Technikis Ekpaidefsis).
    - The Adult Education Centres (Epimorfotika Kentra).
- Teachers in public institutions of tertiary education comprising:
    - Higher Technical Institute, HTI (Anotero Technologiko Institouto, ATI).
    - Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK).
    - Cyprus Forestry College (Dasiko Kollegio Kyprou).
    - Cyprus Police Academy (Astynomiki Akadimia Kyprou).
    - Nursing School (Nosileftiki Scholi).
- Teachers in private colleges.
- Trainers in public training institutions:
    - Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA).
    - Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD).
- Trainers in private training institutions.
- Trainers in enterprises.

In table 1 the different types of teachers and trainers in CVET, their place of work and their starting salary (this corresponds to the annual salary of new entrants to the occupation) are shown. It must be noted that the salaries of teachers in STVE and in the public institutions of tertiary education are determined by salary scales as a consequence of long standing agreements between the trade unions and the government. The progression in these salary scales is effected in the form of annual increments and adjustments due to increases in the cost of living. In the

case of teachers in private colleges and trainers in private training institutions and enterprises, salaries are negotiated on an individual basis.

Table 1: CVET Teachers and trainers by type of occupation, place of work and salary, 2007

Teachers/ Trainers	Type of occupation	Place of work	Annual Gross Salary
Teachers	Teachers in Upper Secondary Technical and Vocational Education (STVE)	Evening Technical School	Civil servant´s remuneration scale A8= €23.118*
		Afternoon and Evening Classes of Technical Schools	Civil servant´s remuneration scale A8= €23.118*
		Adult Education Centres	N/A
	Teachers in Public Institutions of Tertiary Education	Public Institutions of Tertiary Education	Civil servant´s remuneration scale A8= €23.118** A6=€19.099***
	Teachers in Private Colleges	Private Colleges	N/A
Trainers	Trainers in Public Training Institutions	Cyprus Productivity Centre	Civil servant´s remuneration scale A8= €23.118** A6=€19.099***
		Cyprus Academy of Public Administration	Civil servant´s remuneration scale A8= €23.118
	Trainers in Private Training Institutions	Private Training Institutions & Enterprises	N/A
	Trainers in Enterprises	Enterprises	N/A

Source: Ministry of Education and Culture, Public Institutions of Tertiary Education and Public Training Institutions

* This annual gross salary is the same for both teachers of general education subjects and of technological or workshop practice subjects. In the case of teachers of technological or workshop practice subjects there is a small number of teachers which was appointed before December 1978 with a diploma of the tertiary educational establishment HTI in a specialty related to the specialty they will teach. These teachers are on a lower salary. There are still cases of teachers of technological or workshop practice subjects who get appointed with just a diploma of HTI, which is considered equivalent to the British technician level qualification (Higher National Diploma, HND) only when inspectors of the Directorate of Technical and Vocational Education request it. Additionally, a very small

number of teachers of technological or workshop practice subjects, mainly of the specialties of Shoemaking, Goldsmithing and Silversmithing, and Fashion and Dressmaking, were appointed with post secondary education qualifications of between one and two years duration. These teachers are also on a lower salary.

** This salary applies to the teachers in public institutions of tertiary education and to the trainers in public training institutions who hold a university degree relevant to the subject they will teach.

*** This salary applies to the teachers in some public institutions of tertiary education and to the trainers in public training institutions who hold a tertiary non-university diploma relevant to the subject they will teach. People with this kind of qualifications can teach as long as they have 5 years work experience in their area of specialisation.

Teachers in STVE are employed as teachers in Afternoon and Evening Institutions of Technical Education, in the Evening Technical School and, if they choose, in the Adult Education Centres. Their numbers by age and gender is shown in field 602. The number of teachers by age and gender is shown in table 2 for the public institutions of tertiary education, in table 3 for the CAPA and in table 4 for the CPC. No data is available for the CVET teachers in private colleges and trainers in private training institutions and enterprises.

Remuneration, working conditions and status for CVET teachers and trainers in the public sector are considered as very attractive and thus there is high demand for these positions. Similarly, there is considerable supply of CVET teachers and trainers, again due to the status of these occupations and the personal fulfillment and satisfaction they offer.

Table 2: Number of teachers in public tertiary level education institutions by age group and gender, 2006/2007

Age group	Men	Women	Total
<25	0	0	0
25-34	14	15	29
35-44	46	23	69
45-54	55	21	76
55-64	21	8	29
Not stated	0	4	4
Total	**136**	**71**	**207**

Source: Statistical Service of Cyprus

Table 3: Number of trainers in the Cyprus Academy of Public Administration by age group, 2007

Age group	Total
25-34	4
35-44	1
45-54	4
Total	**9**

Source: Cyprus Academy of Public Administration

Table 4: Number of trainers in the Cyprus Productivity Centre by age group and gender, 2007

Age group	Men	Women	Total
25-34	5	1	6
35-44	3	1	4
45-54	6	1	7
55-64	7	3	10
Total	**21**	**6**	**27**

Source: Cyprus Productivity Centre

60301 Pre-service training for CVET teachers

There are no differences amongst CVET and IVET teachers in Cyprus. Usually the same type of teachers are involved in both IVET and CVET activities. Thus they have the same pre-service training requirements. These were extensively described in data field 60201.

Therefore, the minimum requirements for CVET teachers in the upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), the public institutions of tertiary education and the private colleges are exactly the same as those that apply to IVET teachers as outlined in 60201.

6030101 Admission requirements

The admission requirements for becoming a CVET teacher in the public upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), the public institutions of tertiary education and the private colleges are exactly the same as those that apply to IVET teachers as outlined in 6020101.

6030102   Training models and process

The training models and process that characterise pre-service training for CVET teachers in the public upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), the public institutions of tertiary education and the private colleges are exactly the same as those that apply to IVET teachers as outlined in 6020102.

6030103   Training content and curricula

The training content and curricula for CVET teachers in the public upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE) and in public institutions of tertiary education are exactly the same as those that apply to IVET teachers as outlined in 6020103.

6030104   Assessment and quality monitoring

The assessment and quality monitoring of CVET teachers in the public upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE) and in public institutions of tertiary education are exactly the same as those that apply to IVET teachers as outlined in 6020104.

60302   In-service, continuing training and development for CVET teachers

There are no differences amongst CVET and IVET teachers in Cyprus. Usually the same type of teachers are involved in both IVET and CVET activities. Thus they have the same in-service continuing training requirements. These were extensively described in data field 60202.

The in-service continuing training for CVET teachers in the public upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), the public institutions of tertiary education and the private colleges are exactly the same as those that apply to IVET teachers as outlined in 60202.

60303   Pre-service training for CVET trainers and other learning facilitators

There are no differences amongst CVET and IVET trainers in Cyprus. Usually the same type of trainers are involved in both IVET and CVET activities. Thus they have the same pre-service training requirements. These were extensively described in data field 60203.

CVET trainers in public and private training institutions as well as in enterprises are not required to have pre-service training.

Trainers in public training institutions

Cyprus Productivity Centre

The Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA) is a department of the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA), and offers short modular programmes that focus on technical occupations and management. The basic aim of these programmes is to offer those already working the opportunity to upgrade their skills, possibly with a view to being promoted, and to enable interested individuals to acquire new skills, thus strengthening their employability and increasing their chances of career progression.

The CPC operates on its own premises in three major towns of Cyprus. Starting qualifications and final qualifications depend on the type of programme the trainees follow.

Pre-service training is not a requirement for the trainers of the CPC.

Cyprus Academy of Public Administration

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), of the Ministry of Finance, MoF (Ypourgeio Oikonomikon,YO) which was established in 1991.

The CAPA offers continuous learning workshops, seminars and day events, lasting from one to ten days, especially designed for civil servants. These programmes focus on subjects like the European Union, Management of Learning in the Public Sector, Personal and Interpersonal Skills in the Public Sector, and Organisational Development and Management Development in the Public Sector.

There is no initial, pre-service training requirement for trainers in the CAPA.

Trainers in private training institutions and in enterprises

The information that applies to IVET trainers in public and private training institutions and in enterprises as outlined in 60203 applies here for CVET trainers in private training institutions and in enterprises.

6030301 Admission requirements

Admission requirements for CVET trainers include trainers in public and private training institutions and in enterprises.

Trainers in public training institutions

Cyprus Productivity Centre

The admission requirements for trainers in the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) are exactly the same as those that apply to IVET trainers as outlined in 6020301.

Cyprus Academy of Public Administration

The minimum requirements for trainers in the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD) is a degree or an equivalent qualification or a masters degree or a relevant title in specific areas determined by the CAPA. Qualification requirements are the same for all trainers irrelevant to the subject they will teach. Pre-service training is not a requirement.

Trainers in private training institutions and in enterprises

There are no set requirements for trainers in private training institutions and enterprises but each training institution sets these on an individual basis. In case the private training institutions and enterprises wish to submit training programmes to be approved and subsidised by the HRDA through HRDA´s continuing training schemes, then the qualifications of trainers are set and examined by the HRDA as one of the criteria, in order to approve the training programmes submitted. The requirements for CVET trainers differ according to the level of the programme. The level refers to the occupational categories of the participants, which roughly correspond to their educational attainment. These levels correspond to two distinct categories of training programmes and thus trainer requirements: training programmes addressed to the occupational categories of managers and professionals and training programmes addressed to all other occupational categories.

Specifically, the minimum requirements for CVET trainers that provide training to managers and professionals are the following:

- An appropriate degree or professional qualification in the subject area of the training programme, 4 years of relevant work experience and previous teaching experience or participation in a suitable trainers´ training programme.

  OR

- A degree in a subject area not relevant to the training programme, 7 years of relevant work experience and previous teaching experience or participation in a suitable trainers´ training programme.

The minimum requirements for CVET trainers that provide training to the other occupational categories are the following:

- An appropriate degree or professional qualification in the subject area of the training programme, 2 years of relevant work experience and previous teaching experience or participation in a suitable trainers´ training programme.

    OR

- A degree in a subject area not relevant to the training programme, 4 years of relevant work experience and previous teaching experience or participation in a suitable trainers´ training programme.

    OR

- Seven years of relevant work experience, and previous teaching experience or participation in a suitable trainers´ training programme.

The training programme "Training of Trainers" that CVET trainers must attend only if they do not have previous teaching experience is exactly the same as the one that applies to IVET trainers as outlined in 6020301.

6030302   Training models and process

Trainers in private training institutions and in enterprises

The training models and process that characterise pre-service training for CVET trainers in private training institutions and in enterprises are exactly the same as those that apply to IVET trainers as outlined in 6020302.

6030303   Training content and curricula

Trainers in private training institutions and in enterprises

The training content and curricula for CVET trainers in private training institutions and in enterprises are exactly the same as those that apply to IVET trainers as outlined in 6020303.

6030304   Assessment and quality monitoring

Trainers in private training institutions and in enterprises

The assessment and quality monitoring of CVET trainers in private training institutions and in enterprises are exactly the same as those that apply to IVET trainers as outlined in 6020304.

60304   In-service, continuing training and development for CVET trainers and learning facilitators

Trainers in public training institutions

Cyprus Productivity Centre

In-service, continuing training for CVET trainers in the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA) is voluntary. There is no incentive scheme and therefore no specific benefits for participating in training programmes. Nevertheless, a copy of the certificate of attendance of the training programmes trainers attend is kept in their personal file in the organisations´archive.

CVET trainers of the CPC participate in training programmes taking place both in Cyprus and abroad. The training programmes they attend are mainly related to the subject they are teaching. The most common subjects pursued for trainers involved in management development are the ones dealing with EU issues, with productivity and SMEs development. For trainers involved in technical subjects, the most common training is in their technical areas of expertise.

Trainers of the CPC did not participate in multinational exchange programmes during 2007. One trainer, however, participated in a study visit of one week duration in the Netherlands, organised by Cedefop.

Cyprus Academy of Public Administration

Continuing in-service training is voluntary in the Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD). Nevertheless, based on a decision taken by the Council of Ministers in April 2004, all new appointed trainers have to participate in an introductory training programme.

The compulsory in-service training for trainer newcomers lasts 10 days and covers the following issues:

- Introduction to the structure and functions of the government.

- Introduction to the organisation, structure and the mission of Public Administration.
- Development of basic behaviour and ways of communication required in completing their work tasks.
- The role of a civil servant.

There is no formal system providing incentives for participating in training programmes. The benefit trainers get is upgrading their skills and knowledge so that to improve their ability to pursue their duties and serve better the objectives of CAPA.

The in-service training programmes trainers attend are mostly related to the nature of their job and to the CAPA´s activities. Trainers of CAPA participate in training programmes both in Cyprus and abroad. The most common subjects pursued are "Training of Trainers", "Learning in organisation", "Management of Learning Methods" which are provided by the CAPA. Additionally, the on the-job-learning method is used.

The CAPA is subsidised by the European Union´s Transition Facility (Metavatiki Dieukolynsi) in order to provide training programmes in specialised subjects relating to EU matters.

Trainers in private training institutions and in enterprises

In-service, continuing training for trainers in private training institutions and in enterprises (both IVET and CVET) 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 Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD), 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.

The above training programmes have been organised by HRDA and delivered by overseas collaborators since 1985. These programmes apply to trainers with little or no experience, experienced trainers as well as to managers of training centres irrespective of the sector in which they are involved.

Private training providers and enterprises are the ones who decide on what kind of programmes they will design in order to help trainers

upgrade both their skills and their knowledge. Private training institutions provide programmes for trainers and for the management of training centres. Some of them provide specialised programmes such as:

- ECDL Certified Training Professional & Information Technology Auditing course.
- Superb visual aids for trainers.
- Managing the training function.
- Train the trainers in the hospitality industry.

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.

The type and number of training programmes for trainers either organised or funded by the HRDA is shown in table 1. In table 2 the number of programmes and participants in training programmes for trainers organised or funded by the HRDA is shown.

The data in tables 1 and 2 refer to both IVET and CVET trainers. Therefore, the number of programmes and participants in training programmes for the period 2000-2007 can not be distinguished between IVET and CVET trainers.

It can be seen that there has been a steady increase in the number of programmes from 3 in 2000 to 11 in 2006 but there has been a drop to 5 programmes in 2007 as less programmes were offered by private training providers. The average number of participants during the last 7 years is 89.

Table 1: Type and number of training programmes for Trainers, 2000-2007

| Year | Types of training programmes | | | | Total number of programmes |
	Experienced trainers	Management of training centres	Specialised programmes	Trainers with little or no experience	
2000	1		1	1	3
2001	1	2		5	8
2002	3		3	4	10
2003	2		4	5	11
2004	2		8	4	14
2005	1		5	1	7
2006	1		6	4	11
2007	1		4		5

Source: Human Resource Development Authority, 2000-2007

Table 2: Number of training programmes for Trainers and number of participants, 2000-2007

Year	Total number of programmes	Total number of participants
2000	3	22
2001	8	120
2002	10	141
2003	11	114
2004	14	96
2005	7	79
2006	11	95
2007	5	46

Source: Human Resource Development Authority, 2000-2007

60305   Issues of interest

Human Resource Development Authority

One of the strategic objectives of the HRDA is to promote the review and gradual introduction of the assessment and certification of training providers including trainers.

In September 2005, the Board of Governors of the HRDA approved the development and introduction of the system for the assessment and certification of training providers including trainers. To this end, the HRDA launched in January 2006 a tender procedure for selecting external consultants. The project was assigned to the consortium of the National Accreditation Centre of Continuing Vocational Training (EKEPIS) and ICAP Business Information and Consulting Firm that are located in Athens. The implementation of the project started in October 2006. The project is expected to be completed in 5 stages over a period of thirty-six months. In August 2007 a draft paper of the system was extensively discussed with key stakeholders in VET and interested bodies, in an effort to have the highest possible level of consensus. In July 2008 the Board of Governors of the HRDA decided to accept the proposed system and proceed with the next stage of the project, which is the preparation of a specification for the computerisation of the system.

In November 2006 the HRDA, as the National Coordinator of Training of Trainers Network (TTnet) Cyprus, organised the Launching Conference of the Network. The Conference was held in Nicosia in the presence of the Coordinator of TTnet / Cedefop and representatives of other National Networks. Additionally, in September 2007, the HRDA organised the

Annual Conference of the Network in Nicosia. TTnet is a network of national networks that allows key players and decision-makers in the field of training of teachers and trainers to share practices, knowledge and expertise on key issues in the training and professional development of vocational teachers and trainers. TTnet operates at three levels of activities, the national level, the transnational level and the community level.

The four priority themes that have been set by the National Network are as follows:

- Recognition, validation and certification of non-formal and informal learning for VET teachers and trainers.

- Participation of the National Coordinator in EU programmes for the development of a European framework of qualifications for VET teachers and trainers.

- Development of model programmes for training of VET teachers and trainers.

- Introduction of a suitable system of validation and certification of the training providers.

Additionally, the HRDA will develop the national website which will be the main dissemination tool of information in the field of VET teachers and trainers at national level.

604 UNIONS/ASSOCIATIONS AND RESOURCES

Association of Secondary School Teachers of Cyprus (Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou, OELMEK)

Association of Teachers of Technical Education in Cyprus (Organosi Leitourgon Technikis Ekpaidefsis Kyprou, OLTEK)

Cyprus Academy of Public Administration, CAPA (Kypriaki Akadimia Dimosias Dioikisis, KADD)

Cyprus Police Academy (Astynomiki Akadimia Kyprou)

Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA)

Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD)

Pedagogical Institute, PI (Paidagogiko Institouto, PI)

School of Nursing (Nosileftiki Scholi)

University of Cyprus, UCY (Panepistimio Kyprou, PK)

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WEB SITES

Association of Secondary School Teachers of Cyprus, www.oelmek.com.cy

Association of Teachers of Technical Education in Cyprus, www.oltek.org.cy

Cyprus Academy of Public Administration, www.mof.gov.cy/capa

Cyprus Productivity Centre, www.mlsi.gov.cy/kepa

ETF www.etf.eu.int

Eurydice - CEDEFOP, www.eurydice.org

Forestry College of Cyprus – Ministry of Agriculture, Natural Resources and Environment www.moa.gov.cy/fc

Higher Hotel Institute – Ministry of Labour and Social Insurance, www.mlsi.gov.cy/mlsi/hhic/hhic.nsf

Higher Technical Institute, www.hti.ac.cy

Human Resource Development Authority, www.hrdauth.org.cy

Ministry of Agriculture, Natural Resources and Environment, www.moa.gov.cy

Ministry of Education and Culture, www.moec.gov.cy

Ministry of Labour and Social Insurance, www.mlsi.gov.cy

Nursing School, www.moh.gov.cy

Planning Bureau, www.planning.gov.cy

Police Academy – Ministry of Justice and Public Order, www.police.gov.cy

Statistical Service of the Republic of Cyprus, www.mof.gov.cy/mof/cystat

TTnet, www.trainingvillage.gr/etv/Projects_Networks/TTNet

University of Cyprus www.ucy.ac.cy

ANNEX 1: ACRONYMS AND ABBREVIATIONS

ACRONYMS	DEVELOPMENT	EN TRANSLATION	EN ACRONYM	COUNTRY
ATI	Anotero Technologiko Institouto	Higher Technical Institute	HTI	Cyprus
AXIK	Anotero Xenodocheiako Institouto Kyprou	Higher Hotel Institute of Cyprus	HHIC	Cyprus
AnAD	Archi Anaptyxis Anthropinou Dynamikou	Human Resource Development Authority	HRDA	Cyprus
	Astynomiki Akadimia Kyprou	Cyprus Police Academy		Cyprus
	Dasiko Kolegio Kyprou	Cyprus Forestry College		Cyprus
DTEE	Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi	Secondary Technical and Vocational Education	STVE	Cyprus
DMTEE	Diefthinsi Defterovathmias Technikis kai Epaggelmatikis Ekpaidefsis	Directorate of Secondary Technical and Vocational Education	Directorate STVE	Cyprus
DDE	Diefthinsi Demotikis Ekpaidefsis	Directorate of Primary Education		Cyprus
DME	Diefthinsi Mesis Genikis Ekpaidefsis	Directorate of Secondary General Education		Cyprus
	Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimaton Technikis Ekpaidefsis	Afternoon and Evening Classes of Technical Schools		Cyprus
	Epangelmatiki Ekpaidefsi kai Katartisi	Vocational Education and Training	VET	Cyprus
	Epimorfotika Kentra	Adult Education Centres		Cyprus

ACRONYMS	DEVELOPMENT	EN TRANSLATION	EN ACRONYM	COUNTRY
EDY	Epitropi Dimosias Ypiresias	Public Service Commission		Cyprus
EEY	Epitropi Ekpaideftikis Ypiresias	Education Service Committee	ESC	Cyprus
	Epitropi Scholikis Empirias	Teaching Practice Committee		Cyprus
	Epitropi Syntonismou	Coordinating Committee		Cyprus
	Ergodotikes Organoseis	Employers Organisations		Cyprus
	Esperini Techniki Scholi	Evening Technical School		Cyprus
EKT	Evropaiko Koinoniko Tamio	European Social Fund	ESF	
KEPA	Kentro Paragogikotitas	Cyprus Productivity Centre	CPC	Cyprus
KADD	Kypriaki Akadimia Dimosias Dioikisis	Cyprus Academy of Public Administration	CAPA	Cyprus
	Nosileftiki Scholi	School of Nursing		Cyprus
OELMEK	Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou	Association of Secondary School Teachers of Cyprus		Cyprus
OLTEK	Organosi Leitourgon Technikis Ekpaidefsis Kyprou	Association of Teachers of Technical Education in Cyprus		Cyprus
PI	Paidagogiko Institouto	Pedagogical Institute	PI	Cyprus
PK	Panepistimio Kyprou	University of Cyprus	UCY	Cyprus
	Programma Proypiresiakis Katartisis	Pre-service Training Programme	PTP	Cyprus
	Pyrinas Mathisis	Transition Facility		

ACRONYMS	DEVELOPMENT	EN TRANSLATION	EN ACRONYM	COUNTRY
	Scholiki Embiria	Teaching Practice Experience	TPE	Cyprus
SM	Systima Mathiteias	Apprenticeship System		Cyprus
TS	Technikes Scholes	Technical Schools		Cyprus
TEE	Techniki kai Epangelmatiki Ekpaidefsi	Technical and Vocational Education	TVE	Cyprus
YDDT	Ypourgeio Dikaiosynis kai Dimosias Taxis	Ministry of Justice and Public Order	MJPO	Cyprus
YEKA	Ypourgeio Ergasias kai Koinonikon Asfaliseon	Ministry of Labour and Social Insurance	MLSI	Cyprus
YGFPP	Ypourgeio Georgias, Fysikon Poron kai Perivallontos	Ministry of Agriculture, Natural Resources and Environment	MoA	Cyprus
YO	Ypourgeio Oikonomikon	Ministry of Finance	MoF	Cyprus
YPP	Ypourgeio Paideias kai Politismou	Ministry of Education and Culture	MoEC	Cyprus
	Ypourgeio Ygeias	Ministry of Health	MoH	Cyprus
		Change Agent Team	CAT	
		Continuing Vocational Education and Training	CVET	
		European Credit Transfer System	ECTS	
		Higher National Diploma	HND	
		Information and Communication Technologies	ICT	

ACRONYMS	DEVELOPMENT	EN TRANSLATION	EN ACRONYM	COUNTRY
		Initial Vocational Education and Training	IVET	
SVQ		System of Vocational Qualifications		
		Training of Trainers Network	TTnet	

ANNEX 2: MEMBERS OF THE CYPRUS CONSORTIUM

1.   NATIONAL COORDINATOR

1.1. Human Resource Development Authority of Cyprus (www.hrdauth.org.cy)

2.   MINISTRIES/GOVERNMENT DEPARTMENTS

2.1. Planning Bureau (www.planning.gov.cy)

2.2. Ministry of Labour and Social Insurance/Department of Labour (www.mlsi.gov.cy/dl)

2.3. Ministry of Education and Culture (www.moec.gov.cy)

2.4. Statistical Service of Cyprus (www.mof.gov.cy/cystat)

2.5. Cyprus Academy of Public Administration (CAPA) (www.mof.gov.cy/capa)

2.6. Pedagogical Institute (www.pi.ac.cy)

2.7. Cyprus Productivity Centre (www.mlsi.gov.cy/kepa)

3.   SOCIAL PARTNERS: EMPLOYER AND TRADE UNION ORGANISATIONS

3.1. Cyprus Employers and Industrialists Federation (www.oeb-eif.org)

3.2. Cyprus Chamber of Commerce and Industry (www.ccci.org.cy)

3.3. Cyprus Workers´ Confederation (www.sek.org.cy)

3.4. Pancyprian Federation of Labour (www.peo.org.cy)

3.5. Democratic Labour Federation of Cyprus (www.deok.org.cy)

3.6. Cyprus Union of Bank Employees (www.etyk.org.cy)

4.   OTHER ORGANISATIONS/NON-PROFIT MAKING ORGANISATIONS

4.1. University of Cyprus (www.ucy.ac.cy)

4.2. Research Promotion Foundation (www.research.org.cy)

5. <u>NATIONAL AGENCIES/UNITS FOR MANAGING EUROPEAN PROGRAMMES/INITIATIVES</u>

5.1. Foundation for the Management of European Lifelong Learning Programmes (www.llp.org.cy)

5.2. National Eurydice Unit (www.eurydice.org)