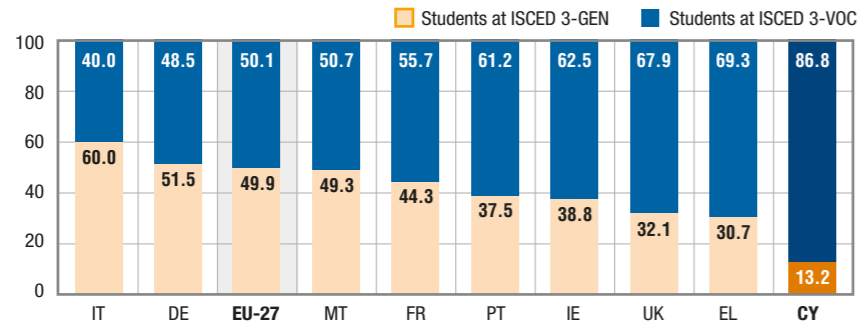


Education and training in figures

Participation in IVET
(as % of all students at ISCED 3)

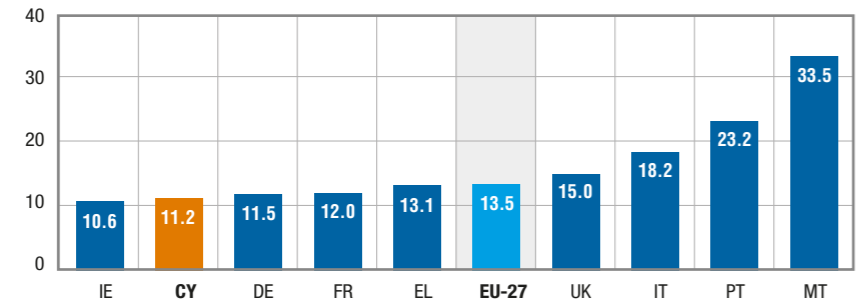
Students in upper secondary education by programme orientation, 2010 (general/vocational)



Source: Eurostat, UOE data collection, date of extraction 10.7.2012.

Early-leavers from education and training

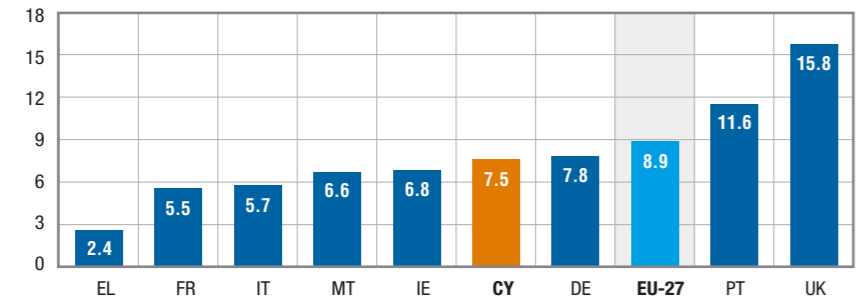
Percentage of the population aged 18 to 24 with at most lower secondary education and not in further education or training, 2011



Source: Eurostat, EU labour force survey, date of extraction 10.7.2012.

Participation in lifelong learning

Percentage of the adult population aged 25 to 64 participating in education and training



Source: Eurostat, EU labour force survey, date of extraction 10.7.2012.

Educational attainment of the population

(divided by ISCED 0-2, 3-4 and 5-6)

Country	ISCED 0-2	ISCED 3-4	ISCED 5-6	ISCED	ISCED description
Germany	13.7	58.7	27.6	ISCED	International standard classification of education
Ireland	26.6	35.7	37.7	ISCED 0-2	Pre-primary, primary and lower secondary education
Greece	35.5	39.1	25.4	ISCED 3-4	Upper secondary education and post-secondary education
France	28.4	41.8	29.8	ISCED 5-6	Tertiary education
Italy	44.0	41.1	14.9		
Cyprus	25.0	37.6	37.4		
Malta	68.5	16.2	15.3		Countries listed by the percentage of their population educated at least to level 3.
Portugal	65.0	17.8	17.3		
United Kingdom	23.6	39.4	37.0		
EU-27	26.6	46.6	26.8		Source: Eurostat, labour force survey, date of extraction 10.7.2012.

Further information

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www.anad.org.cy	Human Resource Development Authority of Cyprus
www.planning.gov.cy	Planning Bureau
www.mlsi.gov.cy	Ministry of Labour and Social Insurance
www.moec.gov.cy	Ministry of Education and Culture
www.mof.gov.cy/cystat	Statistical service of Cyprus
www.lfp.org.cy	Foundation for the management of European lifelong learning programmes
www.eurydice.org	National Eurydice Unit
www.refernet.org.cy	ReferNet Cyprus

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This brochure focuses on some of the main aspects of vocational education and training in Cyprus and does not claim to be exhaustive.

For further information, please contact Grethe Haugoy, project coordinator at Cedefop.

Spotlight on VET Cyprus



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Key policy priorities

Cyprus's vocational education and training (VET) system plays a significant role in dealing with adverse effects of the economic crisis on the labour market, as well as in laying the foundations for future socioeconomic development.

VET features prominently in both the Cyprus lifelong learning strategy for 2007-13 and the national reform programme on the 2020 strategy. Key policy priorities include:

- restructuring the education and training system by modernising and upgrading the curriculum for all public schools, from pre-primary to upper secondary education;
- upgrading VET by improving quality and attractiveness of education and training, extending and coordinating educational and career counselling services and implementing EU tools;
- strengthening the links between VET, vocational training for adults and the labour market;
- promoting transnational mobility by increasing participation in EU programmes.

Structure of the education and training system

Education in Cyprus is available from pre-primary to postgraduate levels. Education is compulsory at pre-primary, primary (grades one to six), and lower secondary levels (grades seven to nine), until students reach the age of 15.

The unified lyceum provides general upper secondary education while the earliest level where VET is available is upper secondary level at technical school, including evening technical schools. Technical schools offer two distinct three-year programmes: the theoretical and practical pathways. The first year of studies is common to each pathway and students select a specialisation of their choice in the second year. The theoretical pathway and the first and second years of the practical pathway are completely school-based and combine general education subjects with technological and workshop subjects, while the third year of the practical pathway combines a school-based environment with training in the workplace.

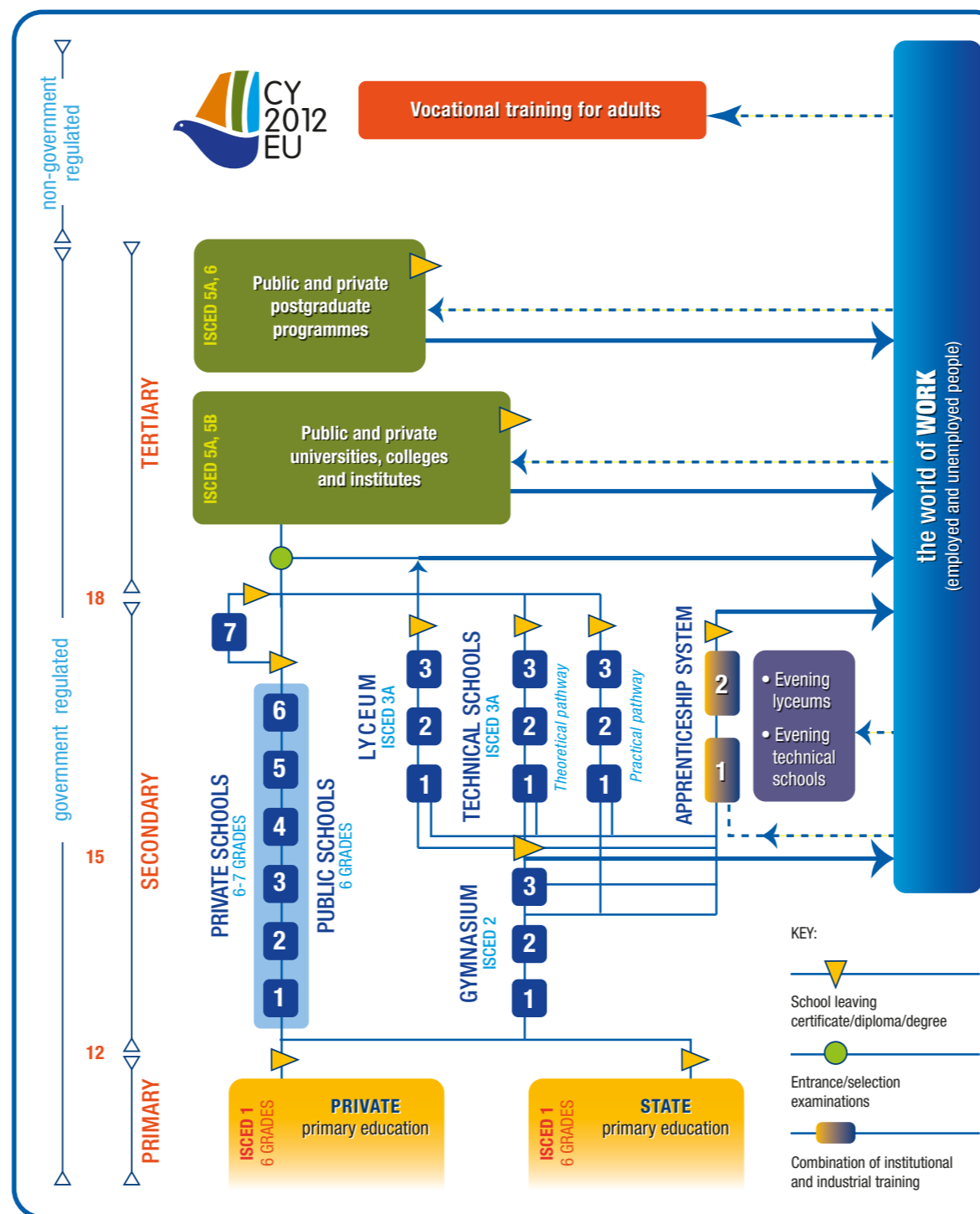
VET is also available through the apprenticeship system, which accepts students who leave formal education between grades eight and 10.

Post-upper secondary VET will be provided from the academic year 2012-13 at post-secondary institutes of technical and vocational education and training.

VET at tertiary non-university level is provided at four public institutes/colleges and at several private institutes.

Vocational training for adults is extensively available in Cyprus for employees, the unemployed, other vulnerable groups and adults in general through a mixture of public and private provision such as colleges, training institutions, consultancy firms and enterprises. Employees usually participate in training programmes which address job-specific skills derived from company needs, while the unemployed acquire both horizontal and job-specific skills for improving their employability. However, the percentage of 25 to 64 year-olds participating in education and training is lower than the EU average.

The education and training system in Cyprus



Source: Cedefop/HRDA.

Characteristics of the VET system

Cyprus has a long-standing tradition of tripartite consultation (government, trade unions and employers' organisations) and social dialogue. The social partners are active in an advisory and consultative capacity during the planning process. They are involved in the education reform process promoted by the government, they participate in Boards of Governors of institutions dealing with human resources issues and they are involved in identification of educational and training needs and setting of priorities in education and training.

VET in Cyprus is mainly public. Provision of secondary VET including evening technical schools, the apprenticeship system and post-upper secondary VET is free of charge, while various vocational training for adults is offered for a limited fee.

A major incentive for participation in vocational training for adults is provided by the Human Resource Development Authority, a semi-government organisation responsible for training and developing human resources in Cyprus. Funding provided by the Human Resource Development Authority has been an effective incentive for enterprises and their employees to participate in training and development activities.

Cyprus has a high level of educational attainment. There is a strong cultural trend in favour of general secondary education followed by higher education. Consequently, VET attracts only 13.2% of the upper secondary school age cohort.

Challenges

The persistent economic crisis and its adverse effects on the labour market pose a critical challenge for the education and training system of Cyprus. Redirecting training to respond flexibly and effectively to the crisis, with specific targeted actions for the unemployed, economically inactive and employees focusing on prevention and curtailment of unemployment, is necessary to help people acquire important knowledge and skills, including green skills, that will contribute significantly to improving their employability.

Major challenges for the education and training system are to encourage adult participation in lifelong learning activities and to increase young people's participation in VET.

Crucial milestones to increase participation of young people in VET are establishment of post-secondary institutes for technical and vocational education and training, which will offer students an intermediate level of education between upper secondary and tertiary education, as well as establishment of new modern apprenticeship, designed to constitute a viable, alternative form of training and development for young people.

Implementing EU tools for validation of acquired skills, such as the national qualifications framework and the European credit transfer system, are also major challenges. Development of a competence-based system of vocational qualifications, which will constitute an integral part of the national qualifications framework, is expected to strengthen ties between VET for young people and vocational training for adults and contribute to further improvement of knowledge, skills and competences.