**Spotlight on VET**

**CYPRUS**

**Education and Training in Figures**

Upper secondary students (ISCED 2011 Level 3) enrolled in vocational and general programmes, 2014

Lifelong learning

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

Early leavers from education and training

% of early leavers from education and training, 2015

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

Further information


**Further information**

- www.anad.org.cy Human Resource Development Authority of Cyprus
- www.dgepcd.gov.cy Directorate General for European Programmes, Coordination and Development
- www.moac.gov.cy Ministry of Education and Culture
- www.stat.gov.cy/statis Statistical Service of Cyprus
- www.fp.org.cy Foundation for the Management of European Lifelong Learning Programmes
- www.erasmusplus.org Erasmus+
- www.eurydice.org National Eurydice unit
- www.refernet.org.cy ReferNet Cyprus

This Spotlight is based on input from Human Resource Development Authority of Cyprus (ReferNet Cyprus 2016).
The vocational education and training (VET) system of Cyprus played a significant role in the recovery from the economic and labour market crisis in 2012-15, and led the foundations for socioeconomic development. VET is initially available at upper secondary in technical schools, including evening technical schools. The unified lyceum provides general upper secondary education. Horizontal and vertical movement across upper secondary education is possible, with students moving between the unified lyceum and technical schools provided they succeed in specific examinations. Technical schools offer two types of three-year programmes. Students select their specialisation in the first year. Theoretical stream programmes and the first and second years of practical stream programmes are mainly school-based and combine general education subjects with subjects of technological and work-related subjects. Programmes in both streams offer practical training in enterprises at the end of the first year. The final year of practical stream programmes includes training in enterprises at the end of the first and second years. Theoretical stream programmes last for two-to-three years, which lasts for two-to-three years, leads to a diploma or higher diploma awarded by the institution.

Vocational training for adults is extensively available in Cyprus. The unemployed, vulnerable groups and adults in general, through a mixture of public and private provision: colleges, training institutions, consultancy firms and enterprises. The employed usually participate in training programmes for job-specific skills to meet company needs, while the unemployed acquire both horizontal and job-specific skills to improve their employability. Training schemes targeted at the unemployed combine training with either employment in an enterprise or job placement to acquire work experience. However, the percentage of 25-64-year-olds participating in education and training is lower than the EU average.

The Ministry of Education and Culture has overall responsibility for developing and implementing education policies, including the development of Labour, Welfare and Social Insurance has overall responsibility for labour and social security and the Human Resource Development Authority of Cyprus. Cyprus plays an important role in vocational training.

VET in Cyprus plays a significant role in the recovery from the economic and labour market crisis in 2012-15, and led the foundations for socioeconomic development.
The vocational education and training (VET) system of Cyprus played a significant role in the recovery from the economic and labour market crisis in 2012-15, and led the foundations for socioeconomic development.

VET is initially available at upper secondary in technical schools, including evening technical schools. The unified lyceum provides general upper secondary education. Horizontal and vertical movement across upper secondary education is possible, with students moving between the unified lyceum and technical schools provided they succeed in specific examinations. Technical schools offer two types of three-year programmes. Students select their specialisation in the first year. Theoretical stream programmes and the first and second years of practical stream programmes are mainly school-based and combine general education subjects with technical and workplace subjects. Programmes in both streams offer practical training in enterprises at the end of the first and second year - four weeks in the practical and two weeks in the theoretical stream. The final year of practical stream programmes includes training at a workplace, one day per week. School leaving certificates are awarded on successful completion of a workplace training programme, which lasts for two-to-three years, leads to a diploma or higher diploma awarded by the institution.

Vocational training for adults is extensively available in Cyprus for the employed, the unemployed, vulnerable groups and adults in general, through a mixture of public and private provision: colleges, training institutions, consultancy firms and enterprises. The employed usually participate in training programmes for job-specific skills to meet company needs, while the unemployed acquire both horizontal and job-specific skills to improve their employability. Training schemes targeted at the unemployed combine training with either employment in an enterprise or job placement to acquire work experience. However, the percentage of 25-64-year-olds participating in education and training is lower than the EU average.

The Ministry of Education and Culture has overall responsibility for developing and setting priorities in education and training. Core educational and training reform promoted by the ministry includes modernising the apprenticeship system, which is directed towards the acquisition of a competence-based system of vocational education and training systems. The development of a competence-based system of vocational education and training, which will be the basis of the national qualifications framework (NQF), is expected to strengthen the ties between upper secondary and tertiary education, upgrade secondary technical and vocational education (STVE) curricula and raising the quality of STVE teachers. There are measures to promote post-secondary institutes of technical and vocational education, which offer alternative form of training for young people. Cyprus has a high level of educational participation in lifelong learning activities and effectively to the crisis, with targeted actions for the unemployed, economically inactive, and other persons and the long-term unemployed, through individualised guidance, training and work placements.

Another challenge for education and training, which features prominently in the current education reform, is to encourage adult participation in lifelong learning activities and increase VET participation among the young. A comprehensive, attractive, flexible and high quality VET system is being developed to respond better to the needs of the economy. Core features of VET include modern apprenticeship, designed to a viable, alternative form of training for young people. VET for young people and vocational training for adults, improving their knowledge and skills.
The vocational education and training (VET) system of Cyprus played a significant role in the recovery from the economic and labour market crisis in 2012-15, and fed the foundations for socioeconomic development. VET is initially available at upper secondary in technical schools, including evening technical schools. The unified leysium provides general upper secondary education. Horizontal and vertical movement across upper secondary education is possible, with students moving between the unified leysium and technical schools provided they succeed in specific examinations. Technical schools offer two types of three-year programmes. Students select their specialisation in the first year. Theoretical stream programmes and the first and second years of practical stream programmes are mainly school-based and combine general education subjects with technical and workshop subjects. Programmes in both streams offer practical training in enterprises at the end of the first year. Theoretical stream programmes are awarded on successful completion following second year - four weeks in the practical and two weeks in the theoretical stream. The final year of practical stream programmes includes training at a workplace, one day per week. School leaving certificates are awarded on successful completion and are equivalent to those of secondary general education schools. Graduates are eligible for admission to universities and other higher education institutions in Cyprus and abroad. Qualifications provide access to several regulated occupations, provided all other requirements of relevant legislation are met.

VET is also available under the new modern apprenticeship system, which is directed towards young people who learn informal education between ages 14 and 18. Preparatory apprenticeship lasts for one school year and provides young people between 14 and 16 years of age who have completed lower secondary programmes (ISCED 3). The programmes, after completing the preparatory apprenticeship, students can either continue to ‘core apprenticeship’ or return to formal programmes. Core apprenticeship lasts for three years.

Eligible candidates must be less than 18 years old to apply and must have either completed a lower secondary programme (ISCED 2) or preparatory apprenticeship or dropped out of upper secondary programmes. On successful completion, participants may continue with post-secondary VET. The apprenticeship certificate allows access to several regulated occupations, provided all other requirements of relevant legislation are met.

Post-secondary VET has been provided at post-secondary educational institutes of technical and vocational education and training since the 2012/13 academic year. These institutes provide the citizens of Cyprus, especially young people with two-year courses to acquire, improve, or upgrade their qualifications and skills. By acquiring a post-secondary technical qualification, they are better prepared for the labour market. VET at tertiary, non-university level is available at public institutes/colleges and at several private institutes. Successive completion of programmes forms the high programme, which lasts for two-to-three years, leads to a diploma or higher diploma awarded by the institution. Vocational training for adults is extensively available in Cyprus for the employed, the unemployed, vulnerable groups and adults in general, through a mixture of public and private provision: colleges, training institutions, consultancy firms and enterprises. The employed usually participate in training programmes for job-specific skills to meet company needs, while the unemployed acquire both horizontal and job-specific skills to improve their employability. Training schemes targeted at the unemployed combine training with either employment in an enterprise or job placement to acquire work experience. However, the percentage of 25-64 year-olds participating in education and training in 2015 is lower than the EU average.

The Ministry of Education and Culture has overall responsibility for developing and implementing education policy in Cyprus. Participation in learning activities is increased through the National Policy Framework for Lifelong Learning (HRDA), a semi-government organisation. Funding provided by the HRDA has encouraged enterprises and their employees to participate in training and development activities.

Cypriots have a high level of educational attainment. There is a strong cultural trend among Cypriots in favour of general secondary education followed by higher education. Cyprus faces a 2012-15, together with the efforts to increase VET attractiveness, has contributed to a significant increase in the number of students who enrol in technical schools. In 2014, VET attracted 15.1% of the students in technical schools compared to 12.7% in 2011.

VET in the Cypriot education and training system

The recent economic crisis, and its adverse effects on the labour market, has been a critical challenge for education and training. Training has been redirected to respond flexibly and effectively to the crisis, with targeted actions for the unemployed, the economically inactive, and the employed.

A major challenge is to address the young as well as long-term unemployment. Actions are being taken to promote employability of young persons and the long-term unemployed, through individualised guidance, training and work placements. Another challenge for education and training, which features prominently in the current education reform, is to encourage adult participation in lifelong learning activities and increase VET participation among the young. A comprehensive, attractive, flexible and high quality VET system is being developed to respond better to the needs of the economy. Core measures are promoting post-secondary institutes for technical and vocational education, which offer students an intermediate level of education between upper secondary and tertiary education, upgrading secondary technical and vocational education (STVE) curricula and raising the quality and competences of STVE teachers. There are also actions to upgrade the modern apprenticeship, designed to constitute a viable, alternative form of training for young people.

Another challenge for VET is to create a strategic plan for technical and vocational education 2015-20 and the proposal of the Ministry of Education and Culture for upgrading the new modern apprenticeship, approved by the government in 2015. EU tools for validating acquired skills, such as the national qualifications framework (NQF), will improve horizontal and vertical permeability of education and training systems. The development of a competence-based system of vocational qualifications, which will be implemented once the NQF is expected to strengthen the ties between VET for young people and vocational training for adults, improving their knowledge and skills.
### CYPRUS

#### Education and training in figures

<table>
<thead>
<tr>
<th>Country</th>
<th>Vocational Education</th>
<th>General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

#### Share of employees (aged 24 to 64) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2015

<table>
<thead>
<tr>
<th>Country</th>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

#### Further information


### Cyprus: overview


Further information

#### GREECE

- National Eurydice unit
  - www.eurydice.org
- Annual report
- National Eurydice unit
  - www.eurydice.org
- European Centre for the Development of Vocational Training
  - www.cedefop.europa.eu
### Further information


- www.anad.org.cy Human Resource Development Authority of Cyprus
- www.dgepcd.gov.cy Directorate General for European Programmes, Coordination and Development
- www.maoc.gov.cy Ministry of Education and Culture
- www.ml.gov.cy/cypstat Statistical Service of Cyprus
- www.lp.org.cy Foundation for the Management of European Lifelong Learning Programmes
- www.euraxess.org/ Europa+
- www.eurydice.org National Eurydice unit
- www.refernet.org.cy ReferNet Cyprus

This Spotlight is based on input from Human Resource Development Authority of Cyprus (ReferNet Cyprus 2014).