



REPUBLIC OF CYPRUS  
**MINISTRY OF EDUCATION AND CULTURE**

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**B) Guidelines for the preparation of National Reports on the Situation of Adult Learning and Education (ALE)**

The following structure is proposed to assist countries in presenting their national situation:

**i. General Overview**

Please provide brief contextual information on your country, including total number and percentages of the adult population in relation to the total population by qualification levels, employment/ self-employment situation, distribution between rural/ urban areas, different language and ethnic groups, etc.

Cyprus won its independence from Great Britain and became an independent sovereign Republic in 1960 with a presidential system of government. On the basis of the London and Zurich agreements a constitution was drafted, which institutionalized communal dualism between the Greek and Turkish communities on the island in all spheres of Government activity. In 1974 a Turkish invasion of the island led to the occupation, until today, of 37% of the island's territory and the displacement of 200 000 Greek Cypriots. Under the 1960 Constitution, executive power is vested in the President of the Republic. The president exercises executive power through a Council of Ministers appointed by him. The House of Representatives (Vouli ton Antiprosopon) exercises legislative authority. Cyprus is divided into six administrative districts: Nicosia (capital), Limassol, Paphos, Larnaca, Famagusta and Kyrenia. The Planning Bureau (Grafeio Programmatismou), a coordinating and policy-making body, in cooperation with all Governmental Services, collects and analyses information on the economy and proposes measures for future action, including the overall planning of education. Overall responsibility for the development of educational policy and its implementation, the administration of public and private education and the enforcement of education laws, rests with the Ministry of Education and Culture (Ypourgeio Paideias kai Politismou). Other ministries also play a role in the provision of education and training. The Ministry of Labor and Social Insurance (Ypourgeio Ergasias kai Koinonikon Asfaliseon) prepares the Cyprus National Action Plan for Employment and has set up professionally oriented education and training institutions. Moreover, a small number of vocational and post-secondary institutions come under the jurisdiction of ministries such as the Ministry of

Health (Ypourgeio Ygeias), the Ministry of Agriculture, Natural Resources and Environment (Ypourgeio Georgias, Fysikon Poron kai Perivallontos), the Ministry of Commerce, Industry and Tourism (Ypourgeio Emporiou, Viomichanias kai Tourismou), the Ministry of Finance (Ypourgeio Oikonomikon) and the Ministry of Justice and Public Order (Ypourgeio Dikaiosynis kai Dimosias Taxis). Finally, the Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou) plays an important role in vocational training. The HRDA is a semi-government organisation whose mission is to create the necessary prerequisites for the planned and systematic training and development of the human resources of Cyprus.

The Cyprus economy is a small, open, and flexible economy. Cyprus enjoys buoyant economic growth and high employment rates, but the long term fiscal challenge resulting from an ageing population is large. 65.3% of people age 18+ are employed, 2.6% unemployed, whereas 32.1% are inactive. 12.6% of those employed are self-employed. Human resources are characterized by a high level of educational attainment. During the last decade, the labor market has been confronted with labor shortages and bottlenecks. The ageing of the population is expected to gradually aggravate the problem. The population aged 18+ years represents 76% of the total population. The highest educational attainment for 34.5% of this population is less than upper secondary, for 37.5% upper secondary and for 28% tertiary. For more information on adult population in Cyprus see Appendix 1.

## **II. Please elaborate on the following sections on adult learning and education in detail:**

### **1.1. Policy Legislation and Financing**

This part should contain a concise description of the legislative and policy situation of ALE

#### **1.1.1. What is the legislative and policy environment of ALE in your country? Indicate which policies and laws related to ALE have been established since 1997 (CONFITEA V)**

##### **Current State of Play:**

A comprehensive Lifelong Learning Strategy for Cyprus was established in 2007. The Strategy, which includes stake issues regarding Adult Learning Education, extends over a 7 year time period (2007-2013), and coincides with the time span of other important national and European planning documents.

For the purposes of the preparation and the formulation of this strategy, a Coordination Committee was set up, comprising of representatives of the Planning Bureau, the Ministry of Education and Culture, the Ministry of Labor and Social Insurance, the Cyprus Productivity Center and the Human Resource Development Authority of Cyprus.

The LL Strategy received the approval of the Council of Ministers, who has proceeded in the appointment of the National Committee for Lifelong Learning, the body responsible for coordinating and monitoring the implementation of the strategy, for the evaluation of the effectiveness of the measures taken and for the formulation of proposals concerning the reform of the strategy.

### **1.1.2. What are the priority goals for ALE in your country?**

#### **Comprehensiveness, Coherence and Relevance**

The LL Strategy covers all levels and types of education and training, formal, informal and non-formal, from pre-primary education to adult and continuing education and training. All aspects of Lifelong Learning, including school education, technical education and training, informal and non-formal education and training that meet the needs of various groups of people of the Cypriot society are addressed in the aforementioned document.

The challenges addressed by the LL Strategy including ALE are the following:

- Make education and training systems accessible to all citizens of Cyprus, including those with special needs and disadvantaged groups.
- Improve education and training systems, their content and infrastructure, in order to meet the educational and training needs of the modern Cypriot society.
- Increase research and development activities, especially in areas which are important for LL in Cyprus.
- Attain efficiency in governance of LL systems, with the active participation of all social partners.

The Educational Reform, the dialogue which has been initiated in 2005 for the restructuring and the modernization of the Cyprus Education System, after a comprehensive study prepared by a group of experts in Education, constitutes a key vehicle of the LL Strategy, in addressing the above challenges. The main aims of the Reform is to improve the quality of education, to modernize curricula and teaching methods, to offer equal opportunities to young people, and to contribute to overcoming the difficulties and eliminating obstacles for education of children and adults coming from diverse backgrounds and having diverse needs.

#### **Priorities for action and policy development within the strategy**

- Address the needs of the society for civic education, social cohesion, active citizenship, entrepreneurship etc.
- Address the needs of children and young people for education and counseling.
- Address the needs of young adults for training in order to enter the work force.
- Address the needs of unemployed adults for retraining
- Address the needs of the labor market in Cyprus.

#### **Main Policy Measures:**

The main policy measures in the LLL strategy that relate to ALE consist of:

- Modernizing teaching methods and curricula to include the use of technologies in teaching as well as to include European priorities.
- Support systems for the education and training of people with special needs and disadvantaged people.
- Expansion of the opportunities offered to young people for higher education studies in Cyprus by establishing new universities, new faculties to existing ones, and regulating the operation of private universities and other tertiary education institutions.

- Promotion of the training and strengthening of the employability of young high-school graduates, college graduates, unemployed and economically inactive women.
- Redesigning of the apprenticeship system in order to meet the needs of early school leavers as well as the labor market.
- Strengthening and expanding mechanism for vocational guidance within and outside the school system.
- Improvement of initial and in-service training for teachers.
- Promotion and support of educational research and development.
- Feasibility study for the operation of public vocational lifelong learning schools.
- Strengthening the administrative capacity of the public sector through training and development.
- Encouragement of the private sector to get involved in Education and training and development.
- Encouragement of cooperation between relevant stakeholders, including policy makers, teachers unions, trade unions, political parties, parents and pupils associations, etc, for Lifelong Learning.

**1.1.3. How is ALE organized within the government? What ministry/s are in charge or involved? Is ALE centralized/ decentralized? How?**

**Government Organization Regarding Lifelong Learning**

There is an on-going process of cooperation and consultation among relevant Ministries as well as various stakeholders. This includes cooperation with teachers, parents and pupils organization as well as with political parties, employers, employees and local authorities. The Ministry of Education and Culture is promoting all the aspects of Educational Reform through Councils where all Education stakeholders participate.

As indicated previously, Lifelong Learning programs are currently being developed in Cyprus and are provided in a multitude of settings by public promoters and numerous public providers. The role of the aforementioned National Committee for Lifelong Learning will be to coordinate the various programmes offered by the following providers:

**Ministry of Education and Culture (Ypourgeio Paideias kai Politismou)**

- State Institutes of Further Education (Kratika Institouta Epimorfosis)
- Adult Education Centres (Epimorfotika Kentra)
- Secondary General Education Evening Schools
- Evening Technical School (Esperini Techniki Scholi)
- Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis)
- University of Cyprus
- Cyprus University of Technology
- Open University of Cyprus (Anikto Panepistimio Kyprou)
- Pedagogical Institute (Pedagogiko Instituto)
- Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis) (expected to be established soon)

**Ministry Of Labor and Social Insurance (Ypourgeio Ergasias kai Koinonikon Asfaliseon)**

- Cyprus Productivity Centre (Kentro Paragogikotitas Kyprou)
- Higher Technical Institute (Anotero Technologiko Instituto)
- Centre for the Vocational Rehabilitation of the Disabled (Kentro Epaggelmatikis Apokatastasis Anapiron)

**Human Resource Development Authority (Archi Anaptyxis Anthropinou Dynamikou)**

- Single-company Continuing Training Programmes in Cyprus
- Single-company Continuing Training Programmes Abroad
- Standard Multi-company Continuing Training Programmes
- High-Priority Multi-company Continuing Training Programmes
- Multi-company Continuing Training Programmes Abroad
- Training Programmes for newly employed Tertiary Education graduates

**Ministry of Agriculture, Natural Resources and Environment (Ypourgeio Georgias, Fysikon Poron kai Perivallontos)**

- Forestry College (Dasiko Kollegio)
- Agriculture Vocational Training Centres (Kentra Georgikis Ekpaidefsis)

**Ministry of Health**

- Nursing School (Nosileftiki Scholi)

**Ministry of Justice and Public Order (Ypourgeio Dikaioynis kai Dimosias Taxis)**

- Cyprus Police Academy (Astynomiki Akadimia Kyprou)

**Ministry of Finance (Ypourgeio Oikonomikon)**

- Cyprus Academy of Public Administration (Kypriaki Akadimia Dimosias Dioikisis)

**1.1.4. How are the policy and implementation strategies aligned with other Strategies, Policy, Goals, National Development**

Cyprus has included the EU Benchmarks in its aims for improving the quality of its education system and its LL Strategies. Some of the EU benchmarks and measures for their progress are:

(a) Early school leavers:

- The operation of second chance schools in all main towns of Cyprus offer the opportunity to those who are considered early leavers to re-enter the school system, so that they have the necessary qualifications to enter higher education.
- All tertiary education students are offered a state allowance as a financial support for their studies in order to encourage young people to enter Tertiary Education.
- Redesigning of the apprenticeship system in order to offer young people an alternative form of training, which will contribute to their personal development and at the same time meet the needs of the labor market?

(b) Increase the number of graduates of Secondary Education and those with Universities Degrees, particularly in Mathematics, Science and Technology:

- The above measures, mentioned for (a), contribute towards the aim for increasing the number of Secondary and Tertiary education graduates.
- The Establishment of the new Cyprus Technological University and the development of the new Engineering School of the University of Cyprus will

contribute to the increase of the number of graduates in the field of Mathematics, Science and Technology.

- The establishment of new Universities in Cyprus (Technological and Open), the new facilities in the University of Cyprus, as well as the establishment of Private Universities by the new law, should be considered as Cyprus contribution and measures for increasing the Higher Education graduates.

(c) Increase the number of teachers participating in in-service training seminars:

- Upgrading/ restructuring the Pedagogical Institute, which is the main provider of such seminars in Cyprus.
- The Pedagogical Institute aims to offer seminars which are directly and relevant to teachers' needs, close to their location and school based.
- The European Credit Transfer System (ECTS) has been introduced by the Pedagogical Institute, so that the skills and knowledge acquired by teachers may be accredited.
- Introduction of new compulsory and optional in-service training programs for all the teachers, and review, based on a needs analysis, the programs already offered.
- Development of links/ networks between the Pedagogical Institute and other educational institutions.

(d) Increase the participation of adults in Lifelong Learning:

- Upgrade the skills and competences of people at work in order to secure their employability and to meet the needs of the economy.
- Provide opportunities for training in basic skills and entrepreneurship for economically inactive adults, in order to facilitate their entry to the labor market and reduce the risk of social exclusion.
- Extend the scope of programs offered by Adult Education Centers in order to enhance active citizenship, civic education, as well as to build occupational skills mainly in literacy, foreign languages and computer literacy.

Furthermore, the LL Strategy, as implemented with the above measures is aligned, among others, with the national Strategic Development Plan 2007-2013 as well as with the National Reform Programme of Cyprus, the Bologna Process, the Copenhagen Declaration concerning Vocational Education and Training, the European Employment Strategy and the European Human Resource Development Strategy.

#### **1.1.5. What are the main development challenges in your country? How are the ALE goals defined in relation to the challenges?**

The main development challenges in Cyprus, as outlined in the national Strategic Development Plan 2007-2013 include the enhancement of the competitiveness of the economy, the participation of all in the benefits deriving from the economic development, the promotion of research and innovation, the enhancement of social cohesion, , the protection of the environment and the improvement of the quality of life and the continuous development of human resources. As noted in Section 1.1.2 above, ALE goals are aligned with these challenges.

#### **1.1.6. Are there other policies in place that have an impact on ALE?**

A National Qualifications Framework has not been established in Cyprus yet. However, following the deliberations for the approval of the European Qualifications Framework in the EU, a working committee has been set up to formulate the policies for its introduction, on the basis of National priorities and conditions. The discussions are at their early stages and every effort has been made to involve all stakeholders and relevant certificates of the schooling system of Cyprus. Also it has to be mentioned that the Cyprus Higher Education system was always based on the three cycle system, including short cycle programs and is fully in line with the Bologna Process and the Qualifications Framework of the European Higher Education Area, as agreed in Bergen.

At present there are no procedures or national guidelines for the recognition of prior learning including non-formal and informal learning within the Educational System. Individual higher education institutions may allocate at their own discretion a number of credits for prior learning when evaluating entry or transfer requirements. A recent modification of the Law of the Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS) allows the Council to recognize, at its discretion a number of credits based on prior learning arose in the context of the discussions about the development of a National Qualifications Framework. For example the Continuing Education Center, operating within the University of Cyprus has assigned learning outcomes and credits to the modules of some lifelong learning programs.

The development of a Competence-Based System of Vocational Qualifications is a high priority objective, for which Cyprus has committed itself towards the European Commission. The System will be gradually established and implemented in two phases. During the 1st phase, which is implemented in the period 2006-2007, 5 Standards of Vocational Qualifications at level 2 have been developed, while access to the system is provided to employees. During the 2nd phase, which covers the period 2007 – 2013, the development of another 20 standards 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 /specializations of Technical and Vocational Schools and the Apprenticeship System as well as other initial vocational training programmes. The System is expected to bridge the various qualifications acquired via formal, non-formal and informal learning and strengthen the ties between initial and continuing vocational education. The future development of a National Qualifications Framework (NQF) that will incorporate the System of Vocational Qualifications is expected to contribute to the further improvement of knowledge, skills and competences through lifelong learning. The transparency of Vocational Qualifications that is an important part of the European Qualifications Framework (EQF) is expected to improve the vocational education and training systems. As a result, the persons involved will acquire the knowledge, skills and competences that are needed in the labour market both at National and European level.

Europass is also implemented in Cyprus as of the year 2006. The Cyprus Productivity Center was appointed as the Cyprus National Europass Center (NEC) by the Decision of the Council of Ministers on May 1<sup>st</sup> 2005. Europass was officially launched in Cyprus on December 13<sup>th</sup> 2005. In 2006 96 Europass Mobility and 20114 Europass Diploma Supplements were issued.

## **1.2. Financing of ALE**

Financing is often provided through a variety of channels. For the comprehensive picture, please give recent data on the following sections and describe trends that have emerged since 1997 (CONFITEA V):

### **1.2.1. Public Investment in ALE:**

Cyprus has one of the highest percentages of GDP spent on education and training in the European Union (infrastructure, human resources, and economic incentives for participation in these processes). Details about the allocation of resources can be found in Appendix 2.

Furthermore, it must be noted that Students who attend tertiary education institutions, whether in Cyprus or abroad, where they have to pay tuition fees, they receive annually £1500 from the government as a subsidy for their studies, while students who attend tuition-free institutions receive £1000 as subsidy.

### **1.2.2. Foreign Bilateral/ Multilateral donor investment in ALE**

Financial resources are allocated according to the priorities set for the implementation of policy measures. In order to use national and EU funds more efficiently to support lifelong learning, effort is being exerted for detailed and comprehensive planning. Furthermore, the appropriate structures and mechanisms have been established in order to make the most efficient and timely use of available funds. For the programming period 2007-2013 approximately €100 million from EU Structural Funds will be allocated to ALE.

### **1.2.3. Support to ALE from Private/ Cooperate Sector**

A variety of ALE Programmes are offered or financed by private promoters and providers such as:

- Private Universities
- Colleges
- Training Institutions
- Consultancy Firms
- Enterprises

### **Stimulating private investment from enterprises, households and individuals**

Some elements concerning private investment in Education and Training in Cyprus are the following:

- Very recently a collaboration program was signed between the University of Cyprus and the Cyprus Employers' and Industrialists' Federation. Through this collaboration framework the University of Cyprus provides the opportunity to local companies to contribute to the development of a knowledge- based society in Cyprus.

The agreement stipulates the following:



- (a) Provision of specialized counselling services
  - (b) Organization of international conferences, specialized seminars and events aiming at further developing of human resources in the local industry.
  - (c) Organization of fundraising campaigns (funds to be used for the financial support of students at the postgraduate level through scholarship schemes, awards for academic and industrial excellence etc)
- An increasing number of companies and individuals support the University of Cyprus through various donations which aim at the development of the Cypriot economy and society in general.

However, no data is available on the total expenditure concerning these activities.

**1.2.4. Civil society support to ALE (e.g. religious institutions, unions, NGOs)**

A variety of civil society institutions, unions or NGOs are involved a wide variety of formal or non-formal ALE activities. However, no data is available on the total expenditure concerning these activities.

**1.2.5. Learners' / individuals' contributions to ALE**

No data is available on the total expenditure concerning these activities.

**1.2.6. Are there specific direct or indirect financial incentives in support of ALE e.g. learning vouchers, scholarships, paid educational leave, special funds and funding schemes etc? Are these specific to some programs or general schemes? Please elaborate**

A scheme of paid educational leave for public school teachers is currently being elaborated as part of the ongoing Educational Reform. Furthermore, training allowance is provided to teachers attending ICT courses in non-working courses. Also various programmes offered by the HRDA are funded under specific funding schemes.

**1.2.7. Are benchmarks (targets) in relation to financing of ALE in place? In your context, what would be realistic benchmarks related to financing of ALE?**

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**2. Quality of adult Learning and Education: Provision, Participation and Achievement**

**2.1. Provision of ALE and institutional Frameworks**

This section should describe the provision of ALE in terms or organization, coordination, management and available infrastructure. Major trends that have emerged since 1997 (CONFITEA V) should be highlighted, and evidence provided through good practices.

**2.1.1. Which institutions are responsible for managing and co-coordinating ALE at national Level?**

The Ministry of Education and Culture gives great importance in the promotion of the concept of Lifelong Education. In this context it is considering the adoption of measures for enhancing adult education and providing the opportunities for access to Lifelong Education for all citizens. As a major provider of ALE, the Ministry of Education and

Culture offers a variety of formal and non-formal programmes through the following institutions:

**Ministry of Education and Culture (Ypourgeio Paideias kai Politismou)**

- State Institutes of Further Education (Kratika Institutouta Epimorfosis)
- Adult Education Centres (Epimorfotika Kentra)
- Secondary General Education Evening Schools
- Evening Technical School (Esperini Techniki Scholi)
- Afternoon and Evening Classes of Technical Schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaidefsis)
- University of Cyprus
- Cyprus University of Technology
- Open University of Cyprus (Anikto Panepistimio Kyprou)
- Pedagogical Institute (Pedagogiko Instituto)
- Vocational Schools of Lifelong Learning (Epaggelmatikes Scholes Dia Viou Ekpaidefsis) (expected to be established soon)

The Cypriot Education System consists of:

- Pre-primary school (kindergarten, nursery) – 3 to 6 years
- Primary school (elementary school) – 6 to 12 years
- Lower Secondary School (gymnasium) – 12 to 15 years
- Upper Secondary School (Unified Lyceum or a technical/vocational school) – 15 to 18 years
- Higher School (university)

Upper Secondary Education including Technical and Vocational Education and Training is available and accessible to all 15-18 year olds. It is offered free of charge in the public sector which covers 85.8% of the pupils, however it is not compulsory for children over the age of 15. Apart from the general education, upper secondary education offers initial vocational training with a variety of courses.

Demand for higher education is high (75% of the students completing their Upper Secondary Education seek placements at Institutions of Higher Education). The Cyprus Government covers the cost of tuition for Cypriot students studying at Public Institutions of Higher Education in Cyprus, at both university and non-university level. Because of the rather limited supply of places in Cyprus, the majority of Cypriot students (55% approx.) study abroad, with the most popular destinations being Greece, the United Kingdom and the United States of America. Currently 3 public Universities are operating in Cyprus: The University of Cyprus, The Technological University of Cyprus and the Open University of Cyprus.

Potential students of Higher Education are granted access at Public Universities, as well as Public Institutions of Higher Education, via the Pancyprian Examinations. Candidate students may also be accepted on the basis of G.C.E., G.C.S.E or other equivalent examinations or on the basis of their success in special examinations set by the Universities. Greeks of the Diaspora and Cypriots who belong to specific religious groups as determined by the constitution of Cyprus, repatriated Cypriots and Cypriots who are permanent residents in other countries can claim on a preferential basis a limited number of positions (3%) based on G.C.S.E., G.C.E or other equivalent exams. General and specific measures have been taken to make higher education equally accessible to all, on the basis of capacity.

The establishment and operation of Private Universities, either of a profit or non-profit character, is stipulated by the provisions of the establishment of Private Universities in Cyprus Law (109(I)/2005). Private institutions registered in the Republic of Cyprus can submit to the Ministry of Education and Culture applications for the establishment and operation of a Private University. Applications can also be submitted by the owners of existing Private Institutions of Tertiary Education, seeking the upgrade of their Institutions into university status. 3 Private Universities currently operate in Cyprus (decision of the Council of Ministers, September 2007).

21 Private Institutions of Higher Non- University Education operate in Cyprus, at present. The Ministry of Education and Culture is responsible for the registration and supervision of these institutions whereas many of their courses have been accredited by an independent accreditation body. The basic requirement for entrance to these institutions is the upper secondary school leaving certificate and good knowledge of English which is the language of instruction. During the academic year 2006 – 2007 over 15,000 students both local and international were enrolled in private institutions of higher education. Students studying at private institutions of higher education pay fees which vary according to the institution and the level of the program of study.

The Pedagogical Institute of Cyprus, one of the departments of the Ministry of Education is responsible for teacher training. The Pedagogical Institute implements an organized policy for the training of teachers in Cyprus. Through the Pedagogical Institute the Ministry of Education and Culture provides various opportunities for the teachers' professional development. The Pedagogical Institute organizes a series of courses and seminars based on the needs identified annually by the Ministry of Education and Culture. These courses are either compulsory or optional. The compulsory courses comprise a pre- service training course for newly appointed heads of secondary schools, deputy heads of secondary schools, and deputy heads of primary schools. All these series of courses include sessions dealing with EU priority issues as, for example, new technologies in education, intercultural education, the European dimension in education and action research.

Since the academic year 2007-2008 the pre-service training for secondary education teachers was undertaken by the University of Cyprus in collaboration with the Ministry of Education and Culture in an effort to upgrade this training.

The optional courses offered by the Pedagogical Institute are organized according to the teachers' needs as identified by the Institute and the departments of education. They are held in the afternoon in selected centers around Cyprus or on a school basis.

Another opportunity for in-service training for teachers is offered through the European Lifelong Learning Program, which subsidizes their participation to training seminars in other European Countries. According to data provided by the Cyprus National Agency of the Program, there is great interest among teachers for participation in these seminars.

The teachers of secondary education are obliged to attend seminars that are organized by the Inspectors of their subject, twice a year. During these seminars, the priorities of the particular year, as well as the innovations that the Ministry of Education and Culture plans to implement are presented to the teachers.

During the last two years, funds from the European Social Fund have been used for the training of teachers on the use of new technologies. So far, around 40% of teachers

have been trained. There are also plans for training the teachers on the use of the new software that has been purchased using the European Social Fund in the near future.

**Addressing the specific learning/training needs of vocational and adult teachers and trainers to enable them to cope with their changing roles in knowledge based society:**

All optional and compulsory courses and training offered to teachers, deputy headmasters and headmasters of General Secondary Education, as mentioned above, also include trainers and teachers in vocational education. Specifically, for the Secondary Technical and Vocational Education staff, a special program provides industrial placement for trainers. This program adopted in 1986, allows trainers 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 trainers 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.

**Adult Education Centers**

The Adult Education Centers provide non-formal continuing education, which aims at improving the quality of life of both men and women involved and offering them fulfillment, with the aim of improving their self-image and developing their communication skills, thereby contributing to their all-round development. This is achieved through a nationwide network of programs aimed at all citizens.

The three hundred Adult Education Centers in Cyprus offer programs in both urban and rural areas, usually on the premises of public schools. Most of the classes operate in the afternoon and evening, with a small number also taking place in the morning.

In an effort to offer access to free education to all citizens, the Adult Education Centers organize special classes each year which are tailored specifically to meet the needs of various disadvantaged groups, such as prisoners, senior citizens, individuals with disabilities and learning difficulties, i.e. handicapped, deaf, blind, psychologically distressed. Greek Cypriots who wish to learn Turkish, Turkish Cypriots who wish to learn Greek, children of repatriated Cypriots, Greeks of the Diaspora and foreigners, Asylum Seekers and Political Refugees may also attend free of charge courses of the Adult Education Centers.

Participation requires no formal qualifications and courses may be attended by anyone aged 15 and above. Men and women participate in The Adult Education Centers with the later category exceeding 75% of the total participation. Most of the classes operate in the afternoons and evenings, with a small number also taking place in the morning, in the premises of public schools. The main fields of study are as follows:

- Literacy
- ICT (Information and Communication Technology)
- Health and Sports Education
- Domestic Science
- Cultural Activities
- Foreign Affairs
- Handicrafts
- Parent Education

## **Vocational Education and Training and Adult Learning**

In order to improve the quality of Secondary Technical and Vocational Education in Cyprus, the Ministry of Education and Culture has undertaken to conduct an external evaluation on the STVE curricula, co-financed by the European Social Fund with the amount of £348.000.

It is also worth mentioning that the Technical and Vocational School graduates have the same rights and privileges as the Lyceum graduates, since the Leaving Certificate awarded by Technical and Vocational Schools is equivalent to that awarded by Lyceums.

As far as Adult Education is concerned, the efforts towards upgrading it continue. The Leaving Certificate awarded by the Evening Technical School entitles its graduates to participate in the Pancyprian Exams, in order to compete for a place in Institutions of Tertiary Education in Cyprus and Greece. Furthermore, the Leaving Certificate awarded upon completing the three year programs offered in the context of the Evening Classes of Technical and Vocational Schools is equivalent to the Leaving Certificate awarded to the graduates of Technical and Vocational Schools as far as the Technical part is concerned.

An Evening Technical and Vocational School operates as a second chance school for the people who do not hold a leaving certificate from a secondary education school. Also, pupils who discontinue their attendance of secondary education have the option to attend the Apprenticeship Program. The Apprenticeship Scheme in Cyprus has been in operation since 1963. The Apprenticeship Law of 1966 is the basic law that governs the operation of the Scheme. The Ministry of Education and Culture and the Ministry of Labor and Social Insurance is responsible for the administration of the Scheme.

Pupils must be at least fourteen to be accepted in the Scheme and must not be over eighteen at the time of graduation. The Apprenticeship Scheme study programs provide practical and theoretical training alternatively. Practical training takes place in industry, where apprentices are remunerated for their work for three days per week. Theoretical training is provided at Technical Schools for two days per week. The Human Resource Development Authority (HRDA) subsidizes employers for wages paid to apprentices during the two days per week when they attend classes at Technical Schools.

In the context of the Educational Reform the Apprenticeship Scheme will be redesigned, in order to provide young people an alternative education pathway, and at the same time meet the labor market needs. The Ministry of Education and Culture is closely examining a suggestion that extends the Secondary Technical and Vocational Education activities to offer complementary vocational courses after completion of the secondary education cycle, i.e. at the age of 18+, to those graduates of secondary education, as well as to technical schools' graduates who wish to complement their technical qualifications in the field of specialization. The project will be inspected further during the next three- year period. It is expected that such courses will be offered in semesters, their numbers differing according to the field of study and the background education of the applicants.

Public non/formal Life Long Learning Education is offered by the Ministry of Education and Culture through evening and afternoon classes in various subjects such as:

- **Evening Schools**, which enable adults to acquire and/or complete their secondary general education.

- In view of the expanding need for Life Long Education the Ministry of Education and Culture is establishing the **Evening Technical Schools** with the first school operating in Nicosia as from September 1999. Evening Technical Schools enable adults to acquire and/or complete their secondary vocational education.
- **Afternoon and evening classes in technical schools** that provide individuals with the opportunity to enrich their knowledge and abilities and compete for employment in a rapidly changing world. The evening classes provide formal secondary Technical and Vocational Education Programmes, Programmes of short duration in modules, Programmes of continuing Technical and Vocational Education, Programmes catering for the preparation of national and other examinations.
- **State Institutes for Further Education**, which offer afternoon and evening classes to pupils and adults on Foreign Languages, Greek for Foreigners, Accounting, Computer Studies and Courses on University Entrance Examinations. The strategic geographical placement of the State Institutes and a special provision for fees ensure equal opportunities for studies and Life Long Learning.
- **Educational Psychology Services:** In addition to the above, the Educational Psychology Services of the Ministry of Education and Culture are geared towards the development of programs that provide tutoring and education to parents as well as educators and include a variety of approaches and topics.

The Educational Psychologists of the Ministry of Education and Culture work within the school system and provide information and guidelines to educators and parents regarding various psycho-educational topics in addressing the difficulties of their students.

A number of seminars, under the title «The School for Parents», are also organized by the Educational Psychology Services on a systematic basis in which specialized personnel to promote adult learning and to promote awareness on a number of psychological issues concerning: learning, development psychology, adolescence, behavior difficulties and others. These lectures are organized by schools and take place in the schools on a systematic basis. About 10 to 20 percent of parents participate in these lectures.

Seminars involving different topics of educational psychology such as preventive programs, adolescence programs, child abuse programs and family relations, are organized by the Pedagogical Institute of Cyprus in cooperation with the Educational Psychology Services of the Ministry of Education and Culture. The abovementioned training is systematic and organized in a structured way that facilitates learning for all educators involved.

As indicated previously, Lifelong Learning programs are currently being developed in Cyprus and are provided in a multitude of settings by public promoters and numerous public providers. The role of the aforementioned National Committee for Lifelong Learning will be to coordinate the various programmes offered by a wide variety of providers. As previously mentioned, these include the following:

### **Ministry Of Labor and Social Insurance (Ypourgeio Ergasias kai Koinonikon Asfaliseon)**

- Cyprus Productivity Centre (Kentro Paragogikotitas Kyprou)
- Higher Technical Institute (Anotero Technologiko Institutio)
- Centre for the Vocational Rehabilitation of the Disabled (Kentro Epaggelmatikis Apokatastasis Anapiron)

### **Human Resource Development Authority (Archi Anaptyxis Anthropinou Dynamikou)**

- Single-company Continuing Training Programmes in Cyprus
- Single-company Continuing Training Programmes Abroad
- Standard Multi-company Continuing Training Programmes
- High-Priority Multi-company Continuing Training Programmes
- Multi-company Continuing Training Programmes Abroad
- Training Programmes for newly employed Tertiary Education graduates

### **Ministry of Agriculture, Natural Resources and Environment (Ypourgeio Georgias, Fysikon Poron kai Perivallontos)**

- Forestry College (Dasiko Kollegio)
- Agriculture Vocational Training Centres (Kentra Georgikis Ekpaidefsis)

### **Ministry of Health**

- Nursing School (Nosileftiki Scholi)

### **Ministry of Justice and Public Order (Ypourgeio Dikaioynis kai Dimosias Taxis)**

- Cyprus Police Academy (Astynomiki Akadimia Kyprou)
- 

### **Ministry of Finance (Ypourgeio Oikonomikon)**

Cyprus Academy of Public Administration (Kypriaki Akadimia Dimosias Dioikisis)

The Cyprus Government has set as its strategic goal the establishment of Cyprus as a regional education centre. Within this strategic goal, the government of Cyprus is implementing a series of measures to reinforce the knowledge triangle between education, research and innovation. The following are indicative:

- The Cyprus Government has signed an agreement with Harvard University regarding the establishment of an educational and research centre on Public Health. This new establishment «Cyprus International Institute for Environment and Public Health in Association with Harvard School of Public Health» has accepted its first students in September 2006 in its postgraduate program in Public Health.
- Measures are being taken for the establishment of «Cyprus Institute», an international educational research center which is expected to operate soon. The plans of the «Cyprus Institute» are to collaborate with renowned research centers abroad and to provide the opportunity to pursue postgraduate degrees at a Masters level or at a Doctoral Level.

**Widening access and improving equity of participation, treatment and outcomes especially for the disadvantaged learners (e.g. migrants, ethnic minorities, the disabled)**

Apart from the measures taken by the Ministry of Education and Culture, the Ministry of Labor and Social Insurance also provides for disadvantaged groups of people. The Vocational Rehabilitation Center trains people with learning disabilities and handicapped people to become professionally active and enter the work force. It also provides employment for those who are not able to find suitable employment elsewhere.

Several steps are being taken for the training of economically inactive and unemployed women. A large project, aiming at the training and improving the employability of the inactive women force in Cyprus, is co funded by the European Social Fund and the Republic of Cyprus. The project is managed by the Human Resource Development Authority. The budget of the project is £985.000 and it concerns the training of 800 women.

Even though Cyprus contest the statistics about early school leaving in Cyprus, several measures are taken to offer a second chance to early school-leavers. These measures include the following:

- The operation of second chance schools in all major towns.
- The redesign of the Apprenticeship system.

**2.1.2. Please use table 1 below to list and describe briefly the ALE programs in your country, including the following items:**

- (a) Different types of providers (governmental, nongovernmental, corporate/ private; incl. institutions of higher education) of ALE.
- (b) Areas of learning they address.
- (c) Target groups of the programs (provide if possible age, gender, employment situation).
- (d) Please give annual cost of programs.
- (e) Indicate funding source.

**Please refer to section 2.1.1**

**2.2. Participation in ALE**

————— **Please see Appendix 3.**

**2.3. Monitoring and Evaluating Programs and Assessing Learning Outcomes**

The learning outcomes are constantly evaluated, as provided by the educational system, through a formative-everyday evaluation by the teacher, as well as through written exams, during and at the end of the school/academic years. These exams are the responsibility of each school. However, final national exams are carried out for some subjects for pupils attending the last year of Upper Secondary Education. The results of these exams are used for the issuance of their High School Diploma and also for their entry to the Tertiary Education institutions. Often the results of the final exams are used for the restructuring of the curricula.



In various cases, a certificate of attendance is provided, without any written or oral examination, for participation in ALE programmes.

In the context of the Educational Reform several measures are suggested for establishing a culture of evaluation for strengthening evidence based policy making including:

- A new comprehensive and fair way of external evaluation of teachers.
- Introduction of self-evaluation for teachers.
- Introduction of both internal and external evaluation of the school unit.
- Establishing of a Center for Educational Research and Evaluation for the evaluation of the education system.
- Introduction of a new scheme for the evaluation and certification of training providers.
- Ex-post evaluation of existing schemes operated by the Human Resource Development Authority.
- Establishment of System of Vocational Qualifications.
- Identification of the impact of Lifelong Learning on productivity and competitiveness.
- Identification of trends and projections of Lifelong Learning needs.

Apart from the above suggestions, please note that Cyprus participates in several European surveys, which are used for the development of innovations in the education and training area. The Government of Cyprus regrets that the Cyprus Education System cannot benefit from the OECD surveys, for which Community funds are used due to restrictions imposed by Turkey.

In Tertiary Education, the external Quality Assurance system of Cyprus is presently implemented within the scope of the Council for Educational Evaluation and Accreditation (SEKAP), which conducts programs of the private institutions of tertiary education. SEKAP consists of seven senior academics, of international standing, from at least three different countries. Worth mentioning is the close cooperation of Cyprus with NARIC in promoting quality in Higher Education, as well as the establishment of the Cypriot team of Bologna Promoters for the implementation of Bologna Process in Cyprus. The establishment of a National Quality Assurance Body for Higher Education is currently being examined.

## **2.4 Adult educators/facilitators' status and training**

2.4.1. In terms of adult educators' status and training a large number of qualified educators, most of whom are university graduates and others with long experience in the field, are employed every year on a part time-basis. The Adult Education Centres are responsible for providing training sessions on a permanent basis for the adult educators which focus mainly on the teaching methodology and approaches to teaching adults in their areas of expertise.

The minimum qualifications required for adult educators at the public Universities of Cyprus are similar to those set by university institutions worldwide.

Lecturer: The qualifications required for the post of Lecturer are a doctoral degree awarded by a recognized University and evidence of competence in University teaching and research.

Assistant Professor: The qualifications required for the post of Assistant Professor are the same as those required for the post of Lecturer and, in addition, at least three years of autonomous university teaching or research work, after the award of the doctoral title, at a recognized University or research centre. Furthermore, original publications in international scientific journals of established reputation or other publications of acknowledged merit, promising an important contribution to science are also required.

Associate Professor:

The qualifications required for the post of Associate Professor shall be the same as those required for the post of Assistant Professor. In addition the following qualifications are required:

- At least a total of seven years of university work or work of equal value after the award of the doctoral title, out of which, at least four shall be years of university work or possession of a post of equal rank in a recognized University.
- Publication of works, such as articles in international scientific journals of well-known reputation or monographs or books of recognized publishing companies, substantiating a remarkable autonomous research work.
- Ability of instructing and promoting research, including the supervision of postgraduate students, instruction or significant contribution in research programmes or ensuring of financing research activities.
- Indications of international recognition of the candidate's contribution to a certain research field, such as research reports, invitations for scientific lectures, assignment of the evaluation of articles, research reports or doctoral thesis, participation in committees for the publication of scientific journals or participation in the organization of seminars.
- Contribution to the promotion of the teaching and administrative work of the University.

Professor: The qualifications required for the post of Professor are the same as those required for the post of Associate Professor and, in addition, the following qualifications are required:

- At least a total of eleven years of university work or work of equal value after the award of the doctoral title, out of which, at least four shall be years of university work or holding a post in the rank of Professor in a recognized University.
- International recognition of scientific work.
- Significant contribution in the teaching and administrative work of the University.
- Supervision and successful completion of research programmes or doctoral theses.

Remuneration:

Professor (Scale A15-A16): CP32,993 (56,372EU) — CP42,888 (73,278EU)

Associate Professor (Scale A14-A15): CP29,101 (49,722EU)—CP39,673 (67,785EU)

Assistant Professor (Scale A13-A14): CP27,150 (46,388 EU) — CP36,622(62,640EU)

Lecturer (Scale A12-A13): CP22,928 (39,174 EU) — CP33,582(57,378 EU)

2.4.2. No.

2.4.3. Not available.

2.4.4. Part-time employment is usual practice, excluding courses offered by academicians in Universities.

### **3. Research, Innovation and Good Practices**

3.1.1. A study on ALE is currently under way by the CYSTAT<sup>1</sup>

#### **3.2 Innovations and examples of good practice**

In terms of innovations and examples of good practice, the Adult Education Centres focus primarily on projects and activities on Computer Literacy, the teaching of Foreign Languages and the teaching of Greek Language to Foreigners living and/or working in Cyprus under the status of migrants, political refugees and asylum seekers. See previous references on Adult Education Centres.

See also previous references concerning the Open University of Cyprus.

#### **4. Adult Literacy**

Literacy rates for persons 15+ years of age are very high in Cyprus (97%, Statistics of Education 2005/2006).

In terms of Adult Literacy, the Adult Education Centres provide literacy courses to a number of adults, both men and women, in both urban and rural areas.

#### **5. Expectations of CONFITEA VI and Future Perspectives of ALE**

In terms of expectations of CONFITEA VI and future perspectives of ALE, a series of measures and policies should be established in order to provide motives for adult learners' participation in ALE as well as strengthening the role and teaching status and level of competence of ALE educators and trainers.

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<sup>1</sup> [http://www.mof.gov.cy/mof/cystat/statistics.nsf/index\\_en/index\\_en?OpenDocument](http://www.mof.gov.cy/mof/cystat/statistics.nsf/index_en/index_en?OpenDocument)

**APPENDIX 1: Population 18+ by highest educational attainment level, employment status and situation, urban/rural area residence and nationality group, 2007**

	Males	Females	Total	Males	Females	Total
<b>Total Population aged 18+</b>	278,110	299,768	577,878	75.8%	77.8%	76.8%
<b>Total Population all ages</b>	366,856	385,463	752,319	100.0%	100.0%	100.0%
<b>Highest Educational Attainment</b>						
Less than Upper Secondary	90,941	108,576	199,517	32.7%	36.2%	34.5%
Upper Secondary	111,021	105,524	216,545	39.9%	35.2%	37.5%
Tertiary	76,148	85,668	161,816	27.4%	28.6%	28.0%
<b>Employment Status</b>						
Employed	208,912	168,263	377,175	75.1%	56.1%	65.3%
Unemployed	7,278	8,009	15,287	2.6%	2.7%	2.6%
Inactive	61,920	123,496	185,416	22.3%	41.2%	32.1%
<b>Employment situation of the employed</b>						
Employers	20,012	3,013	23,025	9.6%	1.8%	6.1%
Self-Employed	32,790	14,617	47,407	15.7%	8.7%	12.6%
Employees	154,296	146,126	300,422	73.9%	86.8%	79.7%
Family workers	1,815	4,506	6,321	0.9%	2.7%	1.7%
<b>Nationality group</b>						
Cypriots	245,403	253,592	498,995	88.2%	84.6%	86.3%
E.U Nationals	17,948	18,489	36,437	6.5%	6.2%	6.3%
Others	14,759	27,687	42,446	5.3%	9.2%	7.3%
<b>Urban/Rural Residence</b>						
Urban	142,929	122,057	264,986	51.4%	40.7%	45.9%
Rural	65,984	46,206	112,190	23.7%	15.4%	19.4%

Source: Labour Force Survey, 2007

Note: The survey covers the government controlled areas and it includes only persons living in private households. It excludes collective households, conscripts on compulsory military service and students studying abroad.

## APPENDIX 2

## ΟΙΚΟΝΟΜΙΚΕΣ ΣΤΑΤΙΣΤΙΚΕΣ ΕΚΠΑΙΔΕΥΣΗΣ FINANCIAL STATISTICS OF EDUCATION

ΠΙΝΑΚΑΣ 111. ΔΗΜΟΣΙΕΣ ΔΑΠΑΝΕΣ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΚΑΤΑ ΕΠΙΠΕΔΟ ΚΑΙ ΕΙΔΟΣ ΔΑΠΑΝΗΣ, 2005

TABLE 111. PUBLIC EXPENDITURE ON EDUCATION BY LEVEL AND TYPE OF EXPENDITURE, 2005

Δαπάνες	(Κ€000'ς) (C€000's)												Expenditure
	Προ-δημοτική Pre-primary	Δημοτική Primary	Μέση - Secondary			Τριτοβάθμια - Tertiary			Ειδική Special	Συμπληρωματική Non formal	Κυπριακές Παροικίες Εξωτερικού Cypriot Communities Abroad	Συνολικές Δαπάνες Total Expenditure	
			Γυμνάσιο Gymnasium	Τεχνική Technical	Λύκειο Lyceum	Νυκτερινά Γυμν./Τεχν. Evening Gymn./Techn.	Μή πανεπιστημιακή Non university	Πανεπιστημιακή University					
<b>A. ΤΡΕΧΟΥΣΕΣ ΔΑΠΑΝΕΣ</b> <b>A. CURRENT EXPENDITURE</b>													
Αμοιβή διδακτικού και διευθυντικού προσωπικού	22,679	97,928	89,674	20,651	68,182	1,984	5,859	16,564	3,578	441	0	327,540	Compensation of teaching and management personnel
Αμοιβή διοικητικού προσωπικού	1,899	15,230	8,278	2,115	6,831	90	2,290	5,963	768	0	976	44,440	Compensation of administrative personnel
Λειτουργικά έξοδα	152	1,353	508	687	422	20	758	8,694	158	1,189	210	14,151	Office expenses
Χορηγίες	519	7,099	4,394	8	3,643	0	18,771	41,931	1,323	0	180	77,868	Grants
Φοιτητικά δάνεια	...	...	...	...	...	...	2,076	9,070	...	...	...	11,146	Student loans
Βοηθητικές υπηρεσίες	60	342	3,074	476	2,549	1	155	929	318	34	0	7,938	Ancillary services
Άλλες δαπάνες	28	161	105	11	87	1	127	639	6	8	0	1,173	Other expenditure
<b>Σύνολο Τρέχουσων Δαπανών</b>	<b>25,337</b>	<b>122,113</b>	<b>106,033</b>	<b>23,948</b>	<b>81,714</b>	<b>2,096</b>	<b>30,036</b>	<b>83,790</b>	<b>6,151</b>	<b>1,672</b>	<b>1,366</b>	<b>484,256</b>	<b>Total Current Expenditure</b>
<b>B. ΚΕΦΑΛΑΙΟΥΧΙΚΕΣ ΔΑΠΑΝΕΣ</b> <b>B. CAPITAL EXPENDITURE</b>													
Γη και οικόπεδα	0	1,938	1,624	1,110	0	0	0	0	0	0	0	4,672	Land
Κτίρια	1,227	15,271	4,463	6,640	12,525	0	97	7,307	154	0	0	47,684	Buildings
Έπιπλα, μηχανήματα και άλλες Κεφαλαιουχικές δαπάνες	427	3,243	2,210	615	1,812	4	250	3,197	45	86	0	11,889	Furniture, machinery and other Capital expenditure
<b>Σύνολο Κεφαλαιουχικών Δαπανών</b>	<b>1,654</b>	<b>20,452</b>	<b>8,297</b>	<b>8,365</b>	<b>14,337</b>	<b>4</b>	<b>347</b>	<b>10,504</b>	<b>199</b>	<b>86</b>	<b>0</b>	<b>64,245</b>	<b>Total Capital Expenditure</b>
<b>ΣΥΝΟΛΟ</b>	<b>26,991</b>	<b>142,565</b>	<b>114,330</b>	<b>32,313</b>	<b>96,051</b>	<b>2,100</b>	<b>30,383</b>	<b>94,294</b>	<b>6,350</b>	<b>1,758</b>	<b>1,366</b>	<b>548,501</b>	<b>TOTAL</b>

ΟΙΚΟΝΟΜΙΚΕΣ ΣΤΑΤΙΣΤΙΚΕΣ ΕΚΠΑΙΔΕΥΣΗΣ  
FINANCIAL STATISTICS OF EDUCATION

ΠΙΝΑΚΑΣ 112. ΤΡΕΧΟΥΣΕΣ/ΚΕΦΑΛΑΙΟΥΧΙΚΕΣ ΔΗΜΟΣΙΕΣ ΔΑΠΑΝΕΣ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΚΑΤΑ ΕΠΙΠΕΔΟ, 2005  
TABLE 112. CURRENT/CAPITAL PUBLIC EXPENDITURE BY LEVEL OF EDUCATION, 2005

Δαπάνες	Προ- δημοτική Pre- primary	Μέση - Secondary				Τριτοβάθμια - Tertiary			Ειδικές σχολές Special schools	Συμπλη- ρωματική Non formal	Κυπριακές παροικίες εξωτερικού Cypriot communities abroad	Συνολικές δαπάνες Total expenditure	Expenditure
		Δημοτική Primary	Γυμνάσιο Gymna- sium	Τεχνική Technical	Λύκειο Lyceum	Νυκτερινά Γυμν./Τεχν. Evening Gymn./Techn.	Μή πανεπι- στημιακή Non university	Πανεπι- στημιακή University					
<b>ΟΛΙΚΟ ΔΗΜΟΣΙΩΝ ΔΑΠΑΝΩΝ</b> <b>TOTAL PUBLIC EXPENDITURE</b>													
<b>ΣΥΝΟΛΟ</b>	26,991	142,565	114,330	32,313	96,051	2,100	30,383	94,294	6,350	1,758	1,366	548,501	<b>TOTAL</b>
Τρέχουσες	25,337	122,113	106,033	23,948	81,714	2,096	30,036	83,790	6,151	1,672	1,366	484,256	Current
Κεφαλαιουχικές	1,654	20,452	8,297	8,365	14,337	4	347	10,504	199	86	0	64,245	Capital
<b>ΔΗΜΟΣΙΕΣ ΔΑΠΑΝΕΣ ΣΤΑ ΔΗΜΟΣΙΑ ΕΚΠΑΙΔΕΥΤΙΚΑ ΙΔΡΥΜΑΤΑ ΚΑΙ ΚΥΒΕΡΝΗΤΙΚΗ ΒΟΗΘΕΙΑ ΓΙΑ ΦΟΙΤΗΤΕΣ ΣΤΑ ΔΗΜΟΣΙΑ ΕΚΠΑΙΔΕΥΤΙΚΑ ΙΔΡΥΜΑΤΑ ΤΗΣ ΚΥΠΡΟΥ</b> <b>PUBLIC EXPENDITURE IN PUBLIC INSTITUTIONS AND GOVERNMENT AID FOR STUDENTS IN PUBLIC INSTITUTIONS IN CYPRUS</b>													
<b>ΣΥΝΟΛΟ</b>	26,477	142,055	113,933	32,313	95,722	2,100	13,118	49,365	6,350	1,758	...	483,191	<b>TOTAL</b>
Τρέχουσες	24,823	121,603	105,636	23,948	81,385	2,096	12,771	38,861	6,151	1,672	...	418,946	Current
Κεφαλαιουχικές	1,654	20,452	8,297	8,365	14,337	4	347	10,504	199	86	...	64,245	Capital
<b>ΔΗΜΟΣΙΕΣ ΔΑΠΑΝΕΣ ΣΤΑ ΙΔΙΩΤΙΚΑ ΕΚΠΑΙΔΕΥΤΙΚΑ ΙΔΡΥΜΑΤΑ ΚΑΙ ΚΥΒΕΡΝΗΤΙΚΗ ΒΟΗΘΕΙΑ ΓΙΑ ΦΟΙΤΗΤΕΣ ΣΤΑ ΙΔΙΩΤΙΚΑ ΕΚΠΑΙΔΕΥΤΙΚΑ ΙΔΡΥΜΑΤΑ ΤΗΣ ΚΥΠΡΟΥ <sup>(1)</sup></b> <b>PUBLIC EXPENDITURE IN PRIVATE INSTITUTIONS AND GOVERNMENT AID FOR STUDENTS IN PRIVATE INSTITUTIONS IN CYPRUS <sup>(1)</sup></b>													
<b>ΣΥΝΟΛΟ</b>	514	510	397	0	329	0	14,962	...	0	0	...	16,712	<b>TOTAL</b>
Τρέχουσες	514	510	397	0	329	0	14,962	...	0	0	...	16,712	Current
Κεφαλαιουχικές	0	0	0	0	0	0	0	...	0	0	...	0	Capital
<b>ΚΥΒΕΡΝΗΤΙΚΗ ΒΟΗΘΕΙΑ ΓΙΑ ΚΥΠΡΙΟΥΣ ΦΟΙΤΗΤΕΣ ΕΞΩΤΕΡΙΚΟΥ ΚΑΙ ΚΥΠΡΙΑΚΕΣ ΠΑΡΟΙΚΙΕΣ ΕΞΩΤΕΡΙΚΟΥ</b> <b>GOVERNMENT AID FOR CYPRIOT STUDENTS ABROAD AND CYPRIOT COMMUNITIES ABROAD</b>													
<b>ΣΥΝΟΛΟ</b>	...	...	...	...	...	...	2,302	44,930	...	...	1,366	48,598	<b>TOTAL</b>
Τρέχουσες	...	...	...	...	...	...	2,302	44,930	...	...	1,366	48,598	Current
Κεφαλαιουχικές	...	...	...	...	...	...	0	0	...	...	0	0	Capital

<sup>(1)</sup> Στην προδημοτική περιλαμβάνονται και τα κοινοτικά νηπιαγωγεία

<sup>(1)</sup> Pre-primary education includes government dependent private kindergartens

**ΟΙΚΟΝΟΜΙΚΕΣ ΣΤΑΤΙΣΤΙΚΕΣ ΕΚΠΑΙΔΕΥΣΗΣ**  
**FINANCIAL STATISTICS OF EDUCATION**

**ΠΙΝΑΚΑΣ 109. ΔΗΜΟΣΙΕΣ ΔΑΠΑΝΕΣ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΑΠΟ ΥΠΟΥΡΓΕΙΑ, 1990, 1995, 2000-2006**  
**TABLE 109. PUBLIC EXPENDITURE ON EDUCATION BY MINISTRIES, 1990, 1995, 2000-2006**

<b>(Κ€000'ς) (C€000's)</b>										
<b>ΥΠΟΥΡΓΕΙΟ</b>	<b>1990</b>	<b>1995</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004<sup>(1)</sup></b>	<b>2005</b>	<b>2006<sup>(2)</sup></b>	<b>MINISTRY</b>
Υπουργείο Παιδείας και Πολιτισμού	76,456	145,806	214,008	238,125	254,940	286,183	352,447	384,908	413,644	Ministry of Education and Culture
Υπουργείο Οικονομικών	21,318	43,061	85,983	121,542	159,120	207,972	131,504	143,835	147,822	Ministry of Finance
Υπουργείο Εργασίας και Κοινωνικών Ασφαλίσεων	1,560	2,270	4,438	4,209	4,502	5,208	5,027	4,914	4,136	Ministry of Works and Social Insurance
Υπουργείο Υγείας	437	1,262	1,008	1,296	1,356	1,795	1,982	2,287	1,063	Ministry of Health
Άλλα	543	1,039	3,910	5,523	3,222	2,982	8,311	12,557	12,659	Other
<b>ΣΥΝΟΛΙΚΕΣ ΔΑΠΑΝΕΣ</b>	<b>100,314</b>	<b>193,438</b>	<b>309,347</b>	<b>370,695</b>	<b>423,140</b>	<b>504,140</b>	<b>499,271</b>	<b>548,501</b>	<b>579,324</b>	<b>TOTAL EXPENDITURE</b>

<sup>(1)</sup> Οι ανακατανομές των δαπανών στα διάφορα υπουργεία είναι αποτέλεσμα της νέας ταξινόμησης του Προϋπολογισμού της Δημοκρατίας για το έτος 2004

<sup>(1)</sup> The reallocation of the expenditure in different ministries is the result of the new classification of the Government Budget of the financial year 2004

<sup>(2)</sup> Προκαταρκτικά στοιχεία

<sup>(2)</sup> Provisional data

ΟΙΚΟΝΟΜΙΚΕΣ ΣΤΑΤΙΣΤΙΚΕΣ ΕΚΠΑΙΔΕΥΣΗΣ  
FINANCIAL STATISTICS OF EDUCATION

ΠΙΝΑΚΣ 113. ΚΑΤΑ ΚΕΦΑΛΗ ΔΗΜΟΣΙΑ ΔΑΠΑΝΗ ΣΤΑ ΔΗΜΟΣΙΑ ΕΚΠΑΙΔΕΥΤΙΚΑ  
ΙΔΡΥΜΑΤΑ ΚΑΤΑ ΕΠΙΠΕΔΟ ΕΚΠΑΙΔΕΥΣΗΣ, 2005  
TABLE 113. PER CAPITA PUBLIC EXPENDITURE TO PUBLIC INSTITUTIONS  
BY LEVEL OF EDUCATION, 2005

Επίπεδο εκπαίδευσης	Τρέχουσες δαπάνες Current expenditure (£)	Κεφαλαίου- χικές Δαπάνες Capital Expenditure (£)	Σύνολο Total (£)	Level of education
<b><u>Προδημοτική</u></b>	<b>2,520</b>	<b>168</b>	<b>2,688</b>	<b><u>Pre-Primary</u></b>
<b><u>Δημοτική</u></b>	<b>2,176</b>	<b>366</b>	<b>2,542</b>	<b><u>Primary</u></b>
<b><u>Μέση</u></b>	<b>3,790</b>	<b>539</b>	<b>4,329</b>	<b><u>Secondary</u></b>
Γυμνάσιο	3,758	260	4,018	Gymnasium
Τεχνική	5,628	1,966	7,594	Technical
Λύκειο	3,492	615	4,107	Lyceum
<b><u>Ειδική</u></b>	<b>16,714</b>	<b>540</b>	<b>17,254</b>	<b><u>Special</u></b>
<b><u>Τριτοβάθμια στην Κύπρο</u></b>	<b>7,510</b>	<b>1,578</b>	<b>9,088</b>	<b><u>Tertiary in Cyprus</u></b>
Πανεπιστημιακή	7,994	2,161	10,155	University
Μη πανεπιστημιακή	6,342	172	6,514	Non-university
<b><u>Κυβερνητική Βοήθεια για τους Φοιτητές Εξωτερικού</u></b>	<b>2,252</b>	<b>-</b>	<b>2,252</b>	<b><u>Government Aid for Students Abroad</u></b>
Πανεπιστημιακή	2,266	-	2,266	University
Μη πανεπιστημιακή	2,025	-	2,025	Non-university
<b><u>Κυβερνητική Χορηγία<sup>(1)</sup></u></b>	<b>1,809</b>	<b>-</b>	<b>1,809</b>	<b><u>Government Grants<sup>(1)</sup></u></b>
Πανεπιστημιακή	1,821	-	1,821	University
Μη πανεπιστημιακή	1,598	-	1,598	Non-university
<b><u>Δάνεια</u></b>	<b>444</b>	<b>-</b>	<b>444</b>	<b><u>Loans</u></b>
Πανεπιστημιακή	445	-	445	University
Μη πανεπιστημιακή	427	-	427	Non-university

<sup>(1)</sup> Η Κυβερνητική χορηγία περιλαμβάνει τη φοιτητική χορηγία, τις υποτροφίες από το Ίδρυμα Κρατικών Υποτροφιών Κύπρου και το επίδομα τέκνου που παίρνουν οι οικογένειες των φοιτητών.

<sup>(1)</sup> Government grants include student grants, scholarships from the Cyprus State Scholarship Foundation and the child allowance that the students' families receive.



## APPENDIX 3

## Participation of population of age25-64 in educational activities, 2006

	Formal or Non-formal Education			Informal Education		
	Male	Female	Total	Male	Female	Total
<b>Age group</b>						
25-34	49.5%	57.0%	53.2%	69.3%	73.3%	71.3%
35-49	47.8%	39.1%	43.3%	60.5%	65.4%	63.0%
50-64	30.6%	19.9%	25.2%	53.5%	60.9%	57.3%
<b>Total</b>	<b>43.0%</b>	<b>38.2%</b>	<b>40.6%</b>	<b>60.9%</b>	<b>66.2%</b>	<b>63.6%</b>
<b>Education Level</b>						
Lower secondary or lower	19.6%	12.7%	16.0%	46.8%	54.5%	50.8%
Upper secondary	42.3%	36.6%	39.5%	60.4%	67.4%	63.8%
Tertiary	66.2%	63.3%	64.7%	75.1%	75.7%	75.4%
<b>Total</b>	<b>43.0%</b>	<b>38.2%</b>	<b>40.6%</b>	<b>60.9%</b>	<b>66.2%</b>	<b>63.6%</b>
<b>Employment situation</b>						
Employees	45.2%	51.8%	48.0%	61.9%	69.0%	64.9%
Unemployed	27.1%	35.8%	31.1%	43.5%	70.4%	55.9%
Inactive	24.0%	13.9%	15.7%	57.4%	60.8%	60.2%
<b>Total</b>	<b>43.0%</b>	<b>38.2%</b>	<b>40.6%</b>	<b>60.9%</b>	<b>66.2%</b>	<b>63.6%</b>
<b>District</b>						
Lefkosa	49.8%	43.3%	46.5%	70.5%	77.5%	74.1%
Ammochostos	29.1%	31.8%	30.3%	16.5%	19.2%	17.8%
Larnaka	44.5%	32.6%	38.6%	80.6%	85.1%	82.8%
Lemesos	40.2%	35.2%	37.5%	42.7%	45.8%	44.3%
Paphos	33.3%	39.4%	36.5%	68.0%	73.6%	70.9%
<b>Total</b>	<b>43.0%</b>	<b>38.2%</b>	<b>40.6%</b>	<b>60.9%</b>	<b>66.2%</b>	<b>63.6%</b>
<b>Rural/Urban Area</b>						
Urban	48.0%	40.9%	44.3%	65.6%	68.8%	67.3%
Rural	32.3%	31.5%	32.0%	51.0%	59.8%	55.2%
<b>Total</b>	<b>43.0%</b>	<b>38.2%</b>	<b>40.6%</b>	<b>60.9%</b>	<b>66.2%</b>	<b>63.6%</b>

Source: Adult Education Survey 2006

**ΣΥΜΠΛΗΡΩΜΑΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ  
NON-FORMAL EDUCATION**

**ΠΙΝΑΚΑΣ 102. ΜΑΘΗΤΕΥΟΜΕΝΟΙ ΚΑΤΑ ΕΙΔΙΚΕΥΣΗ ΣΤΟ ΣΥΣΤΗΜΑ ΜΑΘΗΤΕΙΑΣ, 2005/2006**  
**TABLE 102. APPRENTICES BY SPECIALIZATION IN APPRENTICESHIP SCHEMES, 2005/2006**

Ειδικευση	1 <sup>ο</sup> έτος 1 <sup>st</sup> year		2 <sup>ο</sup> έτος 2 <sup>nd</sup> year		Γενικό Σύνολο Grand Total			Specialization
	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Σύνολο Total	
Μηχανικοί αυτοκινήτων	69	0	44	0	113	0	113	Automechanics
Οικοδόμοι	49	0	28	0	77	0	77	Builders
Επιπλοποιοί/Ξυλουργοί	25	0	11	1	36	1	37	Furniture Makers/Caprenters
Ελασματοουργοί/Συγκολλητές	13	0	3	0	16	0	16	Sheet Metal Workers/Welders
Συγκολλητές/Υδραυλικοί	38	0	33	0	71	0	71	Welders/Plumbers
Ηλεκτρολόγοι αυτοκινήτων	11	0	6	0	17	0	17	Automobile electricians
Ηλεκτροτεχνίτες	33	0	25	0	58	0	58	Electrotechnicians
Οικιακές συσκευές	10	0	0	0	10	0	10	Domestic appliances
<b>ΣΥΝΟΛΟ</b>	<b>248</b>	<b>0</b>	<b>150</b>	<b>1</b>	<b>398</b>	<b>1</b>	<b>399</b>	<b>TOTAL</b>

ΣΥΜΠΛΗΡΩΜΑΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ  
NON-FORMAL EDUCATION

ΠΙΝΑΚΑΣ 103. ΑΠΟΦΟΙΤΟΙ ΚΑΤΑ ΕΙΔΙΚΕΥΣΗ ΣΤΟ ΣΥΣΤΗΜΑ ΜΑΘΗΤΕΙΑΣ

TABLE 103. GRADUATES BY SPECIALIZATION IN APPRENTICESHIP SCHEMES

Ειδικευση	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	Specialization
Επιπλοποιοί/ Ξυλουργοί	38	15	39	34	31	32	40	39	43	24	23	16	17	10	16	Furniture makers
Ηλεκτροτεχνίτες	6	18	28	27	26	24	29	31	43	54	24	22	26	22	16	Electrotechnicians
Μηχανικοί αυτοκινήτων	35	36	53	37	41	47	54	57	87	71	65	40	43	34	53	Automechanics
Οικοδόμοι	25	31	67	46	56	50	60	61	34	42	20	21	22	20	23	Builders
Συγκολλητές/ Υδραυλικοί	0	0	39	36	37	43	41	48	45	32	25	41	46	30	35	Welders/ Plumbers
Χρυσοχόου/ Αργυροχόου	14	10	10	21	0	6	7	0	0	0	0	0	0	0	0	Goldsmiths/ Silversmiths
Ραπτική	30	29	8	11	13	7	10	11	10	3	0	0	0	0	0	Dress-makers
Ελασματοουργοί/ Συγκολλητές	16	13	14	20	18	28	19	33	32	23	14	8	12	11	11	Sheet metal workers/Welders
Συγκολλητές/ Εφαρμοστές	7	8	9	0	0	0	0	0	0	0	0	0	0	0	0	Welders/Fitters
Εφαρμοστές/ Τορνευτές	0	0	0	0	0	0	0	0	0	9	4	0	0	0	0	Fitters/Turners
Υδραυλικοί	15	21	15	0	0	0	0	0	0	0	0	0	0	0	0	Plumbers
Ηλεκτρολόγοι αυτοκινήτων	8	10	13	8	4	11	5	8	11	6	5	5	8	0	5	Automobile electricians
<b>ΣΥΝΟΛΟ</b>	<b>194</b>	<b>191</b>	<b>295</b>	<b>240</b>	<b>226</b>	<b>248</b>	<b>265</b>	<b>288</b>	<b>305</b>	<b>264</b>	<b>180</b>	<b>153</b>	<b>174</b>	<b>127</b>	<b>159</b>	<b>TOTAL</b>

ΣΥΜΠΛΗΡΩΜΑΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ  
NON-FORMAL EDUCATION

ΠΙΝΑΚΑΣ 104. ΕΓΓΡΑΦΕΣ ΣΤΑ ΚΕΝΤΡΑ ΕΠΙΜΟΡΦΩΣΗΣ ΕΝΗΛΙΚΩΝ ΚΑΤΑ ΘΕΜΑ, ΕΠΑΡΧΙΑ ΚΑΙ ΦΥΛΟ , 2005/2006

TABLE 104. ENROLMENTS IN ADULT EDUCATION CENTRES BY SUBJECT, DISTRICT AND SEX , 2005/2006

ΘΕΜΑ	Λευκωσία Lefkosia		Λάρνακα/Αμμόχωστος Larnaka/Ammochostos		Λεμεσός Lemesos		Πάφος Pafos		Γενικό Σύνολο Total		Grand Total	SUBJECT
	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women		
Κεραμική	30	80	30	10	20	40	20	40	100	170	270	Ceramics
Χορός	543	500	220	530	420	610	65	35	1,248	1,675	2,923	Dancing
Γυμναστική	100	460	120	360	20	100	20	95	260	1,015	1,275	Gymnastic
Γλώσσες	1,300	1,150	100	310	420	500	350	208	2,170	2,168	4,338	Languages
Μαγειρική	250	300	70	140	94	210	25	80	439	730	1,169	Cooking
Διακόσμηση	100	400	25	25	20	40	10	40	155	505	660	Decoration
Χειροτεχνία	60	380	15	190	70	340	40	100	185	1,010	1,195	Handicraft
Ζωγραφική	130	450	80	180	100	430	30	60	340	1,120	1,460	Painting
Ξυλογλυπτική	100	30	25	0	0	0	0	0	125	30	155	Wood engraving
Ηλ. Υπολογιστές	210	490	190	470	150	200	120	780	670	1,940	2,610	Cumputing
Φωτογραφία	20	70	10	10	10	10	0	0	40	90	130	Photography
Αλφαβητισμός	40	15	10	15	15	10	4	7	69	47	116	Litteracy
Δακτυλογραφία	20	40	0	0	10	10	0	0	30	50	80	Typing
Θέατρο	50	40	20	30	30	30	0	0	100	100	200	Theatre
Κηπουρική	40	80	58	220	30	40	15	10	143	350	493	Gardening
Αγιογραφία	80	190	20	40	20	80	30	30	150	340	490	Hagiography
Πρώτες βοήθειες	20	10	5	10	10	10	10	5	45	35	80	First aid
Άλλα θέματα	280	790	90	280	198	20	70	120	638	1,210	1,848	Other subjects
<b>ΣΥΝΟΛΟ</b>	<b>3,373</b>	<b>5,475</b>	<b>1,088</b>	<b>2,820</b>	<b>1,637</b>	<b>2,680</b>	<b>809</b>	<b>1,610</b>	<b>6,907</b>	<b>12,585</b>	<b>19,492</b>	<b>TOTAL</b>

**ΣΥΜΠΛΗΡΩΜΑΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ  
NON-FORMAL EDUCATION**

**ΠΙΝΑΚΑΣ 105. ΜΑΘΗΤΕΣ ΚΑΤΑ ΕΙΔΙΚΕΥΣΗ ΣΤΑ ΑΠΟΓΕΥΜΑΤΙΝΑ ΚΑΙ ΒΡΑΔΙΝΑ ΤΜΗΜΑΤΑ ΤΩΝ ΤΕΧΝΙΚΩΝ ΣΧΟΛΩΝ**  
**TABLE 105. STUDENTS BY SPECIALIZATION IN AFTERNOON AND EVENING CLASSES OF TECHNICAL SCHOOLS**

Ειδίκευση	2002/2003		2003/2004		2004/2005		2005/2006		Specialization
	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	
<b>ΤΕΧΝΙΚΑ ΘΕΜΑΤΑ</b>	<b>131</b>	<b>264</b>	<b>166</b>	<b>7</b>	<b>228</b>	<b>5</b>	<b>241</b>	<b>5</b>	<b>TECHNICAL COURSES</b>
Οικοδομική	78	2	95	7	129	5	122	4	Building
Ηλεκτρικές εγκαταστάσεις	53	0	38	0	43	0	53	0	Electrical installations
Ηλεκτρονικά	0	0	0	0	0	0	0	0	Electronics
Μηχανικοί αυτοκινήτων	0	0	33	0	56	0	66	1	Automobile mechanics
<b>ΕΠΑΓΓΕΛΜΑΤΙΚΑ ΜΑΘΗΜΑΤΑ</b>	<b>388</b>	<b>224</b>	<b>260</b>	<b>231</b>	<b>299</b>	<b>287</b>	<b>396</b>	<b>292</b>	<b>VOCATIONAL COURSES</b>
Ψύξη και κλιματισμός	0	0	20	0	25	0	29	0	Refrigeration and air conditioning
Ηλεκτρονικοί υπολογιστές	66	38	44	15	70	43	90	28	Computing
Ξενοδοχειακά και επισιτιστικές σπουδές	251	216	119	216	128	244	169	255	Hotel and catering studies
Μηχανικοί αυτοκινήτων	38	0	17	0	20	0	56	1	Automobile mechanics
Ηλεκτρολόγοι	0	0	9	0	0	0	0	0	Electricians
Κεντρική θέρμανση & υδραυλικοί συγκολλητές	54	0	27	0	40	0	21	0	Central heating & plumber welders
Συντήρηση ξενοδοχειακού εξοπλισμού	0	0	24	0	16	0	20	0	Maintenance of hotel equipment
Μηχανουργείο/Μηχανουργοί εφαρμοστές	5	0	0	0	0	0	9	0	Machinists-Fitters
Ηλεκτρολόγοι αυτοκινήτων	0	0	0	0	0	0	0	0	Automobile electricians
Τεχνικό, αρχιτεκτονικό σχέδιο και ποσότητες	6	2	0	0	0	0	2	8	Technical, architectural drawing & quantities
Λήψη φωτογραφίας	0	0	0	0	0	0	0	0	Photography
Οικιακές συσκευές	12	0	0	0	0	0	0	0	Domestic appliances
Συστήματα αυτοματισμών PLC	17	0	0	0	0	0	0	0	Automation systems PLC
Αργυροχοία - Χρυσοχοία	5	6	0	0	0	0	0	0	Silversmithing-Goldsmithing
<b>ΠΡΟΕΤΟΙΜΑΣΙΑ ΓΙΑ ΕΙΣΑΓΩΓΙΚΕΣ</b>									<b>PREPARATION FOR ENTRY EXAMS</b>
<b>ΕΞΕΤΑΣΕΙΣ ΑΝΩΤΕΡΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ</b>									<b>IN HIGHER EDUCATIONAL</b>
<b>ΙΑΔΡΥΜΑΤΩΝ</b>	<b>379</b>	<b>68</b>	<b>433</b>	<b>75</b>	<b>465</b>	<b>76</b>	<b>267</b>	<b>44</b>	<b>INSTITUTIONS</b>
<b>ΣΥΝΟΛΟ</b>	<b>898</b>	<b>556</b>	<b>859</b>	<b>313</b>	<b>992</b>	<b>368</b>	<b>904</b>	<b>341</b>	<b>TOTAL</b>

ΣΥΜΠΛΗΡΩΜΑΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ  
NON-FORMAL EDUCATION

ΠΙΝΑΚΑΣ 106. ΜΑΘΗΤΕΥΟΜΕΝΟΙ ΚΑΙ ΕΚΠΑΙΔΕΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ ΤΗΣ ΑΡΧΗΣ ΑΝΑΠΤΥΞΗΣ ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ, 2005

TABLE 106. TRAINEES AND TRAINING PROGRAMMES OF THE HUMAN RESOURCES DEVELOPMENT AUTHORITY, 2005

Πρόγραμμα εκπαίδευσης	Αρ. σειρών μαθημάτων No. of courses	Αρ. Μαθητευομένων No. of Trainees			Training Programmes
		Άντρες Men	Γυναίκες Women	Σύνολο Total	
<b>ΠΡΟΓΡΑΜΜΑΤΑ ΑΡΧΙΚΗΣ ΚΑΤΑΡΤΙΣΗΣ</b>	<b>170</b>	<b>878</b>	<b>162</b>	<b>1,040</b>	<b>INITIAL TRAINING PROGRAMMES</b>
<b>Μονοεπιχειρησιακά</b>	<b>75</b>	<b>48</b>	<b>32</b>	<b>80</b>	<b>Single-company programmes</b>
• Συνήθη	7	6	8	14	• Standard training programmes
• Στελέχωση επιχειρήσεων	68	42	24	66	• Business recruitment
<b>Πολυεπιχειρησιακά</b>	<b>95</b>	<b>830</b>	<b>130</b>	<b>960</b>	<b>Multi-company programmes</b>
• Ταχύρρυθμα	26	325	11	336	• Accelerated training programmes
• Σύστημα μαθητείας	44	271	0	271	• Apprenticeship system
• Πρακτική κατάρτιση μαθητών ξενοδοχειακών σχολών Υπουργείου Παιδείας και Πολιτισμού	14	141	76	217	• Practical training of secondary school hotel-section students
• Πρακτική κατάρτιση φοιτητών ΑΞΙΚ	7	34	30	64	• Practical training of HHIC students
• Πρακτική κατάρτιση φοιτητών ΑΤΙ	4	59	13	72	• Practical training of HTI students
<b>ΠΡΟΓΡΑΜΜΑΤΑ ΣΥΝΕΧΟΥΣ ΚΑΤΑΡΤΙΣΗΣ</b>	<b>4,973</b>	<b>31,024</b>	<b>22,302</b>	<b>53,326</b>	<b>CONTINUING TRAINING PROGRAMMES</b>
<b>Μονοεπιχειρησιακά</b>	<b>3,966</b>	<b>22,067</b>	<b>16,744</b>	<b>38,811</b>	<b>Single-company programmes</b>
• Συνήθη	3,315	21,563	16,597	38,160	• Standard training programmes
• Στο εξωτερικό	651	504	147	651	• Training abroad
<b>Πολυεπιχειρησιακά</b>	<b>1,007</b>	<b>8,957</b>	<b>5,558</b>	<b>14,515</b>	<b>Multi-company programmes</b>
• Συνήθη	865	6,544	4,560	11,104	• Standard training programmes
• Ζωτικής σημασίας	45	490	224	714	• High-priority training programmes
• Συνδικαλιστικών Οργανώσεων	96	1,904	768	2,672	• Trade unions
• Στο εξωτερικό-συνήθη	1	19	6	25	• Training abroad-standard training programmes
<b>ΣΥΝΟΛΟ</b>	<b>5,143</b>	<b>31,902</b>	<b>22,464</b>	<b>54,366</b>	<b>TOTAL</b>