



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
 and the end of the
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by
 the Government of CYPRUS**

This report is submitted on behalf of the Government of CYPRUS in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education and Culture
Submission date	5 April 2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input checked="" type="checkbox"/>
Panning Bureau of the Republic of Cyprus, Statistical Service of Cyprus	
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input checked="" type="checkbox"/>
Quasi -Governmental Organisation: Human Recourse Development Authority	

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. The public authorities that were consulted for the preparation of this report were the Planning Bureau, which has a separate General management, equivalent with those of Ministries and is a Governmental Office in charge with the promotion and co-ordination of the economic and social growth of Cyprus. In addition, the Human Resource Development Authority (HRDA) and the Cyprus Productivity Centre (CPD) which aims at the continuous improvement, the introduction of innovation and the provision of new services and programs based on the needs of organizations and their employees, thus contributing to the enhancement of their competitiveness. HRDA's mission is to create the necessary prerequisites for the planned and systematic training and development of the working population of Cyprus whereas the CPC Finally, directorates and departments that are activated in the field of Adult Education and Training within the Ministry of Education and Culture were consulted.

2. The questionnaire was distributed to the above institutions/organisations along with the relevant background documents. Finally, when necessary, further clarifications were required by the contact points of the abovementioned institutions.

3. The main references used for reporting were:

- **The Cyprus Report on the Action Plan on Adult Learning which has been carried out, on behalf of the European Commission, by GHK in cooperation with Research voor Beleid in March 2011.**

- **The CONVINTEA report in 2008 (National Report on the Situation of Adult Learning and Education (ALE))**
- **The National Strategy for Lifelong Learning 2007-13**
- **The Interim Report on the Implementation of the Strategic framework for European Cooperation in Education and Training (ET2020)**

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i></p> <p>Cyprus adopts the EU definition according to which adult education covers the entire range of formal, informal and non formal learning activities – general and vocational – undertaken by adults after leaving initial education and training.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i></p> <p>The Statistical Service of Cyprus, during the collection of data on adult literacy, the question that is being asked to the persons that did not attend school or did not complete elementary education is: “Can you read and write simple sentences?” which is the definition adopted for adult literacy.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i></p> <p>National census <input checked="" type="checkbox"/></p> <p>School administrative data (years of schooling completed/primary certificate) <input type="checkbox"/></p> <p>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) <input type="checkbox"/></p> <p>Household surveys <input type="checkbox"/></p> <p>Other methodology (<i>please describe below</i>): <input checked="" type="checkbox"/></p> <p>The latest Census of population in Cyprus was conducted by the Statistical Services in 2011 (prior to that a Census was conducted in 2001). The data have been collected but the data analysis is still in process. As a result, there is no information yet on issues that are related to Adult Education and Adult Literacy.</p> <p>Finally, Cyprus participates in PIAAC (the Programme for the International Assessment of Adult Competencies) which is conducted by the Pedagogical Institute. The research focuses on the key cognitive and workplace skills that are required for successful participation in the economy and society of the 21st century. The results of the survey are expected to highlight among others the issue of adult functional illiteracy, something that will happen for the first time in Cyprus.</p>		

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p style="padding-left: 40px;">New conceptual definition on literacy in place (for policy)</p> <p style="padding-left: 40px;">New conceptual definition on literacy in place (for data collection only)</p> <p style="padding-left: 40px;">New assessment of youth and/or adults' literacy skills</p> <p style="padding-left: 40px;">Increase in the periodicity without significant conceptual changes</p> <p style="padding-left: 40px;">Other changes (<i>please provide details below</i>):</p>	<p style="text-align: center;"><input type="checkbox"/> <input checked="" type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/></p>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p>According to the last Census which was conducted by the Statistical Service of Cyprus in 2001, the literacy rate in Cyprus, for person aged 15 and over, was 97% (99% for males and 95% for females). In addition, according to the United Nations Development Programme Report 2011, the literacy rate in Cyprus is 97.7.</p> <p>It should be also noted that participation in literacy courses offered by the Adult Education Centers is extremely low. Only 40 persons among almost 25.000 are today participating in literacy courses.</p> <p>The 14th Census of Population, which was conducted in Cyprus in 2011, is expected to provide the latest date on literacy among adults and enable us to address the issue of literacy in the most effective way possible.</p> <p>Finally, functional literacy is another aspect of the issue of adult literacy that deserves special attention. It is expected that the results from PIAAC research will provide very useful information, highlight areas of improvement and indicate possible new directions in literacy policies that Cyprus should adopt.</p>	

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Cyprus has a Lifelong Learning Strategy 2007-2013 (CyLLS) which was formally adopted by the Council of Ministers in November 2007, as a response to a commitment undertaken in the framework of the Lisbon Strategy and the National Programme for Education and Training 2010. The practical importance of adopting the CyLLS is the implementation of a unified and coordinated policy of lifelong learning (LLL) i.e. education and training measures for the achievement of common strategic objectives, in a way that ensures complementarity of actions and high effectiveness and efficiency in resource management.	2007-13
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	State Institutes of Further Education were established in 1960	1960
			The establishment of the Cyprus Productivity Centre to provide initial and continuing technical and vocational training to adults.	1963
			The Apprenticeship Law of 1966 (No 13/66) governs the operation of the Apprenticeship System	1966
			The Council of Ministers decided to place the Cyprus Productivity Centre within the jurisdiction of the Ministry of Labour and Social Insurance.	1974
			Human Resource Development Authority, Laws:No 21/1974, No 6/1975, 17 and 53/1980 and 94/1988	1974
			No 125 (I)/99	1980
			With Decision No. 35,582 in 1991, the Council of Ministers established the Cyprus Academy of Public Administration, which operates under the supervision of the Ministry of Finance and offers courses for civil servants.	1991
			The Operational Regulations of the Adult Education Centers	1994
			The regulations regarding the operation of General Education Evening Schools were amended in 1999, in order to include regulations	

		<p>regarding the establishment of Evening Technical Schools. The first Evening Technical School began its operation in September 1999. The Evening Technical School of Limassol began its operation in February 2012, after a decision of the Council of Ministers in December 2011.</p> <p>Two state universities have been established, namely the Open University of Cyprus (Anoikto Panepistimio Kyprou, APKY) by Law 234 (I)/2002.</p> <p>The Decision of the Council of Ministers no. 11,330 13 a-d governs the establishment of the Pedagogical Institute, which is supervised by the MoEC and offers training to secondary school teachers;</p> <p>The Council of Ministers with decision 62.037 in May 2005, assigned the responsibility for the System to the Cyprus Productivity Centre.</p> <p>The Operation of Open School Programme, in cooperation with local authorities, falls into the measures for immediate implementation within the framework for Educational Reform (Decision No. 62.664, Date 28/9/2005)</p> <p>Decision No 64,892, (17.1.2007) established the Foundation for the Management of European Lifelong Learning Programmes</p> <p>According to the Decision of the Council of Ministers (65.106), the “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents” of Cyprus became part of the Operational Programme “Employment, Human Capital and Social Cohesion 2007 – 2013,” and its implementation as such started in the school year 2010 – 2011.</p> <p>The establishment of Post-Secondary Institutes of Vocational Education and Training is currently underway, after a decision of the Council of Ministers in February 2012 that regulates their operation.</p>	<p>1999 2012</p> <p>2002</p> <p>2005</p> <p>2005</p> <p>2007</p> <p>2011</p> <p>2012</p>
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<p>Adult literacy</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>The Directorate of Secondary Technical and Vocational Education of the Ministry of Education and Culture regulates the operation of the Afternoon and Evening Classes that address adults working in industry, as well as unemployed individuals who want to enter the labour market as skilled workers. These circulars regulate the types of programmes offered, their duration, fees, the remuneration of trainers and the various certificates awarded upon the successful completion of the programmes.</p> <p>It must also be mentioned that in some technical schools, along with their everyday programmes of study, the apprenticeship system is in operation. It is a two-year initial vocational education and training programme, which addresses drop-outs from the formal education system, between the ages of 14 and 18. The system provides practical and theoretical training alternately in schools and industries.</p> <p>The Adult Education Centres of the Ministry of Education and Culture have been implementing Greek Language Courses for Adult learners since 1994. However, the number of adults to Greek Language Courses is very small compared to the total number of adults participating in adult education courses/programmes.</p>	<p>1994</p>
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<p>2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?</p>		
	<p><i>Specific target groups, including age range (add as many lines as needed)</i></p>	<p><i>Total number of individuals in the group</i></p>
<p>Adult education</p>	<p>National adult education policies address to all adults. The Adult Education Centers of the Ministry of Education and Culture provide a wide range of subjects that meet the needs of illiterate people, prisoners, older people, people with disabilities, foreign speakers etc.</p>	<p>2009-2009 Participants: 25.480</p> <p>2009-10 Participants: 24.713</p> <p>2010-11 Participants: 29.611</p> <p>2011-12 Participants: 24.216</p>

	<p>The Human Resource Development Authority (HRDA) subsidizes a variety of training programmes addressed to employees, the unemployed, young tertiary education unemployed graduates and the economically inactive women. It is noted that the self-employed are excluded from the sphere of competence of the HRDA.</p> <p>In certain schemes, priority is given to groups vulnerable to exclusion from the labour market such as young unqualified people 15-24 years of age, people above 55 years of age, long-term unemployed people and people with disabilities, single parent families and families with serious problems.</p>	<p>54.314 (2009)</p> <p>53.724 (2010)</p> <p>Figures refer to programmes for which subsidies were paid during the year</p>
	<p>Adult Technical and Vocational Education programmes address particularly low-skilled and unskilled individuals, women, unemployed people and people from disadvantaged backgrounds and are offered on an equal basis to all citizens.</p>	<p><u>Afternoon and Evening classes of Technical Schools:</u> 2008-2009: 1150 2009-2010: 1252 2010-2011: 1438</p> <p><u>Evening Technical School:</u> 2008-2009: 111 2009-2010: 127 2010-2011: 144</p>
	<p>The “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents” falls under the EU objective for the increase of the economically active and employed persons belonging to vulnerable social groups which will have as a result the expansion of the labour market. At the same time, the implementation of the abovementioned Programme aims at the prevention of social exclusion as well as at the reinforcement of social and economic cohesion.</p> <p>In a more general socio-economic context, language skills development is deemed necessary so that migrants and foreign language speakers who live in Cyprus acquire the ability to communicate with ease in their daily lives. Additionally, the double objective of promoting social integration and equal opportunities for their participation in active occupation policies is being served. The language and communication skills they will acquire will facilitate their contact with the local population and will enable them to have equal participation in occupation, as well as in the political, cultural and social activities in Cyprus. The courses will be offered at the following levels: Level A’, for persons who are beginners or have minimum knowledge of Greek, Level B’, for</p>	<p>3694 adults for 2011-12</p>

	<p>persons who have basic oral and written Greek language skills, and Level C', for persons who can communicate at a satisfactory degree orally and in writing. Levels B and C may prepare interested parties for the relevant examinations of the Ministry of Education and Culture.</p> <p>Residents of Cyprus over 15 years of age, who are migrants and/or foreign language speakers, are entitled to apply for participation to the programme.</p>	
	<p>Open Schools which are operated under the auspices of the Municipalities and the local authorities that participate in the programme. Open Schools are financed by the Ministry of Education and Culture.</p>	<p>Participants 6.470 in 2011-12 (there are no available data for previous years)</p>
	<p>State Institutes of Further Education first started their function in 1960 as Foreign Language Institutes and then in 1988, after a Ministerial Decision turned their name into State Institutes of Further Education. They offer courses to both students and adults at all level of education in urban and rural areas. Thus they offer the opportunity for equal opportunities of learning and contributing to life- long learning which is a basic prerequisite of the European Union. There are 41 State Institutes of Further Education all over Cyprus. They are hosted in Primary and Secondary Schools. In this way a good use is made of the infrastructure of school units.</p>	<p>Adult Participants 2009: 1500 approximately 2010: 1500 approximately</p>
	<p>Secondary General Evening Schools operate as second chance schools in all main towns across Cyprus. They offer early school leavers the opportunity to re-enter the school system, obtain a qualification at secondary level, move on to tertiary education if they so wish and/or re-enter the labour market.</p>	<p>Participants 2008-2009: 686 2009-2010:698 2010-2011:659 2011-2012:697</p>

	Adult literacy	Adult literacy programmes are offered to indigenous people in Cyprus by the Adult Education Centres and the Open Schools. No data are available for Open Schools with regards to participation in literacy programmes	<p>2009/2010, 24 persons in Adult Education Centres</p> <p>2011/12 40 persons in Adult Education Centres</p>
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2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.				
	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The national target for lifelong learning rate is to reach 12% in 2020.</p> <p>The “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents” is implemented by the Adult Education Centres of the Ministry of Education and Culture, during the school periods 2010 – 2011, 2011 – 2012, 2012 – 2013, 2013 - 2014 and 2014 – 2015. The training programmes take place between November and May of each school period. Greek Language Courses are offered free of charge during 50, 90-minute sessions which will take place twice a week for each group. Each group will consist of 10 to 15 persons. The goal of the programme with regard to the population which is going to benefit by it is to reach 15,000 participants by 2015.</p>	<p>2020</p> <p>2015</p>
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>The language of instruction is Greek.</p>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>In Cyprus, frameworks and bodies for the validation and accreditation of non-formal and informal learning have not been established yet. However, various efforts are made towards that broad direction. The main initiatives towards recognizing, validating and accrediting non-formal and informal learning in Cyprus are the following:</p> <ul style="list-style-type: none"> • The development of a National Qualifications Framework is currently underway. The efforts to develop and establish an NQF in Cyprus began in 2008, when the Council of Ministers, with decision no 67.445 of the 9th of July 2008 decided the appointment of a National Committee in order to facilitate the process. • The Human Resource Development Authority is responsible for the establishment and operation of a System of Vocational Qualifications, which will constitute an integral part of a future National Qualifications Framework • The Cyprus Productivity Centre has been set as the National Europass Centre 		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Adult Education is an integral part of a comprehensive Lifelong Learning Strategy 2007-13 which is being monitored by the Planning Bureau. In addition, Cyprus participated in the activities and actions of the European Commission for the implementation of the “Action Plan on Adult Learning ‘It is always a good time to learn’ (2007)” in order enhance and further promote Adult Education.</p> <p>In addition, the “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents of Cyprus became part of the Operational Programme “Employment, Human Capital and Social Cohesion 2007-13”, and its implementation as such started in the school year 2010-2011.</p> <p>Finally, it is expected that an action plan on Adult Education will be discussed in the framework of the promotion of the European Agenda on Adult Learning 2012-2014.</p>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		

Other (specify in the space below)



Adult Education is part of the Lifelong Learning Strategy 2007-13.

Within the CyLLS, the main aim of Adult Education is to increase the participation of adults in Lifelong Learning by: (a) upgrading the skills and competences of people at work in order to secure their employability and to meet the needs of the economy, (b) providing opportunities for training in basic skills and entrepreneurship for economically inactive adults, in order to facilitate their entry to the labour market and reduce the risk of social exclusion and (c) extending the scope of programs offered in order to enhance active citizenship, civic education, as well as to build occupational skills mainly in literacy, foreign languages and computer literacy.

In addition, Adult Education is being promoted through the initiative of the European Commission for the implementation of the European Agenda for Adult Learning 2012-2014. For the promotion of the European Agenda, the National Coordinator, in cooperation with all relevant stakeholders will implement an activity plan in an effort to raise awareness of Adult Learning and further promote the field.

The strategic plan of the HRDA has a 7-year time frame, the latest one covering the period of 2007-2013.

Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		

Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/> Sustainable development strategy <input type="checkbox"/> Other (specify in the space below) <input type="checkbox"/>	
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2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

If Yes, please elaborate how they have been involved.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

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3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	Sub-national	On adult education	On adult literacy
Planning Bureau	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Education Centres	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Directorate for Vocational Education and Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evening Schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Institutes for Further Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cyprus Productivity Centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	Sub-national	On adult education	On adult literacy
Human Resource Development Authority (Quasi - Governmental)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?

Yes No

Adult education

If Yes, please provide name and contact details:

Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia
CYPRUS

Adult literacy

If Yes, please provide name and contact details:

There is not an entity for ensuring the coordination of adult literacy activities. Nevertheless, the main providers of adult literacy courses are the Adult Education Centres which operate under the Directorate of Primary Education within the Ministry of Education and Culture (see contact details above).

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes No
...adult education?	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p>	
...adult literacy?	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p>	
<p>The implementation of the Lifelong Learning Strategy 2007-13 brings together several stakeholders which represent the governmental and the non-governmental sector. The CyLLS is structured around the following four priority axes and strategic objectives:</p> <p>1st Priority Axis /Strategic Objective: Promoting Access and Participation in Lifelong Learning for All.</p> <p>2nd Priority Axis /Strategic Objective: Strengthening of Lifelong Learning Infrastructures and Systems</p> <p>3rd Priority Axis /Strategic Objective: Research and Development for the Support of Lifelong Learning</p> <p>4th Priority Axis /Strategic Objective: Effective Governance of Lifelong Learning.</p> <p>The National Committee is responsible for monitoring the progress of the Strategy and it has recently prepared the First Progress Report on the National Lifelong Learning Strategy (please refer to Question 6.6).</p> <p>The HRDA is governed by a 13-strong Board of Governors, which has a tripartite character and is comprised of five representatives of the Government and eight representatives of Employer and Trade Unions. The Board of Governors is by law vested with the responsibility of formulating policies and delivery systems to promote training and human resource development. Furthermore, the social partners are involved in many of the HRDA activities, such as an annual study, conducted by the HRDA, which identifies initial training needs, on the basis of which suggestions are put forward for the implementation of multicompany initial training programmes. The social partners are also involved in the determination on an annual basis of the thematic priorities for continuing training programmes subsidised by the HRDA. Finally, there is active involvement of the social partners in the development of Standards of Vocational Qualifications in the form of tripartite technical Sectoral Committees of Vocational Qualifications.</p> <p>Finally, the recent adoption by the Education Council of a Resolution on a renewed European Agenda for Adult Learning (28 November 2011) and the designation of national coordinators by the Member States gives us the opportunity to bring together the several stakeholders that are activated in the field of adult education. The work of the National Coordinators, which aims, among others, to increase visibility of adult learning and raise awareness of the European Agenda, will enable closer cooperation between the different stakeholders. In addition, the Activity Plan, which will be designed in cooperation with the stakeholders, will ensure that they are all able to participate in the process of achieving the aims of the European Agenda for Adult Learning.</p>	

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		
Through the implementation and the monitoring of the Lifelong Learning Strategy 2007-13.		
...adult literacy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?		
<p>The local community plays a role in implementation and evaluation of programmes in adult education and adult literacy through the programme of Open Schools which has been launched in 2007 in order to achieve the overall objectives of social inclusion. Run by local authorities and voluntary organizations, in cooperation with the Ministry of Education and Culture, this programme has led to more decisive and substantive contributions being made by local authorities and the voluntary sector towards meeting the needs of the members of each community e.g. through the provision of training courses covering various thematic areas (literacy courses, ICT courses, arts courses etc).</p>		

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>In Cyprus there is a growing number of Non Governmental Organisations who are activated in several fields (eg. family planning, parental education, youth, and citizenship) and they provide non-formal adult education through seminars, information days and participation in various European Programmes. Nevertheless, there is a difficulty to identify all of them, assess their provision and adopt a mechanism which would bring all of them together and agree on a common policy on the implementation and the promotion of Adult Learning.</p>

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

Euro

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	In 2009, government spending on education as percentage of GDP was 7.1 % which is equivalent to 1.357.685.000	In 2010 public expenditure on education, as percentage of the GDP was about 7.8% which is equivalent to 1.409.514.000	Ministry of Education and Culture
<i>Sub-national governments⁵</i>			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government (please see figures below)</i>			<input type="checkbox"/>
Adult Education Centers	€2.239.000	€2.680.080	Adult Education Centres

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

Open Schools	€655.000	€615.000	Ministry of Education and Culture
Evening Schools (including the evening technical School) (The budget of the Evening Schools is included in the overall budget of the morning Secondary Schools)	€8.102.000	€8.221.000	Directorate of Secondary Education (Ministry of Education and Culture)
The State Institutes for Further Education function under the auspices of Secondary Education all over Cyprus. They aim at offering equal opportunities of education to thousands of students of all ages and adults. Among others they provide language courses, Greek for foreigners, accounting and computers.	€5.000.000 (this is the overall budget which also covers the operational costs of adult learners' courses)	€5.000.000 (this is the overall budget which also covers the operational costs of adult learners' courses)	State Institutes for Further Education, Directorate of Secondary Education (Ministry of Education and Culture)
HRDA's actual expenditure for Human Resource Development	€12.642.261	€18.875.785	
Afternoon and Evening classes of Technical Schools (the budget falls within the overall budget of the operation of the morning Technical School)	€675.228	€539.913	Directorate of Technical and Vocational Education (Ministry of Education and Culture)
Sub-national governments⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?			
	Amount (2009)	Amount (2010)	Not available
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments⁵</i>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>The overall budget of the “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents reaches (€3.249.246,28 which is going to cover expenses until 2015. 70% of the budget is financed by the European Social Fund and 30% by state budget.</p>

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<p>Literacy (reading, writing, numeracy)</p> <p>Adult Education Centres</p>	<input checked="" type="checkbox"/>	<p>Individuals living in the Republic of Cyprus and who are aged 15 and over, including women, youth, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners (for Adult Education Centres)</p> <p>Individuals living in the Republic of Cyprus (ages 7 years old and above)-Open Schools</p> <p>State Institutes for Further Education offer Language Courses</p>	<input type="checkbox"/>
<p>Vocational (technical, income-generation-related)</p>	<input checked="" type="checkbox"/>	<p>Adult Technical and Vocational Education programmes address particularly low-skilled and unskilled individuals, women, unemployed people and people from disadvantaged backgrounds</p>	<input checked="" type="checkbox"/>
<p>Life skills and/or health issues</p>	<input checked="" type="checkbox"/>	<p>Individuals living in the Republic of Cyprus and who are aged 15 and over, including women, youth, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners (for Adult Education Centres)</p> <p>Individuals living in the Republic of Cyprus (ages 7 years old and above)-Open Schools</p>	<input type="checkbox"/>

<p>Use of information and communication technologies</p>	<input checked="" type="checkbox"/>	<p>Individuals living in the Republic of Cyprus and who are aged 15 and over, including women, youth, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners (for Adult Education Centres)</p> <p>Individuals living in the Republic of Cyprus (ages 7 years old and above)- Open Schools.</p> <p>Students (Gymnasium/Lyceum) and adults - State Institutes for Further Education</p>	<input checked="" type="checkbox"/>
<p>Official/local languages</p>	<input checked="" type="checkbox"/>	<p>Individuals living in the Republic of Cyprus and who are aged 15 and over, including women, youth, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners (for Adult Education Centres)</p> <p>Individuals living in the Republic of Cyprus (ages 7 years old and above)- Open Schools</p> <p>Greek for Foreigners. The programme can be attended by foreigners who live and work in Cyprus - State Institutes for Further Education</p>	<input checked="" type="checkbox"/>
<p>Foreign languages</p>	<input checked="" type="checkbox"/>	<p>Individuals living in the Republic of Cyprus and who are aged 15 and over, including women, youth, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners (for Adult Education</p>	<input type="checkbox"/>

		Centres) Individuals living in the Republic of Cyprus (ages 7 years old and above)- Open Schools State Institutes for Further Education offer language courses to students and adults.	
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Individuals living in the Republic of Cyprus and who are aged 15 and over, including women, youth, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners (for Adult Education Centres) Individuals living in the Republic of Cyprus (ages 7 years old and above)- Open Schools	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Individuals living in the Republic of Cyprus and who are aged 15 and over, including women, youth, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners (for Adult Education Centres) Individuals living in the Republic of Cyprus (ages 7 years old and above)- Open Schools	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>

Official/local languages	<input type="checkbox"/>		<input type="checkbox"/>
Foreign languages	<input type="checkbox"/>		<input type="checkbox"/>
Human rights/civic education	<input type="checkbox"/>		<input type="checkbox"/>
Liberal education/personal growth (i.e. artistic, cultural)	<input type="checkbox"/>		<input type="checkbox"/>
Other (please provide a brief description below:)	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	<input type="checkbox"/>		<input type="checkbox"/>
Vocational (technical, income-generation-related)	<input type="checkbox"/>		<input type="checkbox"/>
Life skills and/or health issues	<input type="checkbox"/>		<input type="checkbox"/>
Use of information and communication technologies	<input type="checkbox"/>		<input type="checkbox"/>
Official/local languages	<input type="checkbox"/>		<input type="checkbox"/>
Foreign languages	<input type="checkbox"/>		<input type="checkbox"/>
Human rights/civic education	<input type="checkbox"/>		<input type="checkbox"/>
Liberal education/personal growth (i.e. artistic, cultural)	<input type="checkbox"/>		<input type="checkbox"/>
Other (please provide a brief description below:)	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input type="checkbox"/>	<input type="checkbox"/>
On adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).		
<p>No surveys on provision or on demand. Nevertheless, a small scale research has been implemented by the Pedagogical Institute of Cyprus on behalf of the Adult Education Centres. The report can be found in the following link: http://www.pi.ac.cy/pi/files/keea/Research/Epimorfotika_Project_Description.pdf</p>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	Mark if language of learning materials
The provision of the “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents” (is provided in Greek which is the official language and for communications purposes in English which is mainly used for beginners	<input checked="" type="checkbox"/> The language of the learning material is Greek

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

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5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes No

If Yes, please provide a brief description and references:

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5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide references or attach documents on local community participation:

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5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

With regard to the “Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents” residents of Cyprus over 15 years of age, who are migrants and/or foreign language speakers, are entitled to apply for participation to the programme. During the first two school years of its implementation (2010 – 2011 and 2011 – 2012) the total number of participations in the programme reached 6,078 from 93 different countries (2,007 men and 4,071 men).

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
<p>The existing data are available at the Annual Report of the Ministry of Education and Culture. The 2008 and 2009 reports are available under the following links http://www.moec.gov.cy/etisia-ekthesi/pdf/annual_report_2008_en.pdf http://www.moec.gov.cy/etisia-ekthesi/pdf/annual_report_en_2009.pdf</p>	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
	Women	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
	Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education			
Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input type="checkbox"/>		<p><u>Evening Technical Schools:</u> The curricula that are followed at the Evening Technical Schools and the Afternoon and Evening Classes of Technical Schools are in line with the curricula that are implemented in mainstream Technical Schools. The Inspector of each field of studies is responsible for the correct implementation of both initial and continuing VET curricula, supervising the work of teachers and trainers and ensuring that the teaching material is adequately covered through the use of effective teaching methods.</p> <p><u>State Institutes for Further Education:</u> The curriculum followed by the State for Language courses is based up to level B1 or B2 on the Common European Framework for languages. The same applies to the programme of Greek Language to migrants.</p> <p><u>Adult Education Centres:</u> No official Curriculum is followed and it is up to the trainer to decide on the teaching curriculum.</p>
Learning materials	<input type="checkbox"/>		<p><u>Evening Technical Schools:</u> Inspectors of each field of study are responsible for making sure that the equipment and infrastructure of Technical Schools that offer education programmes to adults is made use of in the best possible and most</p>

		<p>effective way.</p> <p><u>State Institutes for Further Education</u>: Publishers' books from respective countries</p> <p>The other institutions choose their learning material according to the level and the needs of their learners.</p>
<p>Facilitators' training</p>	<p><input type="checkbox"/></p>	<p><u>Evening Technical Schools</u>: A programme adopted in 1986 allows teachers employed at Technical Schools to become attached to industry on a full or part – time basis with their salary being paid by the state. The aim of this initiative is to offer teachers of initial and continuing VET the opportunity to update their knowledge and keep abreast of technological changes.</p> <p>In general no specific training is offered to adult learning practitioners. Adult Education Centres offer periodically training to adult educators. As far as Evening Schools and State Institutes for Further Education is concerned, the educators are secondary school teachers who are very experienced in pedagogical issues as well as the subject they teach.</p> <p>In some cases, specific training is offered to adult trainers. For the Greek Programme to migrants, for instance, the teachers participated in a three-day-course which was offered by the University of Cyprus. The training included among others topics such as intercultural education, teaching Greek as a second language, teaching adults, ICT etc).</p> <p><u>State Institutes for Further Education</u>: Every year locally organized</p>

			Finally, the Pedagogical Institute of Cyprus, which offers training to primary and secondary school teachers, organizes training seminars to the trainers in order to be able to respond to their role in the most effective way.
Teaching/ learning methods	<input type="checkbox"/>		<p>Evening Technical Schools: The Inspectors of each field of studies is responsible for making sure that a combination of principles and techniques from various teaching methods are employed in the best possible and most effective way.</p> <p>State Institutes for Further Education: Communicative methods</p>
Assessment of learning outcomes	<input type="checkbox"/>		<p>Evening Technical Schools Constant assessment of the progress of learners, in the form of tests and final examinations, is instrumental in order for Inspectors to evaluate the outcome of the teachers and trainers' work. In addition, learners are asked to fill in questionnaires in order to assess the content of the programme they attended.</p> <p>State Institutes for Further Education: According to the Common European Framework of Reference for Languages</p>

Adult literacy			
Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	<input type="checkbox"/>		
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	<i>Mark if yes</i>	Typical duration (months)	<i>Mark if yes</i>	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	<i>Mark if yes</i>	Typical duration (months)	<i>Mark if yes</i>	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (<i>academic year ending in 2010</i>)		
Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	<u>Adult Education Centres</u>	<p>The educators are part time practitioners who are paid €34.16 per 90-minute-lesson They teach 24 lessons per year which is equivalent to €819.84 annually.</p> <p>The above amount is for one group (November – May)</p> <p>Normally educators teach up to 8 groups.</p> <p><u>Source:</u> Adult Education Centres</p>
	<p><u>Adult Education Centres</u></p> <p>For the Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents”</p> <p>€700 approximately</p>	<p>The educators who teach at the Greek Programme are part time practitioners.</p> <p>They teach from November up to May.</p> <p>(normally 3 groups per each trainer)</p> <p><u>Source:</u> European Social Funds Office</p>
	<p><u>Evening Technical School</u></p> <p>€2.041.49</p>	<p>Newly appointed full time teacher</p> <p>Scale A8-A10-11 (starting salary)</p>
	<u>State Institutes for Further Education</u>	The remuneration is not fixed. It is calculated according to the level they teach and whether they are appointed in the secondary education sector or not.
	<p><u>Evening Schools</u></p> <p>€2.041.49</p>	Newly appointed full time teacher (it is the same for all newly appointed teachers in the Secondary sector)

		Scale A8-10-11 (starting salary) Source: Directorate for Secondary Education
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	<i>Mark all that apply</i>
Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please provide a brief description and references:</i>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?
--

	<i>Mark all that apply</i>
Lifelong learning	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>

If one or more of the boxes is marked, please provide a brief description and references:

The First Progress Report on the National Lifelong Learning Strategy was prepared by the Planning Bureau with the contribution of the other basic services involved in Lifelong Learning, namely the Ministry of Education and Culture (MOEC), the Ministry of Labour and Social Insurance (MLSI), the Human Resource Development Authority (HRDA) and the Cyprus Productivity Centre (CPC). These services comprise the Technical Committee for LLL. The final draft report was submitted by the Technical Committee to the National Committee for LLL. The National LLL Committee approved the report and ordered its submission to the Council of Ministers and the European Commission for information and any suggestions and recommendations.

The report sets out the policy framework and conditions that ordain Lifelong Learning as necessity. It contains a roughly reference to the approved, by the Council of Ministers, National Lifelong Learning Strategy 2007-2013 and its structure. Finally it covers the evaluation of the actions undertaken and the Plans / Programs / Measures promoted since the approval of the National Strategy for Lifelong Learning, in November 2007, until December 2009. The assessment takes the form of a general valuation. The progress is valued in the following two levels:

- ♣ In terms of the Strategy's implementation mechanism.**
- ♣ In terms of promoting the vision, the strategic objectives and the strategic targets under the priority axes of the Strategy (including the policy of the EU: Reporting Indicators, Lisbon Strategy, Strategy EU 2020 and others).**

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input checked="" type="checkbox"/>
Adult Education Centres Fair	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below) Web site publications Circulars	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	<input type="checkbox"/> Yes	<input type="checkbox"/> No
... women and girls?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		
Adult Education Centres provide training courses to several underprivileged groups such as senior citizens, migrants and prisoners.		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input checked="" type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		
N/A		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>The major challenge for literacy programmes is establish concrete mechanisms for the identification of those who face literacy problems and make them aware of the available opportunities in order to deal with the issue. In addition, the involvement of all relevant stakeholders in the process of planning, implementation and evaluation of literacy programmes, constitutes another major challenge. Last but not least, quality issues, such as the development of appropriate curriculum and teaching material and the quality of the adult learning providers pose major challenges for our literacy programmes.</p>

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

Apart from the promotion of the European Agenda which will cover the period 2012-14, adult education is an aspect of the new Curriculum of Cyprus that will be taken under consideration. The development of the new Curriculum, which was completed in August 2010, falls within the framework of the the Educational Reform Programme. This programme is targeted among others, at reforming major aspects of the educational system in order to eliminate obstacles constraining access and offer equal opportunities to children, young people and adults irrespective of their background or level of need. All the above aim exclusively at upgrading and modernizing the educational system of Cyprus.

Since September 2010, the in-service training of primary and secondary school teachers has started. Gradual implementation has begun as of the current school year and the introduction of the new Curriculum in all school units will take place in due course. It should be noted that within the above framework, the development of a new curriculum for Evening Schools is under consideration. In addition, the Directorate of Secondary Education is in discussion with a number of stakeholders in order to develop a coherent framework within which the operation of the Evening Schools will take place. Issues such as the new Curriculum of the Evenings Schools, the in-service training of the teaching staff and general operational issues will be addressed.