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MINISTRY OF EDUCATION AND CULTURE

INTERIM REPORT

ON THE IMPLEMENTATION OF THE PROGRAMME
"EDUCATION AND TRAINING 2010"

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PREFACE

The overall aim of education in Cyprus is the development of free and democratic citizens who contribute to the promotion of cooperation, mutual understanding, respect and love among individuals and people for the prevalence of freedom, justice and peace. The policy priorities of the Ministry of Education and Culture, as deriving from the abovementioned general aim, place particular emphasis on democratization, by cultivating respect for the dignity and uniqueness of each individual; respect for the opinion of the majority; creating opportunities for active participation in the decision making progress; providing equality of opportunity in all aspects of school life; encouraging cooperation and responsibility. Furthermore, emphasis is being placed by creating favorable conditions for co-existence, cooperation and combating intolerance and xenophobia, in a world where an international character is increasingly developed, cultural diversity is promoted and boundaries are abolished.

The Government recognizes that all students have the right to an education appropriate to their needs and great efforts have been made to achieve this aim. The Ministry of Education and Culture adopts UNESCO's views on inclusion to embrace all students, such as children from disadvantaged socioeconomic backgrounds, children in rural and remote areas, children from ethnic and linguistic minorities, children affected by conflict and natural disasters, children with HIV and AIDS, children of migrants and children with additional and/or special educational needs. Educational requirements and support services are provided in an inclusive and least restrictive learning environment.

In an environment where «the only factor that remains stable is change¹», the Government of the Republic of Cyprus has initiated an ambitious Educational Reform Programme, inviting dialogue among all stakeholders (Political Parties, Teacher Unions, Parents Associations, Associations of Students, and the Government, represented by the Ministry of Education and Culture and the Planning Bureau) with a view to turn into reality the vision of a better and more modern educational system that would meet the needs and challenges of the twenty first century. This initiative was launched in January 2005, following a report by a Committee of seven academics which identified the weaknesses of the Cyprus Education System and the areas in need of reform and made recommendations.

The major goal is to create an integrated continuum of early childhood education, pre-primary education, primary education, secondary general and secondary technical and vocational education. Within this framework special emphasis will be given to defining aims and key contents of different subjects and thematic entities in order to form a more unified educational approach. The new core curriculum will be developed so as to provide all students with the opportunity for individual choice and provision of supporting services, including supplementary instruction in areas of need. The highlighted Key Competences that Europe's citizens should acquire to enable them to adapt to changes will be effectively addressed. For the development of the new curriculum, the Government has set up a Committee of Experts which has prepared its recommendations and suggestions bearing in mind the stakeholders' contributions who participated in the dialogue. In February 2009, 20 different committees which will prepare the new curriculum for each school subject were announced. Academics as well as teachers will participate in this process and it is expected that by summer 2009 the new curriculum will be developed. Inductively, the new curriculum will be piloted in a number of schools within the academic year 2009-2010 and after the assessment of its implementation, the new curriculum will be introduced in all schools around the island.

¹ As stated by the Greek Philosopher Heraclitus

CHAPTER 1: KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES

QUESTION 1

In what concrete ways has your country developed its provision for Key Competences since 2006? Has there been any link to your country's lifelong learning strategy? Which actors have been involved? What use was made of the European framework and the work of the cluster on key competences (if possible, please provide concrete examples)?

As previously mentioned, the Government of Cyprus is implementing a significant educational reform, part of which concerns the upgrading of the existing National Curriculum with specific provision for Key Competences.

The main objective is to create a democratic and pupil-focused educational system, which includes all students irrespective of social, racial or ethnic background, gender, or physical or mental ability and offers high quality education to each pupil thus assisting them to maximize their potential and acquire all necessary skills, abilities, attitudes and aptitudes which will enable them to become active and democratic citizens by:

- Improving the equity of the educational system, encouraging the lifelong learning, from early childhood education, pre-primary and primary education, secondary general and secondary technical and vocational education.
- Reinforcing the content of education and training and upgrading the infrastructure with an emphasis on the cultivation of lifelong learning competences from the early years of compulsory education.
- Implementing several EU policies as the basis for the formulation of the Committee's suggestions [e.g. equity and efficiency, key competences, intercultural competences and dialogue, schools for the 21st century, quality of teachers' education, social competences and initiatives.]

For the development of the new curriculum, the Government has appointed a Committee of Experts which has prepared its recommendations bearing in mind the stakeholders' contributions who participated in the dialogue. In February 2009, 20 different committees which will prepare the new curriculum for each school subject have been set up. Academics as well as teachers/practitioners participate in this process and it is expected that by autumn 2009 the new curriculum will be ready. For the school year 2009-2010 the new curriculum will be piloted in a number of schools and the following school year will be introduced in all schools around the island.

The country's lifelong learning strategy has a clear link with the European Framework on Key Competences, since one of its strategic aims is to reinforce the infrastructure and the content of education and training with an emphasis on the cultivation of lifelong learning competences from the early years of compulsory education. The European Framework as well as the work of the cluster on key competences were used as the basis for the formulation of the Committee's suggestions.

As a result, the implementation of the new curriculum will enable young learners to develop extensively all of the eight Key Competences and will subsequently, provide them with the opportunity

as adult learners to further develop, maintain and update them throughout their adult lives and through various learning initiatives such as the ones provided by the Adult Education Centres.

School Year Priority Goals

In order to promote the key competences in general and in particular the intercultural and civic competences, the creativity and innovation, as well as the intercultural dialogue, the Ministry of Education and Culture has decided to dedicate the last two academic years to the following priority goals:

(a) Academic Year 2007-2008

- i. The European Year for Intercultural Dialogue, which was one of the main goals of the school year 2007-2008 continues to provide a framework for relevant activities².
- ii. The differentiation of instruction aiming at the provision of equal opportunities for all within the context of the European Year of Equal Opportunities for All (2007).

(b) Academic Year 2008-2009

- i. The promotion of a culture of peaceful co-existence, mutual respect and cooperation among Greek and Turkish Cypriots, aiming at the termination of the Turkish occupation and the reunification of our country and people. Within this context, during the current school year educators, students and parents have received learning materials and are encouraged to organize events (i.e. conferences, seminars, plays, meetings and other activities) related to the aforementioned goal as stated in the circular that the Ministry has sent to all public schools. The content of the abovementioned circular is indicative of the Ministry's approach to this sensitive issue³.
- ii. European year of creativity and innovation. Within this framework several activities were developed within and outside the schools by school communities, involving several stakeholders from the educational and civic society⁴.

In the context of the ongoing Educational Reform the established public dialogue among major stakeholders (political parties, educator unions, parents and students associations, universities, governmental organizations etc.), which has been initiated in 2005 continues, aiming at reaching consensus on issues discussed. For further details please refer to section 3.1.7 of previous interim report. Furthermore, a dialogue has also been initiated as part of the established procedure for the implementation of the National Lifelong Learning Strategy (please refer to answer to Question 9).

In order to facilitate the participation of all Cypriot citizens in the European Lifelong Learning Programme 2007-2013, the Cyprus government has proceeded with the establishment of an independent Foundation for the Management of European Lifelong Learning Programmes (Council of Ministers' Decision No. 64.892 dated 17.1.2007). The Foundation constitutes the National Agency through which will be implemented the education and training programmes financed by EU grants to the beneficiaries (educational and other institutions and organizations, activated in the sectors of education and training, teachers, pupils, students, and those in charge of training and trainees). By

² Please refer to <http://www.moec.gov.cy/stoxoi/stoxoi2008/stoxos2.html> [in Greek].

³ Please refer to <http://www.schools.ac.cy/dde/circular/data/Doc7387.pdf> and <http://www.moec.gov.cy/stoxoi/stoxoi2009/stoxos1.html> [in Greek].

⁴ Please refer to <http://www.schools.ac.cy/dde/circular/data/Doc7387.pdf> and <http://www.moec.gov.cy/stoxoi/stoxoi2009/stoxos2.html> [in Greek].

participating in programmes via the Foundation, beneficiaries are provided with the opportunity to familiarize with work done at European level on key competences.

QUESTION 2

Describe briefly how each of the eight key competences (Mother tongue; Foreign languages; Maths, science and technology; Digital competence; Learning to learn; Social and civic competence; Initiative taking and entrepreneurship and Cultural awareness and expression) is included in (i) the national framework curriculum (or equivalent document, including for example at the regional level) for general education, and (ii) for VET?

1. Mother tongue

Great emphasis is placed on innovative teaching methods, which promote the continuous communication, both oral and written, during teaching and learning. In order to assess literacy a large-scale test development project is under way aiming at the development of tests in the Greek language for pupils aged 8, 11 and 15 in order to identify pupils that are functionally illiterate or with a high probability to be functionally illiterate at the end of compulsory education (age 15).

Functional illiteracy is a serious problem of modern societies making social adjustment difficult and leading students to delinquency, self destructive behavior, the use of addictive substances, and psychological and health problems. The Ministry of Education and Culture started a programme against functional illiteracy in 1989, which aims at offering equal opportunities for all in education in order to avoid social exclusion. Its main objectives are the fostering and development of basic skills in reading, writing and arithmetic, comprehension, receiving and understanding information, facilitating and developing skills for critical thinking and communication in written and oral forms. Training of headteachers, deputy headteachers and teachers participating in the programme has been intensified during the last two years in cooperation with university experts. Part of the literacy programme is the programme “Standing on my feet”, which since the previous report has been expanded from three to fifteen schools.

2. Foreign languages and mobility

The European dimension in education is one of the basic aims of the Cyprus education system. It is promoted by adopting an interdisciplinary approach through the syllabi of various subjects and other school activities which aim at informing and assisting pupils for acquiring «European Consciousness». Therefore, schools participate in various activities, programmes and competitions, like: The European Day of Languages, The European Language Label, Life Long learning Programmes, organise European Clubs, undertake projects, make links and exchanges with other European schools, and generally use the Internet and the email to contact pupils in Europe.

The First National European Language Portfolio was introduced in the school curriculum of A' class at Gymnasium Level, in the year 2008-2009. The European Language Portfolio was designed by the National Committee of the Ministry of Education and Culture according to the recommendations of the Council of Europe. The Ministry of Education and Culture assumed the responsibility of Publishing for the aforementioned portfolio.

During the last few years, a growing number of immigrant students, coming from a large number of different countries have enrolled in Public Schools. About 8,8% of the pupils attending Public Schools do not speak Greek as their mother language. Various support measures are currently being practiced.

Extra teaching time of the Greek language is provided for children who have a language background other than Greek. Additionally, help is provided for individual, cultural, professional and social development and translators are employed to support the communication between schools, teachers and families not using the Greek language at an adequate level.

A comprehensive policy for the integration of immigrant students in schools was adopted by the Council of Ministers (Decision 67. 598, dated 30/7/2008) including measures such as:

- Classes for the rapid teaching of the host language for non-native students who face difficulties in communication and understanding of the Greek language, in order to prepare them to integrate in the school programme successfully
- Production and publication of Guides for foreign language speaking students in eight different languages. These Guides provide information to foreign-speaking children and their families about their right to education that the Republic of Cyprus guarantees for everyone. Furthermore, in this publication, special information is provided about students rights and obligations in the schools of Cyprus, but also information about the educational system and the prospects and choices for their school attendance at all three levels of education: Preprimary-Primary, Secondary and Upper-Higher.
- The training of language teachers in the teaching of Greek as a foreign and/ or as a second language.

3. Maths, Science and Technology

In order to assess numeracy a large-scale test development project is under way aiming at the development of tests in Maths for pupils aged 8, 11 and 15 in order to identify pupils that are functionally illiterate or with a high probability to be functionally illiterate at the end of compulsory education (age 15).

The enrichment of the Science Curriculum aiming at the exploitation of ICT tools in the learning process has been completed. Digital material such as simulations, databases, web quests and other is being developed, in order to utilize the additive value of ICT. The action plan is now being extended in the subject of Mathematics aiming at enriching the curriculum.

4. Digital competence

A very extensive programme for expanding ICT in all public schools, from pre-primary to upper secondary, is under implementation in the last years. The programme is aimed at ensuring that all students are computer literate and able to use and benefit from ICT and that teachers are able to use ICT effectively in the educational process. Within this framework a series of measures have been taken:

- Financial support (400 Euros) to all pupils of the 2nd grade of the Lower Secondary School, for buying their own personal computer. This is a measure towards the democratization of the access to the digital literacy, thus all the pupils have the opportunity to develop their digital competences, without any obstacles resulting from their social-economic background.
- A new ambitious programme for teacher training. The aim is to improve their knowledge and skills in Information Technology in order to become competent to use ICT in teaching process.
- The European Social Fund co-finances the programme for teachers in Secondary General and Technical and Vocational Education, whilst Primary teachers' training is funded by national funds. The aim of this programme is to ensure that teachers, at all levels, will become digitally literate.
- **eTwinning:** In 2008 more than 250 educators were registered in the eTwinning database. Among them, more than 150 educators have developed a partnership with schools in European countries.

The Ministry of Education and Culture, within its efforts for the integration of Information and Communications Technology within all sectors of the public education system, materialises the **ΔΙΑ.Σ. (DIA.S) project** (Acronym for Digital School - ΔΙΑδικτυακό Σχολείο). The ΔΙΑ.Σ. (DIA.S) project is a Virtual Learning Environment in which Digital Educational Content is hosted, available during working or non working hours from all involved in the educational process. It is a dynamic educational tool which promotes communication, within and out of the classroom, between teachers, students and guardians (parents).

Currently, the Digital School is at the beginning of a pilot implementation phase, involving eight public schools of primary and secondary education throughout Cyprus (4 Lyceums, 3 Technical/Vocational schools and 1 primary school).

The ΔΙΑ.Σ. (DIA.S) Platform has been designed to have the following capabilities: (a) Learning materials according to the curriculum, some material has been uploaded and is under testing; (b) Email and calendar facilities for the students, the teachers and the parents; (c) Space for personal WebPages for the students and the teachers; (d) Lessons in synchronous (all students can use it at the same time) and asynchronous mode (any student can use it whenever is suitable for him/her).

5. Learning to learn

The aim of the Educational Reform that is in process is to help all pupils to become active learners with critical thinking, via an inter-disciplinary way by the teaching of all different teaching subjects. Furthermore, the Ministry of Education and Culture participates in the European survey “Learning to learn”.

6. Social and civic competence

Open School Programme

In order to achieve the overall objectives of social inclusion, it is necessary to ensure compatibility of programmes run by local authorities and voluntary organizations with specific social inclusion objectives and policies. This will lead to a more decisive and substantial contribution of local authorities and the voluntary sector towards meeting the needs of the modern society.

The Ministry of Education and Culture in cooperation with four municipalities has launched an ambitious pilot programme for the operation of “Open School”. Through this programme, the Ministry of Education and Culture provides financial assistance to the municipality for implementing a number of educational and social activities in the school premises, outside normal school hours. The activities are designed according to the needs of the community and typically include sporting and cultural events for young people and educational and social events for adults and senior citizens.

For the effective operation of the “Open School”, the Municipalities, the School Boards the Parents Associations and the Ministry of Education and Culture cooperate closely in order to secure sufficient funds and design programmes that benefit the community. The programme is envisaged to address many problems of the community, particularly to reduce antisocial behavior among young people, while at the same time making full use of school infrastructure.

Programme for Preventing Antisocial Behavior

Increasing concerns have been raised with respect to the antisocial behavior of some students in the school system. To address this problem, a number of programmes have been introduced, at all levels of education, aiming mainly at the prevention of antisocial behavior, through raising students’ self-esteem, teaching them to manage their feelings and preventing school failure, which has been identified as a major factor resulting in antisocial behavior. The Ministry has assigned to a Committee

of experts the study of this issue. A fully fledged policy and measures have been announced on the basis of the Committee's recommendations (Please refer to ANNEX 1).

Introduction of programmes for talented students in Secondary Education

As the aim of the Educational Reform Programme is to enable each students maximize their potential, special programmes have been introduced (Music School and Sports School) in the last three years for talented students in music and sport. The two Music Schools which have been established and are now in operation during the afternoon, that is after regular school hours. The two Sports Schools operate as "all-day" schools, with an extension of school hours and a redesigned school programme so as to integrate additional sports training and lessons for the talented students.

Zones of Educational Priority

The Ministry of Education and Culture in its effort to promote tolerance and dialogue and in order to eliminate stereotypes through education has set in place the programme for Zones of Educational Priority (ZEP) (see previous report p. 16). A fourth ZEP has been established, during the current school year 2008-2009, in the town of Larnaka. The Governments Agenda for educational reform incorporates the extension of the Zones of Educational Priority from the existing 4 to 8 in the near future.

7. Initiative Taking and Entrepreneurship

Since the last decade Cyprus has promoted entrepreneurship in its educational system. Many positive elements have been created by introducing new modules and programmes. The Ministry of Education and Culture considers that the impact on the students of the various relevant programmes (Entrepreneurship Day, Career Week, simulation samples of enterprises etc.) was very positive. Furthermore, teachers were supported by attending relevant in-service training seminars, lectures and experiential learning laboratories within schools offered by experts. Both students and teachers developed innovative ideas and projects, which were displayed at creativity exhibitions organized locally by individual schools and centrally by the Ministry of Education and Culture in an effort to disseminate ideas and develop a culture of initiative taking and entrepreneurship.

8. Cultural awareness and expression

The educational programmes of the Cyprus Ministry of Education and Culture are aiming at a more unified and a stronger drive for music education and music development, a higher achievement of the Cyprus Music Education objectives, a strong support for schools and music teachers, an increase of the number of people - especially of young people - who attend concerts, a development of the personality, interpersonal relationships, as well as leadership and communication skills, an enrichment of the lives of everybody involved, through the development of aesthetic education, and a smoother adaptation to the changes and demands of the 21st century. These Educational Programmes take the form of educational programmes in cooperation with the Cyprus symphony orchestra, interdisciplinary projects, artists in schools, partnerships with local and international artists and cultural associations, establishment of regional lyceum choirs and orchestras, and annual students' contests.

QUESTION 3

By what means (e.g. learning material or learning support) does your country seek to support schools and teachers to ensure that *all* young people leaving initial education and training (i.e. including the educationally disadvantaged) have developed these competences to a level that equips them for adult life?

As a result of a Decision taken by the Council of Ministers within the context of the ongoing education reform, the Ministry of Education and Culture has restructured the Cyprus Pedagogical Institute⁵ and established a new Centre for Educational Research and Evaluation (CERE). The aim is to further upgrade the quality of the in-service training of teachers and to carry out more and deeper applied research into educational issues and practices as well as objective evaluation of education programmes, to be used as a basis for the formulation and implementation of evidence-based education policy. A major objective of this Decision is to enhance the support of schools and teachers in order to ensure that all young people leaving initial education and training have developed key competences to a level that equips them for adult life.

Furthermore, the Government has appointed a Committee of Experts for the revision of existing curricula from pre-primary to upper-secondary education level. It is expected of the committee to deliver a complete national curriculum in autumn 2009. A preamble of the new curricula, which serves as a guideline for the development of the new curricula from kindergarten to upper secondary education by the various sub-committees, that have also been formed, provides, among others, for the inclusion in the new curricula of the key competences required for survival and progress in the twenty first century society. A basic principle of the new curricula is the creation of a democratic and human school, where all children attend classes irrespective of any distinctive characteristic in order to be able to share their future lives. In this inclusive education environment all children are treated as equal and have the right of an education appropriate to their needs, with complete respect to their human dignity.

Since September 2007 a new series of textbooks and learning materials, developed within the framework of interdisciplinary philosophy and promotion of key competences, have been introduced to Primary Education for the Subject Area of Language Arts. Teachers received in-service support through a series of seminars and conferences, designed and organized by the Ministry of Education and Culture.

Moreover lifelong guidance services with a special consideration on identifying and serving the needs of target groups such as early school leavers, women who want to re-enter the labour force, immigrants, special-need persons, and people with a long absence from work who wish to return back to work, have been taken into consideration in developing the blueprint of the Lifelong Learning Strategy for Cyprus.

Please also refer to answers to Questions 1 and 2 in relation to functional illiteracy and language teaching to non-native students.

⁵ Department of the Ministry responsible for in-service teacher training.

QUESTION 4

What progress has your country made towards ensuring that all adults have opportunities to develop and update their key competences?

Learning initiatives and actions which ensure that all adult learners have opportunities to develop and update their key competences throughout their adult lives have been promoted by ensuring the access to lifelong learning processes. 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, aiming at improving their self-image and developing their communication skills, thereby contributing to their all-round development. This is achieved through a nationwide network of programmes aimed at all citizens. The infrastructure of public school buildings with classroom equipped with appropriate ICT is exploited by the Adult Education Centers in both urban and rural areas, providing better learning opportunities to learners. New in-service disciplinary and interdisciplinary courses are offered on an annual basis to adult learning instructors in order to develop adult learners' key competences. A Certificate of Attendance is awarded to adult learners who have successfully attended the abovementioned programmes, however, there is no validation process for the skills developed by adult learners attending the Adult Education Centers.

All accelerated training programmes in technical occupations organized by the Cyprus Productivity Centre⁶ have a strong ICT component and participants (mostly young adults) are helped to acquire and/or develop generic ICT skills as well as to learn how to use specific ICT applications for their chosen technical specialization.

In all programmes of this type, a generic social skills component has been introduced to help young persons develop their social and civic competences so that they can make smooth transition from education and training into employment. Of particular importance is the development of intercultural competence since, in a number of programmes, the participants come from both the Greek and the Turkish Cypriot communities, as well as from families of economic immigrants.

QUESTION 4.a

What, if any, are the current adult target groups and the specific provisions put in place for them?

The Lifelong Learning 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 society are addressed in the aforementioned document. Within the context of this Strategy and the established National Lifelong Learning Committee there is an on-going process of cooperation and consultation among relevant Ministries as well as various stakeholders. This includes cooperation with teacher unions, parents' and students' associations, as well as with political parties, employers, employees, non-governmental organizations and local authorities. The Ministry of Education and Culture is promoting all the aspects of Educational Reform through Councils where all Education stakeholders participate.

Lifelong Learning programmes are currently being developed in Cyprus and are provided in a multitude of settings by public promoters and numerous public providers. The National Committee for

⁶ Department of the Ministry of Labour and Social Insurance.

Lifelong Learning coordinates the different programmes offered by various providers (Please refer to ANNEX 2).

Within the context of Adult Centres and the State Institutes of Further Education special emphasis is given to specific adult target groups which are identified as priorities in the national context, and attend specific programmes free of charge. These are Greek Cypriots who wish to learn the Turkish language, Turkish Cypriots, migrants, asylum seekers, political refugees and diaspora Greeks who wish to learn the Greek language as well as other disadvantaged groups such as senior citizens, individuals with disabilities and learning difficulties[i.e. handicapped, deaf, blind, psychologically distressed]. Special programmes for prisoners are organized each year tailored specifically to meet their learning needs. Adults attend the programmes at the four hundred Adult Education Centres in both urban and rural areas of the island, usually on the premises of public schools, in the afternoon and evening with few exceptions in the morning, while paying a low annual fee.

Furthermore, the Human Resource Development Authority promotes suitable actions for the integration or re-integration of human resources in the labour market, such as secondary and tertiary education graduates, unemployed persons, inactive females, and students. The promotion of the Lifelong Learning of employees takes multiple forms of action. Special emphasis is attributed to targeted actions directed at the promotion of employability and adaptability of employees with appropriate enrichment of their knowledge and skills the improvement of productivity in enterprises, the promotion of research and innovation in enterprises, the utilization of new technologies, the development of entrepreneurship, and the further development of employed females.

QUESTION 4.b

What national data are available on the participation of adults (and any adult target groups identified as priority) in provision designed to develop their key competences?

For data collected by the Cyprus Statistical Service please refer to ANNEX 3.

The following data is collected by the Ministry of Education and Culture:

24.216 adult learners were enrolled to attend programmes organized by the Adult Education Centres for the school year 2008-2009. A total number of 2.137 classes operated on the basis of around seventy different programmes in various disciplines, while 352 classes were scheduled for specific as well as disadvantaged adult target groups which are identified as priorities in the national context. 988 adult learners attended the Evening Classes of Technical Schools for the 2008-2009 school year

Due to the opposition of Turkey, Cyprus could not participate in international surveys such as the ones organized by OECD, therefore no data is available through surveys of the above mentioned category. However, recently, Cyprus has been accepted to participate in the international survey of OECD for adult learning (Programme for the International Assessment for Adult Competencies –PIAAC).

QUESTION 4.C

In designing the provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?

Please refer to answer provided previously in the Report (Question 4a).

QUESTION 5

How have curricula, statements of teacher competence requirements, or equivalent guidelines, for (a) initial and (b) in-service teacher education been developed to ensure that teachers are equipped to implement a competence-based approach (e.g. the teacher as co-constructor or facilitator of learning, team teaching, collaboration between teachers and parents, participation in school development, formative assessment techniques, and self-directed professional development)? Have any specific measures been taken in the area of VET teachers and trainers?

The radical improvement of the quality of teaching through teacher training is one of the key objectives of the Educational Reform Programme. Within this context, the pre-service training of secondary school teachers, which was carried out by the Cyprus Pedagogical Institute, has been upgraded and assigned to the University of Cyprus.

Furthermore, a comprehensive strategy for in-service training of teachers, including VET teachers and trainers, has been adopted, which provides for the systematic identification of training needs and planning of specific programmes to address these needs for upgrading the skills of teachers at various stages of their career, keeping them at the fore front of technological and educational developments and compensating for any weaknesses they may exhibit. The strategy promulgates a combination of institutional and school-based training variety of forms of training aiming at a balance between theoretical and practical training.

In addition to the in-service training programmes already carried out by the Cyprus Pedagogical Institute, in the context of the new strategy a novel programme has just been introduced for on-the job training, mentoring and assistance of newly appointed teachers.

As regards in-service teacher training on Human rights and Intercultural Education Issues, a series of actions were designed during the last few years by the Ministry of Education in order to have a sustainable, positive and widespread impact, aiming to promote and raise awareness of intercultural education in Cyprus.

The aim has been to establish lasting and effective mechanisms to enable the Cypriot teachers and students to embrace cultural diversity within Cyprus and the EU as a whole. All activities reflect the wealth of cultural diversities and promote skills of peaceful coexistence, cooperation between people from different ethnic and cultural backgrounds and high levels of educational achievement for all students.

Every year the Ministry offers school based seminars, conferences and lectures on human rights, Intercultural Education and Teaching Greek as a second language issues. These have been organized in cooperation with the schools or the Departments of Primary and Secondary Education. In this respect, the Cyprus Pedagogical Institute has played an advisory role in the management and organization of school activities related to Intercultural Issues.

This year the CPI, in cooperation with the European Union (European Integration Fund), has been promoting a series of in-service teacher training activities including seminars, action research projects, reflection activities and conferences for teachers teaching Greek as a second language for students with migrant origin.

As of October 2008 an induction programme for novice teachers is offered with the aim to facilitate their smooth integration into the education system. The content of the Programme is closely related to the key competences such as implementing new technologies within instructional methodology. A platform and a portal have been established for the provision of distance learning. Teaching materials

for the use of ICT in the teaching-learning process has been developed. In-service training has been offered to teachers who act as multipliers in schools for implementing the use of ICT in the learning process.

QUESTION 6

What approaches (including new ways to organise learning) does your country take to promote the acquisition of transversal key competences in general education (primary, lower secondary and general upper secondary), VET, adult learning and teacher training (in particular learning to learn, social and civic competence, initiative taking and entrepreneurship, and cultural awareness and expression)? Where appropriate please refer back to Question 2 on curricula.

By adopting the general goals for the school years (see page 2 of this report), the Ministry of Education and Culture is aiming at the development of several transversal competences. Several activities have been developed within schools, with the participation of teachers and pupils, as well as in cooperation with the social partners and various stakeholders, including, local authorities, organizations of teachers, pupils, parents and unions. The Ministry of Education and Culture encourages teachers' initiative and creativity and the introduction of innovative teaching methods.

Please also refer to answer to Question 2.

The Ministry of Education and Culture supports health education and citizenship activities in schools. Health education aims at promoting the personal well-being of pupils and improves the quality of their lifestyle. The emphasis of these programmes is on changing attitudes towards education and health rather than providing information.

The Ministry supports health education activities in schools and offers in-service training for teachers in order to promote health education in schools. During the academic year 2006-07 the Ministry financially supported 32 health-related activities and 123 activities during the academic year 2007-08. Training of in-service teachers has gradually increased providing them with knowledge and skills on health-related issues.

QUESTION 7

How is summative and formative student assessment used to help pupils/students acquire key competences, including the transversal ones? Please describe your current approach.

Pupils' assessment, both formative and summative, is considered an integral part of teaching in the educational system of Cyprus, at all levels. By a variety of techniques, such as observation, communication, oral and written tests, work in the classroom and at home, teachers assess their pupils' performance including the acquisition of key competences.

The results of assessment are in various ways used for the benefit of both the pupils and the educational system. As regards the pupils, the main aim of assessment is to support them for the development of their full potential and acquire the key competences. The tracking or rejection of pupils is not an aim of the assessment.

On the basis of the results of the assessment classroom teachers (form teachers) identify their pupils' strengths and weaknesses and accordingly they adjust their teaching emphasis and approaches, for better acquisition of key competences. Similarly, teachers discuss with colleagues in their schools, during their regular sessions, about their pupils' performance on certain key competences and they take decisions accordingly on ways for educational support.

Reporting the results of the assessment to the parents is considered an important procedure to help pupils acquire key competences. To this end the teachers are expected to keep records for every pupil, which they report by communication to the parents. A specific period is assigned each week in teachers' timetables, which allows for regular meetings of the parents with the classroom teachers. Teachers and parents together discuss the results of assessment and seek to find ways to improve the pupil's performance.

National testing, namely the Pancyprian Examinations, is applied at the end of the 3rd year [final] of the upper secondary education. The examinations are obligatory for all school leavers and they are carried out by the Ministry of Education and Culture, which sets out and monitors the procedures for the preparation of the content, the administration, the marking and the interpretation of the results. Pancyprian Examinations results serve a dual purpose: They provide the grades of the school leaving certificate and also serve as an entrance examination for public universities in Cyprus and Greece.

QUESTION 8

How does your country - at national and or regional and local levels - evaluate the outcomes of education and training systems in relation to key competences? How is such evidence used for developing policy?

It is evident in the recent years that the Ministry's efforts have been focused on the Educational Reform which will provide the necessary means for making the educational system more attractive and successful for young learners in the field of key competences.

The aim of the educational reform is the success for all pupils. As a result, initiatives need to be complemented in order to attain all students' educational potentials given the fact that the Ministry of Education and Culture has the improvement and quality upgrade of the educational system as a top priority in its agenda.

There are many ways for the evaluation of the learning results of the pupils: Oral examinations, class tests and national tests. These are used by the teachers or the Ministry, to evaluate and assess the progress. This evaluation and assessment process is considered very useful in designing educational policies. However, specific provisions for the evaluation of the outcomes of the education system are expected to be included in the revised curricula, as well as in the new evaluation system that is currently under discussion. Furthermore, the Centre for Educational Research and Evaluation (CERE) is expected to play a significant role in the analysis of evaluation results and the formulation of evidence-based education policy.

The participation in international surveys, such as the PIAAC, is expected to contribute to the evaluation of the outcomes of the education system as well.

CHAPTER 2: TRANSVERSAL LIFELONG LEARNING ISSUES

QUESTION 9

What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy (including the development of national qualifications frameworks linked to the EQF, systems for the validation of non formal or informal learning and learning outcomes based approaches)?

A national Strategy for Lifelong Learning 2007- 2013, has been drafted by a coordinating committee, comprised by the Planning Bureau (as chair), the Ministry of Education and Culture, the Ministry of Labour and Social Insurance, the Productivity Centre and the Human Resource Development Authority. The strategy was discussed with the main stakeholders, in a broad consultation meeting, and after having been re-elaborated so as to include the stakeholders' opinions, was finally approved by the Council of Ministers. The approved National Strategy report was sent to the Competent Directory of the E.U and was presented, by the Planning Bureau, during the launching event of the European Lifelong Learning Programme in Cyprus, in November 2007. The implementation of the national lifelong learning strategy is being monitored by the National Lifelong Learning Committee, which consists of all the involved Ministries and public services as well as various social partners, represented at the highest level. The Committee is responsible for monitoring the implementation of the national strategy, evaluating the effectiveness of the strategic measures, and making suggestions for any necessary amendments of the strategy, securing and, generally, coordinating the participation of all the involved institutions in the formulation and implementation of the strategy.

The decision for the development of a National Qualifications Framework in Cyprus has been taken by the present Government. The Council of Ministers has approved the proposal for the appointment of a National Committee, the mission of which is expected to be the development and establishment of a National Qualifications Framework in Cyprus. A broad consultation, involving all social partners and stakeholders, is currently being carried out.

The establishment of new educational Institutions for Higher Education (two public and three private) has immensely contributed to the implementation of the National Lifelong Learning Strategy, since this expansion of the offers and opportunities for further studies.

It must be noted that the establishment of a system for the validation of non-formal or informal learning is not considered as a national priority for Cyprus.

CHAPTER 3: VOCATIONAL EDUCATION AND TRAINING

QUESTION 10

What progress has your country made in increasing the attractiveness of VET programmes and their relevance to the labour market?

In order to improve the quality of Secondary Technical and Vocational Education in Cyprus, the Ministry of Education and Culture has conducted an external evaluation of the VET curricula, which was co-financed by the European Social Fund (Measure 2.2.2 Improvement and Reinforcement of Secondary Technical and Vocational Education). The study has shown that the strategies that will lead to the further development of Secondary Technical and Vocational Education are the decrease of the taught content, the decentralization of the system and the closer co-operation with industry.

Furthermore, the Ministry of Education and Culture continues its policy for the development of the infrastructure of Technical and Vocational Schools and Modern Technology in the VET curricula.

Major inspections concerning the operation of Technical Schools are carried out every two years, in order to ensure that each Technical School has developed those mechanisms that promote the in-service training of teachers, secure the effective solution of any problems that may arise, improve the school units' learning culture and safeguard the smooth operation of each Technical School.

The Technical and Vocational School (VET) graduates have the same rights and privileges as the Lyceum (Secondary General Education) graduates, since the Leaving Certificate (Apolyterion) awarded by Technical and Vocational Schools is equivalent to that awarded by Lyceums. Thus a big number of these pupils have the possibility to study in Higher Education Institutions, in Cyprus and abroad.

With the aim to help adults to acquire more key competences and skills evening schools are organized. The Leaving Certificate awarded by the Evening Technical School entitles its graduates to sit for the Pancyprian Examinations, in order to compete for a place in Higher Education Institutions in Cyprus and Greece. The Leaving Certificate awarded upon completing the three-year programmes 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.

The implementation of the New Modern Apprenticeship is in progress and the first intake of students is planned for the school year 2010-2011. The New Modern Apprenticeship, which provides an alternative pathway for education, training and development for young persons who withdraw from the formal education system, is geared towards the development of the eight key competences as well as towards meeting the needs of the labour market.

Within the context of the Community Initiative III A (Greece-Cyprus), the Cyprus Productivity Centre organized training programmes for unemployed/economically inactive young persons, designed to familiarize them with selected technical occupations so that they would consider them as possible career options. Many of the young persons who participated in these programmes later pursue further training by participating in accelerated training programmes in technical occupations and upon completion they enter the labour market.

In order to increase the attractiveness of VET programmes and their relevance to the labour market, the Cyprus Productivity Centre is planning to carry out two surveys, the first designed to investigate the reasons why VET is not attractive to young people and propose solutions, and the second, to identify training needs in the labour market at enterprise level.

CHAPTER 4: HIGHER EDUCATION

QUESTION 11

In the area of Modernisation of Higher Education what progress has your country made in relation to:

-Plans/measures to diversify the income streams of Higher Education Institutions?

-Plans/incentives to encourage Higher Education Institutions to open up to lifelong learners?

In general, governmental policies in the area of Higher Education focus on special measures for supporting students and increase the number of students from lower socioeconomic background. They

also focus on measures to encourage and support the creation of more Institutions of Higher Education.

In an effort to provide financial support to higher education undergraduate students, the Council of Ministers has approved a package of student welfare measures, based on socioeconomic criteria. The package includes measures such as the increase in the funding of the Cyprus State Scholarship Foundation, financial support of public and private universities as well as of public schools of tertiary education for providing cheap accommodation to students, the provision of financial support for transportation purposes and meals and the subsidization for the purchase of academic textbooks and personal computers.

National authorities of Cyprus as well as Higher Education Institutions have taken significant measures, in collaboration, towards diversifying income streams of Institutions. More specifically:

1. According to the guidelines for Performance Budgeting adopted by the Republic of Cyprus during the past two years universities in Cyprus are obliged to prepare three-year budgets which are submitted to the Ministry of Education and Culture for approval. The purpose of these three-year budgets is, in addition to providing a solid basis for the annual budgets, to increase the universities' accountability to the relevant state authorities.
2. Public Universities in Cyprus although they rely on the state for financing their operations, for the past years they are, however, encouraged to diversify their income sources, through the following:

- *Funding for research*

Cyprus' accession to the EU in 2004 constituted a milestone with funding for research. There was a significant leap in the percentage of the GDP utilized in research activities. Over the last five years the annual growth in research reached 17%. Cyprus' participation in European research programmes, such as the Framework Programmes for Research, Technological Development and Demonstration Activities, was a catalyst to the expansion of research activities as it provides funding through the Research Promotion Foundation to Cypriot scientists.

- *Donations*

Public universities are prompt to search and accept donations from the private sector. Recently, the University of Cyprus has accepted generous private donation for the new library building.

In addition, market representatives sponsor many students with excellent academic credentials to study at public universities.

- *Collaboration with the industry*

Public universities are encouraged to get involved in various collaborations with market stakeholders and earn, among other advantages, financial profit from these collaborations. In this direction for the past two years 20 programmes of business incubators are running with the involvement of private and public universities under the financial support of the Cypriot government. The areas of activities are related with bioengineering, telecommunications, biotechnology and information and communication technologies.

- *Consultancy services*

Public universities have legal permission and they are also encouraged to offer consultancy services to private or public organizations. They are also allowed to run surveys in collaboration with and under the financial support of various market stakeholders.

- *Tuition paid by students*

At state universities, Cypriot and European undergraduate students are exempted from paying fees as these are paid by the government (€3,400 for each student). Graduate students, however, pay fees, contributing thus to the income of the university. It is highlighted that the MBA programme of the University of Cyprus is self-funded. Another example is the self-funded modules of the Open University of Cyprus.

- *Examination Services*

The University of Cyprus has established the KEPEA which is a center for organizing and administering examinations for candidates for positions in the private and the semi-governmental sectors.

3. Private Universities, on the other hand, do not receive direct government funding and for this reason they are more aggressive with regard to finding alternative income sources. Private Universities finance their operations through the following:

- *Tuition and fees*

According to the educational laws of Cyprus, concerning Higher Education, private universities are allowed to demand educational fees from their students in any cycle of higher education.

4. As a result of the aim of diversifying the income streams by searching for other sources of financial flow, instead of the governmental funding, all Higher Education Institutions are prompted to join various E.U projects and benefit, among others, from the financial support. Some examples are the following: Erasmus Mundus, Erasmus (more than €1 035 283 were absorbed by higher education institutions in Cyprus), Tempus, Framework Programmes for Research, Technological Development and Demonstration Activities, EU Structural Funds
5. The Cyprus Government is in the first phase of establishing a Science and Technology Park. Within the area of the Park, High Technology Companies and Research Centers will be established as well as Higher Education Institutions. The collaboration between the Companies and the Institutions in various levels (i.e. research) will allow Higher Education Institutions to differentiate further their financial sources.

Plans/incentives to encourage Higher Education Institutions to open up to lifelong learners

Promotion and implementation of lifelong learning is among the high priority aims of the Cyprus educational system. Many steps have been taken towards this direction by the educational authorities of the country. More specifically:

1. In late 2007 the government established the Foundation for the Management of Lifelong Learning Programmes which not only offers valuable information on existing financial sources for supporting Life Long Learning Programmes but also gives financial support to Institutions which adopt this kind of programmes (please also refer to pages 4-5).
2. For the past couple of years the Open University of Cyprus, under the financial support of the state, moved to an expansion with new programmes of study and new modules at the undergraduate and postgraduate levels:

New programmes which lead to the award of a degree: Bachelor in Hellenic Civilization Master in Information Systems, PhD in Management of Health Units, PhD in Education Studies.

New undergraduate modules: Management Principles

New postgraduate modules: Open and Distance Learning, Introduction to Adult Learning, Teaching Natural Sciences, Business Administration, Banking/Finance.

3. Higher Education Institutions are offering programmes of upgrading academic qualifications. Beginning of October 2008, for example, the Cyprus University of Technology offers to graduates of the Cyprus Nursing School the opportunity to upgrade their academic qualification to a university level qualification. Until the end of the programme in October 2011, approximately 2 540 students will have the opportunity to participate in order to upgrade their academic qualifications. This opportunity is also offered by two private Universities.
4. Operation of three private Universities in Cyprus since 2007, with approximately 7 500 students in total.
5. Public and Private higher Education Institutions at university and non-university level, offer programmes of study in the evening and/or weekends, on a part time basis in order to enhance access to higher education by persons who:
 - wish to complete university education but did not have the chance to do so in the past
 - are already active in the workforce
 - wish to improve their knowledge and skills in order to seek employment

A significant example of the above is the operation of the School of Modern Greek. The School aims to teach the Greek language to non-native speakers in order, among others, to help them seek for employment or a better status of existing employment.

6. The educational authorities encourage the Higher Education Institutions, both public and private, to establish autonomous departments especially dedicated in the offering of lifelong learning programmes and studies. Some of them have already moved to the above mentioned establishment.



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ

23 Φεβρουαρίου 2009

ΜΕΤΡΑ ΑΜΕΣΗΣ ΕΦΑΡΜΟΓΗΣ ΓΙΑ ΤΗΝ ΠΡΟΛΗΨΗ ΚΑΙ ΑΝΤΙΜΕΤΩΠΙΣΗ
ΤΗΣ ΣΧΟΛΙΚΗΣ ΒΙΑΣ ΚΑΙ ΠΑΡΑΒΑΤΙΚΟΤΗΤΑΣ

Το Υπουργείο Παιδείας και Πολιτισμού δηλώνει ότι καταδικάζει τις πράξεις βίας εναντίον εκπαιδευτικών που σημειώθηκαν το τελευταίο χρονικό διάστημα στα σχολεία, εξαιτίας των οποίων πραγματοποιήθηκε η σημερινή δίωρη στάση εργασίας της ΟΕΛΜΕΚ και της ΟΛΤΕΚ.

Το θέμα της σχολικής βίας απασχολεί εδώ και καιρό το Υπουργείο Παιδείας και Πολιτισμού, επειδή ως φαινόμενο γίνεται όλο και πιο σύνθετο. Για το λόγο αυτό ο Υπουργός Παιδείας και Πολιτισμού προέβηκε τον Απρίλιο του 2008 στη σύσταση Επιτροπής ειδικών για την πρόληψη και αντιμετώπιση του φαινομένου.

Μετά την παράδοση της Έκθεσης της Επιτροπής και τη συζήτηση των εισηγήσεών της στο Συμβούλιο Δημοτικής και Μέσης Εκπαίδευσης, το Υπουργείο Παιδείας και Πολιτισμού καθόρισε τα μέτρα και τις δράσεις που θα προωθήσει για άμεση εφαρμογή μέχρι το τέλος του 2009, τα οποία αναφέρονται στη συνέχεια. Σημειώνεται ότι τα μέτρα αυτά έγιναν αποδεκτά από τους εμπλεκόμενους φορείς κατά τις συζητήσεις στα Συμβούλια Δημοτικής και Μέσης Εκπαίδευσης.

- 1. Σύσταση Επιτελικής Ομάδας Άμεσης Παρέμβασης σε σχολικές μονάδες, η οποία θα στελεχώνεται από Εκπαιδευτικούς Ψυχολόγους και εξειδικευμένους Εκπαιδευτικούς.**
- 2. Λειτουργία Συντονιστικού Φορέα σε επίπεδο Υπουργείου Παιδείας και Πολιτισμού, για την παραγωγή πολιτικής, συντονισμό, καθοδήγηση, προώθηση και αξιολόγηση των**

προγραμμάτων και δράσεων για την πρόληψη και την αντιμετώπιση της βίας στο σχολείο και της αντικοινωνικής συμπεριφοράς.

3. Λειτουργία Παρατηρητηρίου για τη βία στο σχολείο, το οποίο θα καταγράφει, κωδικοποιεί, αναλύει και αξιολογεί τα στοιχεία σχετικά με την έκταση και τις μορφές βίας ανά σχολείο, επαρχία, φύλο και άλλες παραμέτρους.
4. Διοργάνωση νέων επιμορφωτικών προγραμμάτων για το εκπαιδευτικό και το εποπτικό προσωπικό σε θέματα πρόληψης και αντιμετώπισης της σχολικής βίας και παραβατικότητας.
5. Αναδόμηση και ενίσχυση της Υπηρεσίας Εκπαιδευτικής Ψυχολογίας, με βάση την εξωτερική αξιολόγηση της Υπηρεσίας που διενεργήθηκε από Επιστημονική Επιτροπή Εμπειρογνομόνων.
6. Αξιολόγηση και ενίσχυση της Υπηρεσίας Συμβουλευτικής και Επαγγελματικής Αγωγής.
7. Εισαγωγή του Θεσμού του Σχολικού Κοινωνικού Λειτουργού, σε πιλοτική βάση.
8. Ενσωμάτωση προγραμμάτων αγωγής υγείας στα νέα αναλυτικά προγράμματα των σχολείων.
9. Επέκταση του θεσμού των Ζωνών Εκπαιδευτικής Προτεραιότητας σε νέες περιοχές και σχολικές μονάδες.
10. Ενίσχυση και επέκταση του Ευρωπαϊκού Δικτύου Σχολείων Προαγωγής Υγείας.
11. Αναβάθμιση και κατάλληλη αξιοποίηση υφιστάμενων θεσμών, όπως του Υπεύθυνου Τμήματος στη Μέση Εκπαίδευση και του Δασκάλου της Τάξης στη Δημοτική Εκπαίδευση.

12. Σταδιακός εκσυγχρονισμός και αναβάθμιση των Σχολικών Βιβλιοθηκών, ώστε να καταστούν πυρήνες μάθησης για τους μαθητές, τους εκπαιδευτικούς και την κοινότητα.

13. Αναβάθμιση και εκσυγχρονισμός της Παγκύπριας Σχολής Γονέων.

14. Ανάπτυξη Κέντρων Ψυχικής Υγείας σε όλες τις Επαρχίες, τα οποία θα παρέχουν υπηρεσίες ψυχοκοινωνικής στήριξης σε μαθητές, εκπαιδευτικούς, σχολικές μονάδες και γονείς.

15. Επέκταση της λειτουργίας του Ανοιχτού Σχολείου σε νέους Δήμους, με στόχο τη μετατροπή των σχολείων σε Πολιτιστικά Κέντρα της γειτονιάς/ κοινότητας και την αξιοποίηση των εγκαταστάσεών τους για πολιτιστικές, δημιουργικές, αθλητικές και ψυχαγωγικές δραστηριότητες.

Είμαστε πεπεισμένοι ότι με τα μέτρα που λαμβάνει και θα λάβει το Υπουργείο Παιδείας και Πολιτισμού, με τη στενή συνεργασία με τις εκπαιδευτικές οργανώσεις και με την εκπαιδευτική μεταρρύθμιση που προωθείται θα μειωθούν σε μεγάλο βαθμό τα φαινόμενα βίας και παραβατικότητας στο άμεσο μέλλον.

ANNEX 2

Adult Education Providers in Cyprus⁷

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 Institutou)
- 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 Institutou)
- 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 Dikaiosynis kai Dimosias Taxis)

- Cyprus Police Academy (Astynomiki Akadimia Kyprou)

Ministry of Finance (Ypourgeio Oikonomikon)

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

⁷ Reference is made to governmental and semi-governmental providers

ANNEX 3

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

	Formal or Non-formal Education			Informal Education		
	Male	Female	Total	Male	Female	Total
Age group						
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%
Total	43.0%	38.2%	40.6%	60.9%	66.2%	63.6%
Education Level						
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%
Total	43.0%	38.2%	40.6%	60.9%	66.2%	63.6%
Employment situation						
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%
Total	43.0%	38.2%	40.6%	60.9%	66.2%	63.6%
District						
Lefkosia	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%
Total	43.0%	38.2%	40.6%	60.9%	66.2%	63.6%
Rural/Urban Area						
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%
Total	43.0%	38.2%	40.6%	60.9%	66.2%	63.6%

Source: Adult Education Survey 2006

**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
Χρυσοχόοι/ Αργυροχόοι	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
ΣΥΝΟΛΟ	194	191	295	240	226	248	265	288	305	264	180	153	174	127	159	TOTAL

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			SUBJECT
	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Άντρες Men	Γυναίκες Women	Σύνολο Total	
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 encraving
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
Αλφαριθμητισμός	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
ΣΥΝΟΛΟ	3,373	5,475	1,088	2,820	1,637	2,680	809	1,610	6,907	12,585	19,492	TOTAL

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	
ΤΕΧΝΙΚΑ ΘΕΜΑΤΑ	131	264	166	7	228	5	241	5	TECHNICAL COURSES
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
ΕΠΑΓΓΕΛΜΑΤΙΚΑ ΜΑΘΗΜΑΤΑ	388	224	260	231	299	287	396	292	VOCATIONAL COURSES
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
ΠΡΟΕΤΟΙΜΑΣΙΑ ΓΙΑ ΕΙΣΑΓΩΓΙΚΕΣ ΕΞΕΤΑΣΕΙΣ ΑΝΩΤΕΡΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΙΔΡΥΜΑΤΩΝ	379	68	433	75	465	76	267	44	PREPARATION FOR ENTRY EXAMS IN HIGHER EDUCATIONAL INSTITUTIONS
ΣΥΝΟΛΟ	898	556	859	313	992	368	904	341	TOTAL

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	
ΠΡΟΓΡΑΜΜΑΤΑ ΑΡΧΙΚΗΣ ΚΑΤΑΡΤΙΣΗΣ	170	878	162	1,040	INITIAL TRAINING PROGRAMMES
Μονοεπιχειρησιακά	75	48	32	80	Single-company programmes
• Συνήθη	7	6	8	14	• Standard training programmes
• Στελέχωση επιχειρήσεων	68	42	24	66	• Business recruitment
Πολυεπιχειρησιακά	95	830	130	960	Multi-company programmes
• 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 ΑΕΙΚ	7	34	30	64	• Practical training of HHIC students
• Πρακτική κατάρτιση φοιτητών ΑΤΙ	4	59	13	72	• Practical training of HTI students
ΠΡΟΓΡΑΜΜΑΤΑ ΣΥΝΕΧΟΥΣ ΚΑΤΑΡΤΙΣΗΣ	4,973	31,024	22,302	53,326	CONTINUING TRAINING PROGRAMMES
Μονοεπιχειρησιακά	3,966	22,067	16,744	38,811	Single-company programmes
• Συνήθη	3,315	21,563	16,597	38,160	• Standard training programmes
• Στο εξωτερικό	651	504	147	651	• Training abroad
Πολυεπιχειρησιακά	1,007	8,957	5,558	14,515	Multi-company programmes
• 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
ΣΥΝΟΛΟ	5,143	31,902	22,464	54,366	TOTAL

ΠΙΝΑΚΑΣ 107. ΜΕΤΕΧΟΝΤΕΣ ΣΤΑ ΕΚΠΑΙΔΕΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ ΠΟΥ ΟΡΓΑΝΩΝΟΝΤΑΙ ΑΠΟ ΤΟ ΚΕΝΤΡΟ ΠΑΡΑΓΩΓΙΚΟΤΗΤΑΣ, 2005

TABLE 107. PARTICIPANTS IN TRAINING PROGRAMMES ORGANISED BY THE CYPRUS PRODUCTIVITY CENTRE, 2005

Εκπαιδευτικό πρόγραμμα	Άντρες Men	Γυναίκες Women	Σύνολο Total	
ΑΝΑΠΤΥΞΗ ΔΙΕΥΘΥΝΣΗΣ	57	32	89	MANAGEMENT DEVELOPMENT
Τεχνικές δημιουργίας και αξιοποίησης επιχειρηματικών ιστοσελίδων	13	7	20	Web page design for business
Ανάπτυξη ηγετικής ικανότητας	17	11	28	Development of leadership skills
Σχεδίαση και Ανάπτυξη Ιστοσελίδων για καλύτερη επικοινωνία	19	8	27	Web page design for better communication
Πρακτικές εφαρμογές της έρευνας αγοράς	8	6	14	Market research application
ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ	492	167	659	VOCATIONAL TRAINING
Επαγγελματική εκπαίδευση πωλητών/τριών ειδών ένδυσης	0	108	108	Vocational training for salespersons of apparel products
Προσφορές του Δημοσίου για είδη ένδυσης και υφασμάτων	2	12	14	Governmental tenders for apparel products, clothing materials and fabrics
Εισαγωγή στους προγραμματιζόμενους λογικούς ελεγκτές - επίπεδο Α'	7	0	7	Introduction to programmable logic controllers - Level A
Εφαρμογή κανονισμών 16 ^{ης} έκδοσης για ηλεκτρικές εγκαταστάσεις	173	0	173	Implementation of the 16th edition of regulations for electrical instalations
Βιομηχανική Ραπτική	1	7	8	Instaustrial sewing and garment making
Επαγγελματικές προσεγγίσεις στις αγορές και πωλήσεις έτοιμων ενδυμάτων	1	24	25	Professional approach to ready-made clothes market
Τρόποι κατασκευής και χάραξης ξύλινων κλιμάκων	17	0	17	Constraction of wooden staircases and staircase layout
Γεωμετρικές κατασκευές στην οικοδομική-υπολογισμός και χάραξη κλιμάκων και κλιμακοστασίων	10	0	10	Geometrical applications in building industry - stairs and staircase layout
Χειρισμός και προγραμματισμός φρέζας με ηλεκτρονικό υπολογιστή - Μέρος Β'	8	0	8	Programming and operation of computerised milling machine - Part B
Χειρισμός και προγραμματισμός τόνου με ηλεκτρικό υπολογιστή	17	0	17	Programming and opeation of computerised Lathe
Εφαρμογή προγράμματος λογισμικού CAD/CAM σε τόνου και φρέζα CNC	10	0	10	CAD/CAM software applications on CNC Lathe and CNC milling machine
Σχεδίαση και κατασκευή πατρών γυναικείου ταγέρ - Μέρος Β'	0	5	5	Pattern design and construction of ladies suits - Part B
Σχεδίαση και κατασκευή πατρών γυναικείου φορέματος και μπλούζας	0	8	8	Pattern design and construction of ladies dresses and blouses
Μελέτη και περιγραφή των θερμικών φορτίων και στοιχείων εγκαταστάσεων κεντρικών θερμάνσεων (Ενδοδαπέδιων, Επιτοιχίων και Θερμαντικών σωμάτων)	14	0	14	Estimation of thermol loads and installation elements for central heating installations (floor heating, radiators)
Ο ρόλος του επιστάτη στην οικοδομική βιομηχανία	56	0	56	The role of the supervisor in construction industry
Εισαγωγή στους πνευματικούς αυτοματισμούς - Επίπεδο Α'	7	0	7	Introduction to pneumatic automation - Level A
Ερμηνεία και εφαρμογή αρχιτεκτονικού και κατασκευαστικού σχεδίου	10	0	10	Interpretation and application of architectural and construction drawings
Τεχνολογία και πρακτική εργαστηρίου και αναπτύγματα μεταλλικών κατασκευών	10	0	10	Technology and workshop practice - development of metallic construction s elements
Πρακτική κατασκευής εξειδικευμένων μηχανουργικών εργασιών	10	0	10	Specialised machinery works - Practical applications
Ασφαλής χρήση και υπολογισμός εγκαταστάσεων υγραερίου	16	0	16	Safe handling and installation design of LPG
Η τεχνολογία CNC στην υπηρεσία των μικρομεσαίων επιπλαξυλουργικών επιχειρήσεων - σχεδιασμός και εκτέλεση	6	1	7	The CNC technology in small and medium size woodworking and furniture enterprises - design and application
Ταχύρρυθμο πρόγραμμα Υδραυλικών	33	0	33	Ab-Initio Accelerated course for plumbers
Ταχύρρυθμο πρόγραμμα Οικοδόμων	56	1	57	Ab-Initio Accelerated course for builders
Ταχύρρυθμο πρόγραμμα Συγκολλητών	9	1	10	Ab-Initio Accelerated course for welders
Ταχύρρυθμο πρόγραμμα Ισιωτών	10	0	10	Ab-Initio Accelerated course for automotive body repairers
Ταχύρρυθμο πρόγραμμα Επιπλασιών-Ευλουργών	9	0	9	Ab-Initio Accelerated course for furniture makers and carpenters
ΣΥΝΟΛΟ	549	199	748	TOTAL

**ΣΥΜΠΛΗΡΩΜΑΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ
NON-FORMAL EDUCATION**

**ΠΙΝΑΚΑΣ 108. ΣΥΜΜΕΤΟΧΕΣ ΣΤΑ ΠΡΟΓΡΑΜΜΑΤΑ ΤΗΣ ΚΥΠΡΙΑΚΗΣ ΑΚΑΔΗΜΙΑΣ
ΔΗΜΟΣΙΑΣ ΔΙΟΙΚΗΣΗΣ, 2005/2006**

**TABLE 108. PARTICIPATIONS IN PROGRAMMES OF THE CYPRUS ACADEMY OF
PUBLIC ADMINISTRATION, 2005/2006**

Θέμα	Αριθμός συμμετοχών Number of participants			Subject
	Άντρες Men	Γυναίκες Women	Σύνολο Total	
Ανάπτυξη γενικών διευθυντικών δεξιοτήτων	156	131	287	Development of general management skills
Οργανωσιακή ανάπτυξη στη Δημόσια υπηρεσία	114	92	206	Organisational development in Public services
Προγράμματα σε θέματα Ευρωπαϊκής Ένωσης	107	113	220	Programmes on European Union matters
Ένταξη νεοεισερχομένων στη Δημόσια υπηρεσία	88	243	331	Programmes for newcomers in the Public service
Ενίσχυση και διαχείριση της μάθησης στη Δημόσια υπηρεσία	89	100	189	Reinforcement and management of learning in the Public services
Προγράμματα για στελέχη Δημοσίων υπηρεσιών άλλων χωρών στο εξωτερικό	36	94	130	Programmes for Public services employees of other countries abroad
Προγράμματα για στελέχη Δημοσίων υπηρεσιών άλλων χωρών στην Κύπρο	25	17	42	Programmes for Public services employees of other countries in Cyprus
Εξειδικευμένα προγράμματα στη Δημόσια υπηρεσία	48	14	62	Specialised programmes for the Public Services
Προγράμματα ατομικών και διαπροσωπικών δεξιοτήτων	160	440	600	Programmes on personal and interpersonal skills
Προγράμματα για διεύθυνση της μηχανογράφησης στη Δημόσια υπηρεσία	26	132	158	Management programmes on the Public service automation
ΣΥΝΟΛΟ	849	1,376	2,225	TOTAL