

Appendix 1

Country Name: **CYPRUS**

Country team (names, positions, email addresses, telephone numbers):

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p>Geography Cyprus is the third largest island in the Mediterranean with an area of 9,251 sq. kilometres. It has a maximum length of 240 km from east to west and a maximum width of 100 km from north to south. It is situated at the north-eastern end of the East Mediterranean basin.</p> <p>Demography Population: 892.400 (December 2009): 75,4% (672.800) Greek Cypriots 10,0% (89.200) Turkish Cypriots 14,6% (130.400) foreign residents and workers- [9,4% (83.500) from EU countries and 5,2% (46.900) from non-EU countries]. Population density: - 88,4 persons per sq km. Lefkosia district is the most heavily populated with a total of 310.9 inhabitants in 2009, closely followed by Lemesos district with 226.7 inhabitants.</p> <p>Labour market The economy of Cyprus can be characterised as small, open and dynamic, with services constituting its engine power. The services sector is the fastest growing area and accounted for about 72.9% of GDP in 2009. The global economic slowdown affected the Cyprus economy negatively and brought a fall in the employment rate and an increase in unemployment. The most negative effects were felt in the construction, hotels and restaurants, wholesale, retail and commerce sectors. Unemployment in 2010 increased to 6.4% compared with 5.3% in 2009.</p> <p>Education (2009 - 2010) Education in Cyprus is compulsory up to the third class of secondary education. Pupils attend the Elementary school for six years and then continue to the Secondary school (Gymnasium) for another three years. After this, they may continue with their education at either the Lyceum or the Technical Schools. It is estimated that approximately 90% of these continue their studies at this level. The numbers attending school during the year 2009 – 2010 were:</p> <ul style="list-style-type: none">• Elementary Education – 50386• Secondary Education – 48320• Technical Education - 5740• Tertiary Education – 50,000	

Higher Education in Cyprus is provided by different types of state and private institutions at university and non university level. Sixty five percent (65%) of secondary school leavers continue their education at university level, in Cyprus or abroad. It is estimated that 40% of these choose to study in Cyprus at one of the seven Universities-3 State and 4 private ones, while the rest abroad. Of those studying abroad, around 60% study in Greece, 25% in the UK, 10% in other European Universities and the rest mainly in USA.

Main national career guidance services

The main stakeholders involved in the establishment of counselling and guidance services in Cyprus are:

The Ministry of Education and Culture: The Counselling and Careers Education Service (CCES) operates within the public secondary education system of Cyprus and offers help to students and other young people through the Counselling and Careers Education Offices at schools and the central offices of the service at the Ministry of Education and Culture (MOEC).

The Ministry of Labour and Social Insurance: The Public Employment Services offer individualized counselling to jobseekers and other adults for career advancement.

The Human Resources Development Authority: This is the national agency responsible for human resource training and development

The National Organization for Youth: It provides young people with general information and counselling services on issues that interest youngsters

The Tertiary Education Institutions: through their careers offices they offer free individual counselling to students in terms of their studies and professional career.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	

Strength 2	Weakness 2

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Strength 1	Weakness 1
<p>Participation in the ELGPN, EURES, EUROGUIDANCE, PLOTEAS and EUROPASS. The Ministry of labour and Social Insurance acts as an umbrella organisation for the above mentioned EU Networks and initiatives. Taking this centralised approach to EU mobility related instruments, the Ministry has managed to create synergies between the priorities of each of the networks, organise common themed events, conferences and promotional activities. Information about educational and labour mobility can be found under one roof at the Department of Labour with more benefits to the citizens.</p>	<p>The policy makers have no coordination between them. The time needed to agree on what is necessary, convince the various departments and cooperate with a different section of the same Ministry or other organizations is very often time consuming and a barrier to the implementation of any strategic plan.</p>
Strength 2	Weakness 2
	<p>The lack of guidance and the limitations of the availability of the necessary provision, together with the restrictions and absence of the necessary technical support make the whole process unavailable to the user. Also, a lack of ICT Skills is apparent in many areas both in education and more especially in the wider public.</p>

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
<p>All Guidance Counsellors at the Ministry of Education and Culture, Career Counselling and Education Service, hold apart from their Degrees, at least a Post Graduate Certificate/ Diploma and or a Masters degree in Guidance and Counselling.</p>	<p>There is an apparent lack of co-ordination between the various providers. There is not enough available time for the necessary Guidance provision. Most importantly there is a lack of necessary funds. Furthermore, there is no direct access to the Policy Makers. (High Level Decision Makers - MP's)</p>
Strength 2	Weakness 2
<p>Guidance Counsellors – no longer one job one life but accumulation of life skills and adaptation to the world of work.</p>	<p>Absence of a Certification Board.</p>

Theme 4: Evidence-based practice; evidence-based policies

Strength 1	Weakness 1
Strength 2	Weakness 2

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	Priority 3
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	Priority 1
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	Priority 2
Evidence-based practice; evidence-based policies	Priority 4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
High-level key public policy/practice initiative 1	
<u>Development of a National Forum on Lifelong Guidance in Cyprus</u>	
<p>The development of a National Forum on Lifelong Guidance is currently underway. The Decision for the creation of the Forum is currently reviewed by the two basic stakeholders (Ministry of Education and Labour) and is expected that the forum will begin its operations in 2012. The main goals of the forum are:</p> <ul style="list-style-type: none"> • Coordination and communication between services that provide guidance. • Increased public access to guidance services. • The promotion and implementation of research in counselling. • Quality assurance and evaluation of the services that provide 	

<p>guidance.</p> <ul style="list-style-type: none"> • Promote a shared national policy on lifelong guidance. • Act as a platform to exchange information, views and positions on the issues of lifelong guidance.
<p>Linked most closely to Theme 2</p>
<p>High-level key public policy/practice initiative 2</p> <p><u>University-Business Liaison Offices</u></p> <p>These Offices act as a liaison between Business/ Industry and the various Universities in the Republic of Cyprus”.</p> <p>This is a Project funded by the European Union Structural Fund and concerns the establishment and operation of such an Office in each of the seven universities in the Republic of Cyprus, with the aim of attaining a better and stronger communication and cooperation between Business and the Universities on subjects such as, technology transfer, promotion of applied research responding to specific industrial problems, collaboration in research programmes, placement of students in Industry and, generally the promotion of innovation in Business and the Universities in this Country.</p>
<p>Linked most closely to Theme 2</p>
<p>High-level key public policy/practice initiative 3</p>
<p>Linked most closely to Theme ...</p>

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
The Cyprus Team envisage the time when career policy is embedded into a common national strategic planning of both employment and education.	