

ISSN 2979-3343 (Online)

National Policies of Adult and Lifelong Learning and Education

Volume 1, Number 2

Cyprus



Author

Eleni Papaioannou

Series Editors

Michael Osborne and Shalini Singh

Introduction

This report on national policies of adult and lifelong learning is one of a series commissioned by Research Network 4 of the Asia-Europe Meeting (ASEM) Lifelong Learning Hub. It is published by the Centre for Research in Lifelong Learning (CR&DALL), University of Glasgow, School of Education, 11 Eldon St, Glasgow G3 6NH, UK. It is a collaboration between the ASEM LLL Hub, CR&DALL, and the PASCAL Observatory's Centre for Lifelong Learning Ecosystems, Adi Shankara Institute of Engineering and Technology, India.

Author

Eleni Papaioannou, 2026.

The right of Eleni Papaioannou to be identified as the author of this work has been asserted by her in accordance with the Copyright, Designs and Patents Act 1988.

Series Editors

Michael Osborne and Shalini Singh

Design

Front and Back Cover Images ©Catherine Froy

Disclaimer

The views expressed in this Report are those of the author and do not necessarily reflect the views of CR&DALL, the University of Glasgow, the PASCAL Observatory or the ASEM Lifelong Learning Hub.

Citation

Papaioannou, E. (2026). National Policies of Adult and Lifelong Learning and Education: Cyprus. In the Series: Osborne M. and Shalini S. (2026). *National Policies of Adult and Lifelong Learning and Education*, Volume 1, Number 2, Glasgow: Centre for Research and Development in Adult and Lifelong Learning.

A catalogue record for this report is available from the British Library.

First published 2026

ISSN 2979-3343 (Online)

NATIONAL POLICIES OF ADULT AND LIFELONG LEARNING AND EDUCATION: CYPRUS

Author: Dr Eleni Papaioannou¹

Series Editors: Michael Osborne, University of Glasgow, UK and Shalini Singh, Helmut Schmidt University/ University of the Federal Armed Forces, Germany

General Historical Background of ALE and LLL

The peculiarities of the local history and economy influenced the evolution of the adult education sector in Cyprus. The colonial era that ended as late as 1960; the turbulent years that followed the creation of the newly founded Republic of Cyprus; the Turkish invasion in 1974; the continuing occupation of almost 40% of the island's territory; and the mainly agrarian society are some of the factors that contributed to the belated development of adult education and lifelong learning in Cyprus. The real turning point in promoting ALE and the start of its systematisation came with Cyprus's accession to the European Union in 2004.

The sector operates under a highly centralised system, closely overseen and regulated by the state. The lead institutions are the Human Resources Development Authority (HRDA) and the Ministry of Education, Sport and Youth (MoESY). Established in 1974, the HRDA is a semi-governmental body responsible for developing and promoting policies in vocational training and supervising their implementation. It is governed by a 13-member board, which includes, among others, representatives of the government, the employers and trade unions. The HRDA (n.d.) runs a national Training Fund, collecting an obligatory levy of 0.5% on payroll from all private companies. The Fund is the single most important source, supporting adult vocational training, targeting both individuals –including the unemployed and inactive population– and companies. Furthermore, the HRDA carries out studies and forecasts on the skills and occupational needs of the Cypriot labour market (see, for example, HRDA, 2024).

The MoESY organises and oversees various adult education programmes, including formal second-chance education (Evening General and Vocational second-chance schools) and non-

¹ Open University of Cyprus, Cyprus.

formal leisure education (Adult Education Centres and the Open School). In recent years, Higher Education institutions have also played an active role in providing adult education, either through their graduate and postgraduate programmes (i.e. the Open University of Cyprus) or as institutions offering tertiary-level vocational degrees (i.e. the Public Schools of Higher Vocational Education and Training). Since 2020, the MoESY (2025) has established the Office for European and International Affairs, Lifelong Learning and Adult Education, responsible for the development and promotion of policies related to ALE and LLL.

Additionally, the Ministry of Labour and Social Insurance plays an active role in setting policies mainly related to vocational training for the domestic workforce. To this end, it works closely with the HRDA and maintains the Cyprus Productivity Centre. The Centre offers training programmes for the private and public sectors, aiming at increasing domestic productivity (Ministry of Labour and Social Insurance, 2024).

Current relevant national legislation pertaining to adult and lifelong learning (ALE) and lifelong learning (LLL)

The legislative acts or decisions regulating ALE are scattered across different frameworks (e.g., under legislation on primary, secondary, and higher education). To date, there is no single legislative framework for adult education and lifelong learning (Gravani & Ioannidou, 2014; MoESY, n.d.). The three National Strategies for Lifelong Learning adopted to date (Directorate General for European Programmes, Coordination and Development, n.d.; Ministry of Education, Sport, & Youth, n.d.; Planning Bureau, 2007) are considered among the most important policy documents, as they have set the priorities and visions for the last two decades. Furthermore, the HRDA regularly conducts studies and develops strategic plans that define short-term and long-term goals for human resource development.

The lack of a coherent policy and institutional framework has been identified per se as one of the main challenges hindering effective coordination, efficient financial management and harmonised policy implementation of the various ALE provisions (see CyLLLS). Furthermore, other structural deficits, such as the limited monitoring mechanisms and relevant data for the evaluation of ALE programmes, compromise the quality of the offered provisions (MoESY, n.d.).

On the other hand, participation and labour-market challenges have also been identified both locally (HRDA, 2023; MoESY, n.d.) and in European policy texts (European Commission,

2025a; European Commission, 2025b). Traditionally, one of the major challenges in the ALE and LLL sector is the low participation of the adult population compared to the EU average (European Commission, 2025c). Other significant challenges include high levels of youth and long-term unemployment, low levels of adults' basic skills, and the mismatch between graduates' skills and the needs of the labour market (HRDA, 2023; MoESY, n.d., European Commission, 2025c). The European goal of the twin transition towards a digital and green economy, which Cyprus has adopted, is clearly hampered by a reluctance to participate in skilling/reskilling programmes, a lack of basic skills in the labour market, particularly digital skills, and the inability of educational programmes to keep up with the needs of the labour market.

In this framework, the Cyprus Recovery and Resilience Programme (CyRRP) (Directorate General Growth, Ministry of Finance, n.d.-a) has been used to address these challenges through the design and implementation of reforms and investments, with support from the Recovery and Resilience Fund. Additionally, the Cyprus Cohesion Programme THALIA 2021-2027 also includes investments aiming to tackle major ALE challenges. The most significant of those are summarised below.

To combat the major concern of skills mismatch, the MoESY, Department of Higher Education (Ministry of Education, Sport, & Youth & PwC Cyprus, n.d.-a), has initiated a national graduate tracking survey to map out the supply of skills available in the labour market through recent higher education graduates. A second survey, the National Employers' Skills Survey (Ministry of Education, Sport, & Youth & PwC Cyprus, n.d.-b), is now running to investigate skills demand through employers' perspectives regarding skills' needs and gaps in the labour market. Both initiatives are funded by the CyRRP 2021-2026.

Furthermore, the HRDA regularly issues labour demand and supply forecasts (HRDA, 2022), which are the Authority's main data sources for designing adult training programmes. Along with the data provided through the two national surveys, the data is expected to provide valuable support for the match between skills demand and supply.

One of the main goals of the National Lifelong Learning Strategy 2021-2027 (CyLLLS) has been to increase participation in ALE programmes. Given the very targeted measures to address labour market needs, most of the new developments point towards vocational training. Following the EU recommendations (European Commission, 2020), the state has undertaken the development of two projects expected to enhance participation in ALE: the Individual Learning Accounts and the Microcredentials. The two projects, which are supported by European funding, are being implemented by the HRDA. Furthermore, to

address the issue of inactive young people who are neither in education, employment, nor training (NEETs), the HRDA has developed a targeted training programme for their integration into the labour market.

Furthermore, Cyprus has adopted the goal of a dual transition to a digital and green economy. As such, it utilises funds from the CyRRP to strengthen the relevant skills (Ministry of Finance, Directorate General Growth, 2021). In recent years, both the HRDA and the Cyprus Productivity Centre have been offering free training courses to strengthen digital and green skills, as well as skills related to the green and blue economy and entrepreneurship.

Extent of devolution of powers in ALE and LLL to regions and cities, and to social partners

In Cyprus, the governance of ALE and LLL and education in general is highly centralised at the national level. Strategic priorities and policies are set and overseen at the national level, primarily by the MoESY, and thereafter by the HRDA and the Cyprus Productivity Centre. Both come under the Ministry of Labour and Social Insurance.

The MoESY has prepared the CyLLLS 2021-2027, which is coordinated and implemented through governmental bodies. The Office for European and International Affairs, Lifelong Learning and Adult Education of the MoESY is the body responsible for coordinating the development of the Strategy. Additionally, the newly established National and Technical Lifelong Learning Committees (MoESY, n.d.), which include representatives from ministries and social partners, are responsible, according to the CyLLLS, for planning, monitoring and updating the Strategy. The Action Plan following the CyLLLS with implementation guidelines for the announced strategic goals has not been published yet (June 2026).

There is no formal system for devolved powers to regions or municipalities. Especially regarding governance and policy development of ALE and LLL, their role is very limited. The decision-making processes remain centralised, either at the level of Ministries and their relevant departments or, in the case of the HRDA, at the level of its Board of Directors. Although policy frameworks and funding are controlled centrally, municipalities support the implementation of some of these policies through adult education provisions, such as the Adult Education Centres and the Open Schools, which offer non-formal courses aimed at enhancing the population's life skills (MoESY, 2025).

Within the framework of the ALE/LLL, the social partners, such as trade unions, employers' associations or sectoral bodies, hold a mainly consultative and planning role. In the policy design processes, such as the development of the latest CyLLLS, there is usually a public consultation with all relevant social partners. Regarding the Strategy, at the current phase of implementation, the social partners participate in the Technical Committee responsible for implementing and monitoring the CyLLLS (MoESY, n.d.).

Furthermore, the HRDA, the most important training organiser, is governed by a multi-collective Board of Directors, among others, including representatives from the government, employers and trade unions. The Board supervises the Authority's operations and is responsible for the development, implementation, and evaluation of HRDA's short- and long-term strategic objectives (HRDA, n.d.-b). Consequently, social partners are involved in shaping policies through different schemes, even though the final decisions are mainly political.

Influence and/or policy linkages to supranational organisations

The late systematisation of the field of ALE/LLL in Cyprus, which is still in its early stages, is one of the main reasons why the corresponding national policies are scarce. Instead, the sector is primarily influenced by foreign policies, with the European Union having the most obvious influence. In any case, the first policies on ALE were developed mainly after Cyprus acceded to the EU, with the publication of the first Strategy for Lifelong Learning 2007-2013 (Planning Bureau, 2007). Before the milestone of accession, while some important adult education provisions (e.g., the HRDA, second-chance schools, Adult Education Centres) existed, the corresponding short-term and long-term policies were limited. Besides the EU, other supranational organisations, such as UNESCO, the OECD, and the World Bank, influence Cyprus' ALE, but less directly.

The current ongoing policy objectives and developments, as stated in the CyLLLS 2021-2027 (MoESY, n.d.), are well-aligned with the ALE policies incorporated in EU policy frameworks, such as the European Agenda for Adult Learning 2021-2030 (Council of the European Union, 2021), the European Education Area (Council of the European Union, 2021), and the European Skills Agenda (E.C., 2020).

Cyprus has been participating in the European Agenda for Adult Learning since 2012 (for details, see Republic of Cyprus, MoESY, n.d.). In line with the Agenda's goals, projects have been implemented to increase participation, train adult educators, and enhance the adult

population's basic and digital skills. Furthermore, the CyLLS is aligned with the European Thematic Agenda for Adult Learning 2021-2030 and its priority areas (Council of the European Union, 2021). Additionally, Cyprus works closely with the European Centre for the Development of Vocational Education (CEDEFOP), guiding policy developments and monitoring in VET (see, for example, CEDEFOP, 2025).

In 2014, the World Bank published a report on Cypriot education and proposed measures for strengthening its governance and efficiency. Since then, several measures have been adopted, such as the creation of a Unit for Lifelong Learning and Adult Education (UNESCO Institute for Lifelong Learning, 2022). Moreover, Cyprus considers UNESCO's educational policy frameworks in developing its national policies. UNESCO has an active role in promoting ALE/LLL in the region through the UNESCO Chair on Lifelong Learning and Adult Education established in 2020 at a local University (Cyprus National Commission for UNESCO, n.d.).

Cyprus participated in one round of the PIAAC Survey during 2008-2013 (OECD, 2016). Despite the value of the first-time data on the adult population's skills, the MoESY discontinued Cyprus' participation. This decision contributed significantly to the lack of data on the adult population's skill level.

Overall, the EU is the main and direct influencer of the ALE/LLL policies in Cyprus, while other organisations' roles are less important and indirect.

Financing of LLL

The ALE/LLL sector uses national and European funding. The HRDA's operation is largely based on a mandatory levy of 0.5% on the payroll of all companies, excluding the public sector. In 2024, the contributions amounted to €48.9 million, accounting for 91% of the organisation's revenue. Of this amount, the Authority returned €38 million in grants for human resources training. In addition, the HRDA has been appointed as the implementing body for a series of projects promoting digital and green skills, as well as skills related to the blue economy and entrepreneurship. For the period 2021-2026, the projects have a budget of €13.5 million from the CyRRP (HRDA, n.d.-b).

The total expenditure on other ALE provisions in Cyprus is difficult to ascertain. One key reason is the fragmentation of the sector across different departments of the MoESY, such as the Primary Education Department (Adult Education Centres), the Directorate of

Secondary Education (Second-chance general schools), and the Directorate of Secondary Technical Education (Second-chance VET schools and other VET provisions) (MoESY, 2025b).

During the programming period 2021-2027, Cyprus has prioritised the further development of the VET sector, following the EU's repetitive calls to strengthen technical education and address significant skills gaps and mismatches (European Commission, 2025a). Most of the new initiatives are fully or partially funded from EU funds (ESF+, RRF, EU Cohesion Policy Funds) (see Table I).

Table I: *EU-funded projects*

Project	Description	Budget	Funding
Development of Technical and Vocational Education and Training (Directorate General Growth, Ministry of Finance, n.d.-b)	The project targets all levels of VET (secondary, post-secondary and adult)	€38 million	ESF+ (60%)
National Graduate Tracking Mechanism & Employers' Skills Survey (Department of Higher Education, Ministry of Education, Sport and Youth, 2025)	The two surveys aim to track skills' supply and demand.	n/a	CyRRP
Digital Skills Training Programmes (2023-2025) (Department of Labour, 2024)	Courses targeting the enhancement of digital skills of the population	€6 million	CyRRP
Training on green skills (2023-2025) (Department of Labour, 2024)	Training courses for the employed and the inactive population	€2.8 million	CyRRP
Training on skills related to the blue economy (2023-2025) (Department of Labour, 2024)	Training courses for the employed and the inactive population	€0.6 million	CyRRP
Training on entrepreneurship skills (2023-2025) (Department of Labour, 2024)	Training courses for the employed and the inactive population	€2.8 million	CyRRP

Development of Individual Learning Accounts (Department of Labour, 2024)	The project aims to motivate participation in ALE	€5 million	ESF+ & HRDA
NEETs' training programmes (Department of Labour, 2024)	The project targets the activation of NEETs in the labour market	€5 million	ESF+ & HRDA

Source: Created by the author

There is a profound emphasis on the VET sector, which is supported by the largest share of the internal and external funding. This creates an imbalance that hinders the evolution of other ALE provisions and the development of novel policies and provisions that serve other societal objectives, such as basic skills enhancement for adults, other than the digital provisions for the low-educated or immigrants. On the other hand, the unilateral emphasis on the needs of the labour market undermines the humanistic ideal of adult education and downgrades it to a tool for achieving economic benefits.

The role of sectors and involvement of community stakeholders

In Cyprus, the formal education sector includes mainly programmes organised by the MoESY. These include the second-chance general and VET adult schools, which provide the opportunity for early school leavers (age 18+) to obtain their secondary education certificate (Ministry of Education, Sport and Youth, n.d.). Another formal provision is the Post-Secondary Institutes of VET, which offer tertiary-level VET educational programmes that respond to labour market needs (Dimosia Scholi Anoteris Epangelmatikis Ekpaidefsis kai Katartisis, n.d.). Additionally, public and private universities also offer graduate and post-graduate programmes for adults.

In the non-formal ALE sector, the main provisions target the employed and unemployed population, aiming to develop local human resources to enhance productivity. The main regulator of the programmes is the HRDA, which sets the priorities, designs the training schemes, provides funding and accredits the educators and the training providers (HRDA, n.d.-a). Some non-formal courses are offered by the Cyprus Productivity Centre (Cyprus Productivity Centre, Ministry of Labour and Social Insurance, n.d.) of the Ministry of Labour and the MoESY (See Lifelong Learning VET Programs at Directorate of Secondary Technical

and Vocational Education and Training, Ministry of Education, Sport and Youth, n.d.). Another non-formal provision is the Adult Education Centres (See *Epimorphotika Kentra* at Adult Education Centres [AEC], Department of Primary Education, Ministry of Education, Sport and Youth, n.d.), which offer leisure education programmes to adults, including some programmes that target basic skills, such as IT courses, second language courses and Greek language lessons for non-native speakers.

Other entities, such as libraries, museums, NGOs, and community centres, may occasionally offer educational opportunities for adults, such as lectures, workshops or exhibitions (Leventis Municipal Museum of Nicosia, 2026). However, there are no official policies to support and accredit those programmes, as they mostly depend on organisations' own initiatives.

There are two mechanisms through which various stakeholders are included in the development of ALE/LLL policies. The first one is the National and Technical Committees set up to support the development of the latest CyLLLS 2021-2027. The Committees include representatives from different ministries, trade unions, the HRDA and the Cyprus Productivity Centre, as well as the Cyprus Youth Board (Ministry of Education, Sport and Youth, 2022). The second important mechanism is the inclusion of stakeholders in the Board of Directors of the HRDA. The Board includes representatives of Ministries, trade unions, and employers' organisations (HRDA, n.d.-a). Furthermore, the data from the National Employers' Survey is expected to be taken into consideration in the development of policies.

The tracking of the effective implementation of policies

The monitoring of policies in ALE is informed by statistical data collected by the Cyprus Statistical Service, primarily within the framework of European statistical obligations. Currently, three surveys provide relevant data: the Adult Education Survey, the Labour Force Survey, and the Continuing Vocational Training Survey (Cyprus Statistical Service, 2025).

Furthermore, as stated, the newly established National and Technical Committees are responsible for monitoring the implementation of the CyLLLS, safeguarding the achievement of the policy objectives. They have the right to suggest modifications and adaptations throughout the implementation phase (MoESY, n.d.). Although the CyLLLS foresees the development of an interim report by the Committees, this does not appear to be available. Additionally, the European and International Affairs, Lifelong Learning and Adult Education

Office of the MoESY is also responsible for overseeing the implementation of various projects and reporting their progress.

The HRDA has established its own policy monitoring mechanisms. Through internal evaluation, it conducts studies on the impact of its programmes on the populations targeted by the various training schemes (HRDA, n.d.-a).

References

- Adult Education Centres, Department of Primary Education, Ministry of Education, Sport and Youth. (n.d.). *Epimorfotika Kentra* [Adult Education Centres].
<https://www.moec.gov.cy/Epimorfotika/index.html>
- Cedefop. (2025). *2025 skills forecast: Cyprus* (Country report).
https://www.cedefop.europa.eu/files/skills_forecast_-_cyprus_2025.pdf
- Council of the European Union. (2021, February 26). Council resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) (2021/C 66/01). *Official Journal of the European Union*.
[https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:32021G0226\(01](https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:32021G0226(01)
- Council of the European Union. (2021, December 14). Council resolution on a new European agenda for adult learning 2021-2030 (2021/C 504/02). *Official Journal of the European Union*.
[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32021G1214\(01](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32021G1214(01)
- Cyprus National Commission for UNESCO. (n.d.). *UNESCO Chair at Frederick University - UNESCO Chair on Lifelong Learning and Adult Education*.
https://www.unesco.org.cy/Programmes-UNESCO_Chair_at_Frederick_University%2CEN-PROGRAMMES-01-04-04%2CEN
- Cyprus Productivity Centre, Ministry of Labour and Social Insurance. (n.d.). *Oikoselida* [Home page]. <https://www.mlsi.gov.cy/mlsi/kepa/kepa.nsf/home/home?openform>
- Cyprus Statistical Service. (2025). *Adult education survey 2022* (Έρευνα Επιμόρφωσης Ενηλίκων 2022) [PDF]. Republic of Cyprus.
https://library.cystat.gov.cy/NEW/ADULT_EDUCATION_SURVEY-2022-EL-160425.pdf
- Department of Higher Education, Ministry of Education, Sport and Youth. (2025). *National Graduate Tracking Mechanism & Employers' Skills Survey*.
<https://skilltracking.highereducation.ac.cy/>
- Department of Labour. (2024). *Monitoring report on the progress of the implementation of the active labour market policies 2023 - Cyprus*. Ministry of Labour and Social Insurance.
<https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/982E9608205E29C5C2258BD5003A0301?OpenDocument>

- Dimosia Scholi Anoteris Epangelmatikis Ekpaidefsis kai Katartisis. (n.d.). *Oikoselida* [Home page]. <https://www.mieek.ac.cy/index.php/el/>
- Directorate General for European Programmes, Coordination and Development. (n.d.). *National strategy for lifelong learning 2014-2020*. <https://www.uil.unesco.org/sites/default/files/medias/fichiers/2023/05/cyprus-national-lifelong-learning-strategy-2014-2020.pdf>
- Directorate General Growth, Ministry of Finance. (n.d.-a). *Cyprus Recovery and Resilience Plan 2021-2026*. [http://www.cyprustomorrow.gov.cy/cypresidency/kyprostoavrio.nsf/all/B37B4D3AC1DB73B6C22586DA00421E05/\\$file/Cyprus%20RRP%20For%20Upload%2020052021.pdf](http://www.cyprustomorrow.gov.cy/cypresidency/kyprostoavrio.nsf/all/B37B4D3AC1DB73B6C22586DA00421E05/$file/Cyprus%20RRP%20For%20Upload%2020052021.pdf)
- Directorate General Growth, Ministry of Finance. (n.d.-b). *Development of Technical and Vocational Education and Training. THALIA 2021-2027*. <https://thalia.com.cy/en/example-of-projects/development-of-technical-and-vocational-education-and-training-en/>
- Directorate of Secondary Technical and Vocational Education and Training, Ministry of Education, Sport and Youth. (n.d.). *PDBEEK: Genikes plirofories* [Lifelong VET: General information]. https://www.moec.gov.cy/dmteek/pdbeek_genikes_plirofories.html
- European Commission. (2020, July 1). *European Skills Agenda for sustainable competitiveness, social fairness and resilience* (COM/2020/274 final). <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0274>
- European Commission. (2025a). *Commission staff working document: 2025 country report - Cyprus* (SWD(2025) 213 final). <https://op.europa.eu/en/publication-detail/-/publication/20fae968-4157-11f0-b9f2-01aa75ed71a1/language-en>
- European Commission. (2025b). *Recommendation for a Council recommendation on the economic, social, employment, structural and budgetary policies of Cyprus* (COM(2025) 213 final). <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=COM:2025:213:FIN>
- European Commission: Directorate-General for Education, Youth, Sport and Culture. (2025c). *Education and training monitor 2025 - Cyprus*. Publications Office of the European Union. <https://op.europa.eu/webpub/eac/education-and-training-monitor/en/country-reports/cyprus.html>
- General Directorate for Development, Ministry of Finance. (2022). *Programme “THALIA 2021-2027”* [PDF]. <https://thalia.com.cy/wp-content/uploads/2022/07/ΘΑΛΙΑ-2021-2027.pdf>
- Gravani, M., & Ioannidou, A. (2014). *Adult and continuing education in Cyprus* (Länderporträts). W. Bertelsmann Verlag. <https://doi.org/10.3278/37/0575w>
- Human Resource Development Authority of Cyprus. (n.d.-a). *Ετήσια Έκθεση 2024* [Annual Report 2024]. https://www.anad.org.cy/wps/wcm/connect/hrda/cf054c0e-a0e7-4b11875177c91991566b/Ετήσια+Έκθεση+2024+Σχεδιαστικό+min.pdf?MOD=AJPERES&C ONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_HHHAH9O0NGE980A7L632QJ0000-cf054c0e-a0e7-4b11-8751-77c91991566b-pN72Vmi

- Human Resource Development Authority of Cyprus. (n.d.-b). *Νομοθεσία και Κανονισμοί* [Legislation and regulations]. AvAΔ - Human Resource Development Authority of Cyprus.
https://www.anad.org.cy/wps/portal/hrda/hrdaExternal/anad/legislation!/ut/p/z1/04_Sj9CPykssy0xPLMnMz0vMAfljo8ziPTw8HD0s_Q383F3DjAwCLVydTV2CLY1djQ31w8EKDHAARwP9KEL6o_ApMfE0xK_A38UEqgCPGwpylwpyPROVASLsnfs!/dz/d5/L2dBISEvZ0FBIS9nQSEh/
- Human Resource Development Authority of Cyprus. (2022). *Projections of labour demand and supply in the Cypriot economy 2022-2032* [PDF].
https://www.anad.org.cy/wps/wcm/connect/hrda/b6fbcfb8-14b04ee2817bab97496d90a5/Provlepseis+20222032.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_HHHAH9O0NGE980A7L632QJ0000-b6fbcfb8-14b0-4ee2-817b-ab97496d90a5-opuEcLh
- Human Resource Development Authority of Cyprus. (2024). *Εντοπισμός αναγκών σε πράσινα επαγγέλματα και δεξιότητες στην κυπριακή οικονομία 2024-2030* [Identifying needs in green occupations and skills in the Cyprus economy 2024-2030] (Research report).
<https://shorturl.at/lt7V8>
- Leventis Municipal Museum of Nicosia. (2026). *Creative action*.
<https://leventismuseum.org.cy/creative-action/>
- Ministry of Education, Sport and Youth. (n.d.). *Esperina scholeia* [Evening schools].
https://www.moec.gov.cy/esperina_scholeia/
- Ministry of Education, Sport and Youth. (2022). *Cyprus lifelong learning strategy 2021-2027*.
http://archeia.moec.gov.cy/mc/933/lifelong_learning_strategy_2021_2027.pdf
- Ministry of Education, Sport and Youth. (2025a). *Annual action plan 2026*. Republic of Cyprus.
<https://www.diakivernisi.gov.cy/assets/modules/wnp/articles/202511/483/docs/.pdf>
- Ministry of Education, Sport and Youth. (2025b). *Annual report 2024*.
https://sch.cy/mc/606/etisia_ekthesi_2024_ell.pdf
- Ministry of Education, Sport and Youth & PwC Cyprus. (n.d.-a). *CYEmployers - National employers' skills survey*. <https://skilltracking.highereducation.ac.cy/cyemployers/>
- Ministry of Education, Sport and Youth & PwC Cyprus. (n.d.-b). *Main results of the second cycle of Cyprus' National Graduate Tracking Survey (2023)*.
<https://skilltracking.highereducation.ac.cy/main-results-of-the-second-cycle-of-cyprus-national-graduate-tracking-survey-2023/>
- Ministry of Finance, Directorate General Growth. (2021). *Cyprus recovery and resilience plan 2021-2026*. <https://ageing-policies.unece.org/browse-policy/552>
- Ministry of Labour and Social Insurance. (2024). *Etisia ekthesi Kentro Paragogikotitas (KEPA) 2024* [Annual report - Productivity Centre (KEPA) 2024].
[https://www.mlsi.gov.cy/mlsi/kepa/kepa.nsf/3385B89182DF927FC2258CDF00266711/\\$file/ETHΣΙΑ%20ΕΚΘΕΣΗ%20ΚΕΠΑ%202024%20final%20ΚΕΠΑ.pdf](https://www.mlsi.gov.cy/mlsi/kepa/kepa.nsf/3385B89182DF927FC2258CDF00266711/$file/ETHΣΙΑ%20ΕΚΘΕΣΗ%20ΚΕΠΑ%202024%20final%20ΚΕΠΑ.pdf)
- OECD. (2016). *Skills matter: Further results from the Survey of Adult Skills*. OECD Skills Studies. OECD Publishing. <https://doi.org/10.1787/9789264258051-en>

Planning Bureau. (2007). *National strategy for lifelong learning in the Republic of Cyprus 2007-2013*.

https://uil.unesco.org/fileadmin/multimedia/uil/confintea/pdf/National_Reports/Europe%20-%20North%20America/Cyprus.pdf

Republic of Cyprus, Ministry of Education, Sport and Youth. (n.d.). *Ekpaideusi enilikon - Europaiko thematologio* [Adult education – European agenda].

<https://www.moec.gov.cy/ethee/index.html>

UNESCO Institute for Lifelong Learning. (2022). *5th global report on adult learning and education: Citizenship education: Empowering adults for change (GRALE 5)*. United Nations Educational, Scientific and Cultural Organization.

<https://unesdoc.unesco.org/ark:/48223/pf0000381666>



Asia-Europe Meeting
ASEM Education & Research Hub
for Lifelong Learning

PASCAL International
observatory



CR&DALL
Centre for Research and Development in Adult and Lifelong Learning