



PARTNER UP Road Map Cyprus



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Country: Cyprus



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1. Stakeholders involved in developing the Road Map

What types of stakeholders participated in developing the Road Map, and what are their roles? Please provide detailed information about their roles in implementing the Road Map.

Stakeholders from diverse sectors participated in developing the Road Map, each playing unique roles in its implementation:

Governmental and semi-governmental authorities (Ministry of Education, Sports, and Youth, Human Resource Development Authority)

The Ministry of Education's Adult Education Centers and the Human Resource Development Authority (HRDA) participated to align the Road Map with national policies and funding priorities. Their role in implementation was central, as they oversee policy development, funding allocations, and regulatory oversight necessary to support continuous upskilling programs.

Academic Institutions (Universities and Colleges)

Institutions such as the University of Limassol, Cyprus University of Technology, University of Nicosia, KES College, and the University of Cyprus provided academic knowledge and research insights on upskilling and reskilling. Their role in implementing the Road Map included adapting and delivering training programs that align with current labor market needs and offering specialized adult education pathways.

Research Organizations (CARDET, Innovade, Institute of Development)

Research organizations, including CARDET, Innovade, and the Institute of Development, contributed through expertise in adult learning and educational innovation. They will continue to support the Road Map by sharing research insights and best practices from EU-funded projects and contributing to the design of training programs focused on adults with low formal qualifications.

Employers and Industry Associations (Cyprus Chamber of Commerce and Industry, Cyprus Employers and Industrialists Federation)

The involvement of industry bodies like the Cyprus Chamber of Commerce and the Employers and Industrialists Federation helps ensure the Road Map meets sector-specific needs. They facilitated on-the-job training and encouraged increased investment in workforce development.

Trainers and Educators

Educators and trainers from organizations such as CARDET, the Cyprus Red Cross – Youth Section, Cyprus youth Council pool of trainers, and Innovade played a key role in developing the Road Map. Drawing on their expertise on training development, they supported the need of paying attention to learners' needs and interests.

Adult Learners

Adult learners participated to ensure that the training programs were tailored to real-world



needs. They contribute to the Road Map's development by providing feedback on the training experience and encouraging peer participation, helping to make the Road Map relevant and accessible to a wider community.

Non-Profit Organizations (Cyprus Red Cross – Youth Section)
Non-profit organizations, including the Cyprus Red Cross Youth Section, were involved to ensure that the Road Map is inclusive and accessible, especially for underserved communities. Their role in implementation focused on outreach, offering support services to facilitate training access, and collaborating with other stakeholders to expand the reach and impact of upskilling initiatives.

As similarly described in the WP3 Report, the consultations and discussions with the aforementioned stakeholders, were derived from the development group meetings. In Cyprus they were organized four development groups.

The first Development Group meeting, held online on May 15, 2024, brought together nine participants from various organizations. Key contributors included an Assistant Professor from the University of Limassol and a research associate from the Cyprus University of Technology, who provided academic insights. Trainers from the Human Resource Development Authority, representatives from CARDET, the University of Nicosia, and Innovade also participated, focusing on integrating both educational and practical training perspectives.

The second Development Group meeting took place online on May 20, 2024, with 13 participants from different institutions. This session saw contributions from KES College representatives, the Director of the University of Nicosia's Faculty Training and e-Learning Pedagogical Support Unit, adult educators from CARDET, and adult learners themselves. A representative from the Adult Education Centres under the Ministry of Education, Sports, and Youth also participated, ensuring alignment with national adult education policies.

The third Development Group meeting was held in person on May 30, 2024, and included 11 participants. This face-to-face session gathered senior representatives from industry and vocational sectors, including the Director of the Cyprus Employers and Industrialists Federation's Human Resources Department, senior officers from the Human Resource Development Authority, and representatives from the Cyprus Chamber of Commerce and Industry. Also present were academic coordinators for Secondary Technical and Vocational Education and trainers from CARDET.

The fourth Development Group meeting, also conducted in person, took place on June 11, 2024, with 13 attendees. Participants included educational researchers and trainers from CARDET, a University of Nicosia lecturer, a trainer from the University of Cyprus, and representatives from the Cyprus Red Cross Youth Section. Trainers from Innovade and researchers from the Institute of Development also contributed to this session.



2. Planning the Implementation Plans/ Road Map

List and describe how you plan to develop the Road Map. Who will start drafting it, who will be consulted further, the timeline, methods to be used, etc. Which methods were most successful in engaging participants, generating actionable and specific suggestions, and supporting collaboration between stakeholders?

Drafting and initial development

The drafting of the Road map began during the first development group by a core team of CARDET, in an effort to gain insights and perspectives on how to develop the Road map. During the development group discussions, stakeholders identified challenges in outlining detailed implementation plans, highlighting various issues related to government, funding and awareness challenges for UP. From their responses, potential short-term and long-term goals, timelines, key milestones, responsibilities, strategies, and contingency plans were proposed, creating a draft document.

Stakeholder consultation and engagement

Once the draft was prepared, it was shared to the following development groups, conducted face to face and online. Each group provided their feedback on various aspects of the draft, helping to enrich and address areas not previously mentioned. An important contribution to the discussion was the suggestion to utilise the Action Plan of the Cyprus's Lifelong Learning Implementation Strategy (LLIS) 2021–2027 as a guide to the implementation of UP. This provided the framework of adopting specific action steps and timelines across key priorities: establishing governance, monitoring, and evaluation frameworks; reducing youth unemployment; upskilling and reskilling youth and the workforce; increasing adult participation in lifelong learning; and enhancing the professional development of adult educators and trainers.

Timeline and Milestones

The timeline for the Road Map's development spans eight months. Specifically the process involved:

- 1. Initial consultations and drafting (May 2024):** The CARDET team created the first draft, informed by the outcomes of the first development group.
- 2. Consultations and revisions (May to June 2024):** The draft was shared and discussed in the following development groups for feedback. Stakeholders addressed specific recommendations and refined action steps.
- 3. Finalisation (beginning of November 2024):** After collecting feedback and refining the document, the final version of the Road Map will be presented to all stakeholders for a final review and feedback.
- 4. Dissemination (November to December 2024):** The Road Map will be disseminated to relevant authorities, organizations, and the public.

Successful Methods for Stakeholder Engagement

To engage participants and encourage collaboration, the following methods were used:



1. Presentation of the project and meeting aims:

Each session began with a detailed presentation outlining the objectives of the project and the specific aims of the meeting, therefore providing participants with a clear understanding of the project scope and the goals of the meeting.

2. Focus group discussions:

Participants engaged in structured focus group discussions allowing stakeholders to share insights and generate actionable suggestions.

3. Workshops:

Workshops were conducted during the in-person meetings, providing a hands-on environment for participants to work together on specific tasks. These workshops provided an opportunity for participants to collaborate on concrete tasks, focusing on developing detailed action plans, road maps, and practical mechanisms to support UP implementation.

3. Successful Cooperation Mechanisms

Please provide 2 examples of good practices which could be a source of inspiration for other countries.

The WP2 – Stakeholder Analysis Report highlights several challenges in Cyprus's adult education sector. It appears fragmented, largely due to the lack of coherent assurance processes. Additionally, there is insufficient collaboration between academia, research, and industry, which hinders the development of skills and employability for new graduates. Moreover, career guidance and counselling services are limited for both youth and adults with low qualifications. In any case, below we provide two good practices of successful cooperation mechanisms:

1. The introduction of the Cyprus Lifelong Learning Strategy (2021-2027) (CyLLIS, 2022):

The Cyprus Lifelong Learning Strategy (CyLLIS) 2021–2027 outlines a framework to promote lifelong learning by strengthening collaboration among various stakeholders in adult education. It focuses on upskilling and reskilling to align educational opportunities with the evolving labor market, particularly in the context of the digital and green transitions. The strategy emphasizes accessible, inclusive, and flexible learning pathways to address skill gaps and prepare adults—especially those with low formal qualifications—to achieve in a changing economy. Specifically, the CyLLIS aim:

‘to provide a long-term strategic framework towards the development of a knowledge-based society, where all citizens are provided with learning opportunities, to develop the knowledge, skills, and attitudes that will facilitate their personal and social growth, professional advancement, social inclusion, resilience, and well-being’ (CyLLIS, 2022: 6).



The CyLLIS 2021-2027 report outlines four strategic priorities and objectives to be achieved by 2027: a) establish a governance, monitoring, and evaluation framework, which includes developing action plans that clearly define the roles and responsibilities of stakeholders; b) reduce youth unemployment and upskill/reskill the youth and workforce by offering learning opportunities aligned with market needs, with a particular focus on enhancing the skills of adults with low qualifications; c) boost adult participation in lifelong learning through the provision of incentives, the removal of barriers, and improved communication; d) improve the professional practices of adult educators and trainers while supporting educators across all educational levels to develop lifelong learning skills. Overall, CyLLIS aims to foster collaboration among various stakeholders involved in adult learning to facilitate the implementation of these strategic objectives. An accompanying Action Plan outlines indicative actions and timelines for the relevant authorities, providing a common framework for implementing the strategy. These initiatives are currently ongoing.

2. Successful collaborations between governmental and semi-governmental organisations

The Human Resource Development Authority (HRDA), a seminal semi-governmental organisation for training and development of employees, employers and unemployed in Cyprus, has implemented numerous programs. These programs specifically support adults with low qualifications offering subsidies or free of charge participation in various training programmes to support their career development. The HRDA works in close partnership with the Ministry of Labor and Social Insurance, the Centre of Productivity of Cyprus, and various departments within the Ministry of Education, Sports, and Youth (MoESY). For example, the HRDA:

- Offers programmes for entering unemployed people into the labour market and lifelong learning.
- Provides subsidies for the training of new and existing employees.
- Implements projects under the Cyprus Recovery and Resilience Plan (2021 - 2026).
- Conducts large-scale advertising campaigns to promote the available training programmes, targeting specifically adults with low qualifications.
- Developed the Professional Qualifications System, aiming to upskill the human force by providing evaluation and accreditation of the training and targeting specifically employed, unemployed and economically inactive adults.
- Implements the Training Programmes included in the Action Plan for the European Year of Skills 2023 and the Cyprus Recovery and Resilience Plan.
- Offers funding schemes and programmes on Digital Skills, Technical Vocational Training, Safety and Health and Modern Vocational Development for the Green and Digital Transition.

These collaborative efforts have not only enhanced the skill sets of participants but have also facilitated their employment in both private and public sectors.



4. Development of an Implementation Plan/Road Map

What are the short-term and long-term goals for upskilling initiatives, and how can they be aligned with the objectives of the stakeholders? What is the timeline for implementation, and what are the key milestones that need to be achieved? How will responsibilities be distributed among the various stakeholders, and what governance structures will be put in place? What strategies will be in place to adapt and evolve the implementation plan as circumstances change or new challenges arise? What contingency plans can be developed to mitigate unforeseen challenges or disruptions in UP?

During the development group discussions, stakeholders considered it challenging to respond to the questions about implementation plans, bringing to the fore the challenges noted in the related section. Based on their responses throughout the discussions and the draft road map developed throughout the discussions we propose potential short-term and long-term goals, timelines, key milestones, responsibilities, strategies and contingency plans. It is important to highlight here that these do not necessarily represent the formal views of MoESY, HRDA and participating organisations. Rather, they are presented as a working document, that will serve as a flexible guide to facilitate actions and adaptations of the UP implementation.

Considering that in Cyprus, the LLIS 2021 – 2027 is already in place, it is suggested that its [Action Plan](#) be implemented to oversee all the activities related to the better implementation of UP. This includes the adoption of specific action steps and timelines for the following key priorities: Establish the governance, monitoring, and evaluation framework, decrease youth unemployment and upskill/reskill youth and the workforce, increase the participation of adults in lifelong learning, enhance the professional practice of adult educators and trainers.

Below are listed some potential short-term and long-term goals that may be particularly useful for UP:

Short-Term Goals (0-6 months)

1. Awareness and engagement: Increase awareness about the importance and availability of upskilling programs among target groups.
2. Establish a lead authority for effective implementation of UP: Clarify leadership within existing governmental structures to coordinate and drive UP, to ensure implementation of the policy and collaborative efforts across different sectors.
3. Stakeholder collaboration: Establish partnerships and collaborative frameworks among key stakeholders.
4. Adopt the three-step process: Establish a framework for assessing the current skill levels and learning needs of adults, focusing on those with low qualifications. This will help tailor training programs to individual needs and match them with appropriate upskilling opportunities.
5. Resource allocation: Secure initial funding and resources to support the rollout of upskilling initiatives.

Long-Term Goals (6 months – 3 years)

1. Sustainable skill development: Create a sustainable system for continuous skill development and lifelong learning.



2. Economic growth: Contribute to growth by aligning workforce skills with industry needs and technological advancements.
3. Adopt the three-step approach of UP: Create the necessary structures, procedures, and pathways for this approach.
4. Social inclusion: Reduce skill gaps and promote social inclusion by providing upskilling opportunities to disadvantaged groups.
5. Evaluation and improvement: Implement robust systems for ongoing upskilling program monitoring, evaluation, and improvement.

Aligning goals with stakeholder objectives involves ensuring that upskilling programs meet the needs and priorities of all involved parties. For employers, this means designing programs that align with industry requirements to ensure employees acquire relevant skills that enhance productivity and innovation, as prioritised in the Lifelong Learning Strategy. The government focuses on supporting economic growth, reducing unemployment, and promoting social inclusion through targeted upskilling initiatives that are consistent with national policy objectives. Educational institutions play a crucial role by enhancing their program offerings and forging partnerships to meet the evolving demands of the labour market, reflecting the strategy's emphasis on educational adaptation. For individuals, the goal is to provide clear pathways for career advancement and personal development, thus promoting individual empowerment in line with the strategy's objectives.

Concerning **the timeline for implementing** the above goals, participating stakeholders noted again a significant challenge in providing suggestions. Nevertheless, based on the rounds of feedback on the draft Road map document they provided a rough estimation of a timeline. Specifically, they suggested that to start this process, it is essential to establish governance structures, initiate awareness campaigns, and begin stakeholder engagement and partnership development. This could last from 6 months to one year. Over the next 2-5 years, the focus should be on implementing comprehensive monitoring and evaluation systems, establishing a national framework for accreditation and recognition, and designing training programs tailored to the needs of adults with low qualifications and in line with blended learning approaches.

Possible distribution of **responsibilities and governance structures** involves:

Governance Bodies:

- Assigning one or two national bodies responsible for the overall strategy and coordination.
- Development of regional implementation committees to manage regional and local program delivery.

Roles and Responsibilities:

- Government: Policy development, funding, and regulatory support.
- Employers: Provide insights into skill needs, offer training placements, and contribute to funding.
- Educational institutions: Develop and deliver training programs.
- Non-profit and community organisations: Outreach and support services.



Strategies to adapt and evolve the implementation plan include flexibility in policies and procedures, establishing channels for feedback from participants, employers, and other stakeholders, and regular reviews and updates to assess progress and identify areas for improvement.

Some contingency plans to mitigate unforeseen challenges may include a comprehensive risk assessment to identify potential challenges and disruptions and creating robust communication strategies to keep all stakeholders informed during disruptions.

5. Summaries of the Implementation Plans

In the development groups, the following topics were discussed:

Short- and long-term goals for upskilling initiatives: Discussion focused on identifying both short-term and long-term goals for upskilling initiatives and how they can be aligned with stakeholder priorities. Short-term goals involved raising awareness, assigning the main responsible authority for the better implementation of UP, stakeholder collaboration and resource allocation. Long-term goals involved sustainable skill development, economic growth, full adoption of the three-step approach of UP, social inclusion, and evaluation and improvement.

Timeline and key milestones for implementation: Participants explored the implementation timeline, noting a challenge in providing suggestions. They suggested an initial phase to establish governance and awareness initiatives, followed by comprehensive monitoring, evaluation, and program delivery tailored to workforce needs over the following years.

Distribution of responsibilities and governance structures: The distribution of responsibilities among stakeholders was discussed, along with potential governance structures. Suggestions included assigning main oversight roles to national bodies, with regional committees supporting localized program delivery.

Strategies for adapting and evolving the implementation plan: To ensure the plan's adaptability, participants' suggestions included flexibility in policies and procedures, establishing channels for feedback from participants, employers, and other stakeholders, and regular reviews and updates to assess progress and identify areas for improvement.

In relation to these topics, the following four challenges were observed:

1. Governance challenges:

- The fragmented adult education sector in Cyprus complicates effective implementation of Upskilling Pathways (UP), with many public authorities involved but lacking overarching oversight.
- Inconsistent offerings among different adult education providers hinder harmonization.



- Limited collaboration between state authorities and semi-governmental or private organizations.
- Numerous governmental bodies exist that fail to provide substantial support or impact.
- Although the CyLLIS strategy (2021–2027) was developed by the MoESY, its implementation remains incomplete.

2. Awareness and outreach activities:

- Difficulty in promoting training programs for adults with low qualifications and reaching this demographic, as many rely on internet-based tools for information.
- Maintaining motivation to participate in training is a challenge, as adults often face time, financial, and psychological barriers.
- Current programs, such as those under the Cyprus Recovery and Reconciliation Plan, have shown only medium impact on low-qualified adults.
- Insufficient awareness of the importance of lifelong learning and continuous professional development.
- Many stakeholders lack awareness of the council recommendation and the three-step approach of UP, making it difficult to integrate these steps cohesively. This lack of strategic coordination hinders effective monitoring, evaluation, and the ability to derive insights from evidence.

3. Validation and recognition challenges:

- While the National Qualifications Authority (NQA) and the Professional Qualifications System oversee validation, there is insufficient information about NQA operations.

4. Funding challenges:

- The reliance on EU-funded projects rather than domestic structural funding limits effective collaboration and hampers outreach efforts and the sustainability of results.

6. Lessons Learned

Summarize the main lessons learned. This includes not only the outcomes (implementation plans) but also the development and elaboration of the plan.

Importance of stakeholder engagement: Active participation from various stakeholders, including government bodies, educational institutions, and industry representatives, was crucial for developing effective implementation plans. Collaborative discussions helped identify shared goals and responsibilities.

Clarity in roles and responsibilities: Clearly defining roles among stakeholders facilitated smoother coordination and execution of the implementation plans. Designating a main responsible authority for overseeing upskilling initiatives helped streamline processes.



Need for comprehensive outreach: Effective communication strategies are essential for raising awareness about training programs, especially for adults with low qualifications. Tailored outreach efforts can enhance engagement and participation among target groups.

Flexibility and adaptability: The implementation plans should be adaptable to changing circumstances and emerging challenges. Regular reviews and updates are necessary to maintain relevance and effectiveness.

Alignment with market needs: Ensuring that upskilling programs align with labor market demands is vital. Continuous collaboration with industry stakeholders can help adjust training programs to meet evolving skill requirements.

Integration of validation and recognition mechanisms: Establishing strong systems for validating and recognizing training programs enhances credibility and encourages participation. Better communication about these mechanisms is needed to inform stakeholders.

Ongoing monitoring and evaluation: Implementing solid monitoring and evaluation frameworks allows for continuous assessment of program effectiveness and helps identify areas for improvement, ensuring that the goals of the upskilling pathways are achieved.

7. Annex: Implementation Plan

Challenge/Obstacles: Governance Challenges

Objective: To enhance the governance structure of the adult education sector in Cyprus, ensuring effective implementation of Upskilling Pathways (UP) by fostering collaboration, harmonization, and oversight among stakeholders.

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Assign one particular governmental body to oversee Adult education. This could be a department of the MoESY, or the HRDA	MoESY, HRDA	HRDA, Ministry of Labor and Social Insurance, representatives from semi-governmental and private organizations.	- Creation of the oversight committee Regular meetings scheduled with documented outcomes.	1 year
2	Implement the Action Plan of the Cyprus Lifelong Learning Strategy	MoESY, HRDA	Adult education providers, industry representatives, and educational institutions.	- Action steps of the CyLLIS completed - Evaluation report - Adjustments to the Strategy based on evaluation findings	1 year



3	<p>Develop of regional implementation committees to manage regional and local program delivery.</p>	MoESY, HRDA	Regional and local authorities	<ul style="list-style-type: none"> - The number of regional committees established and operational. - The diversity of stakeholders represented on each committee. <p>The quantity and variety of training programs developed and delivered.</p>	1-2 years
4	<p>Development of multistakeholder platforms</p>	MoESY, HRDA	Representatives from government bodies (e.g., MoESY, HRDA), educational institutions (universities, vocational training centers), industry associations, non-profit organizations, and community groups.	<ul style="list-style-type: none"> - The development of the platform - The frequency of meetings held - The number of joint initiatives 	6 months



Challenge/Obstacles: Awareness and outreach activities:

Objective: Increase awareness on Up policy and available training programs to improve implementation and participation rates.

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Public awareness campaigns targeting adults with low qualifications	MoESY, HRDA	Community organizations, local NGOs, educational institutions, and businesses	<ul style="list-style-type: none"> - Number of campaigns launched and communication channels used (e.g., social media, community events). - Engagement metrics (e.g., attendance at outreach events, responses to outreach initiatives). Increase in inquiries and enrollment in	3-6 months

			training programs for low-qualified adults.		
2	Raise awareness on the three-step approach amongst stakeholders involved	MoESY, HRDA	Education providers, NGOs	<ul style="list-style-type: none"> - Number of campaigns and communication channels used to reach stakeholders - Engagement metrics (e.g., attendance at outreach events, responses to outreach initiatives). 	3-6 months
3	Financial Incentives for Participation	MoESY, HRDA	Ministry of Finance, funding agencies	<ul style="list-style-type: none"> - Number of participants receiving financial incentives. - Rate of enrollment in training programs among individuals receiving 	6-9 months



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			financial assistance. Participant retention rates in programs compared to those without financial incentives.	
Support services for career counselling and guidance	Ministry of Labour and Social Insurance, HRDA, MoESY	Local career networks, educational institutions	<ul style="list-style-type: none"> - Number of individuals receiving career counselling and guidance. - Participant satisfaction with the counselling services provided. - Successful transitions of participants into training programs or employment following counselling sessions. 	4- months



Challenge/Obstacles: Validation and recognition challenges

Objective: Improve understanding of the NQA’s role and processes in validating and recognising adult learning programs to enhance stakeholder trust and engagement in the upskilling system.

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Enhance transparency and communication on National Qualifications Authority (NQA) processes	MoESY – Cyprus Qualifications Framework Authority	HRDA, education providers	<ul style="list-style-type: none"> - Number of information sessions conducted on NQA operations - Stakeholder feedback on the clarity of NQA processes Increased program enrolment as a result of better understanding of the process	6-9 months
2	Conduct awareness campaigns for the Professional Qualifications System (PQS)	HRDA	MoESY – Cyprus Qualifications Framework Authority, HRDA, education providers	<ul style="list-style-type: none"> - Number of participants reached through awareness sessions 	6-9 months







To learn more about the Partner UP project and the results from other countries, visit the **Partner UP Virtual Map**.



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