

### IO1.1 Job Profiles research in Cyprus

The aim is to research, identify the most wanted jobs for young people; what professions can be followed without high qualifications or obtained in non-formal ways; jobs in which young people from disadvantaged groups (young people with disabilities, refugees) can have success.

Research carried out by Private Institute Emphasys Centre, Nicosia (Cyprus)



1. **Overview of the young people employment situation at national level** *(Please include statistical data; youth unemployment/employment rates; youth insertion on the labour market; trends in employment/jobs; school-to-work transition)*

#### Introduction

'Europe's future depends on its YOUTH'. Yet, opportunities are limited while youth unemployment, marginalization and social exclusion are threatening Europe's greater asset for the future: young people's human and social capital. There is still great need for MS "to continue to work together to improve their employability, their integration in the labour market, their social inclusion and participation". (EC 2015).

Against the background of high youth unemployment and skills mismatch, high-quality apprenticeships are needed to ensure that knowledge, skills and competences acquired during the period of training are relevant to labour market needs. Vocational education and training (VET) has the potential to contribute to reducing Europe's high level of youth unemployment, boosting growth by providing relevant skills for the labour market, promoting a culture of lifelong learning, countering social exclusion and promoting active citizenship.

The WWW project comes to support the efforts of Member States to promote VET in general, as well as apprenticeship opportunities. The specific project is not only relevant but essential for Cyprus, bearing in mind the current scene in VET in comparison with Secondary Education in general. Below a short description of the educational system of Cyprus in relation to the VET system is provided In order to fully understand the state of the arts.

Education in Cyprus is available from pre-primary to postgraduate levels. Education is compulsory at pre-primary, primary (grades one to six), and lower secondary levels (grades seven to nine), until students reach the age of 15. The unified lyceum provides general upper secondary education while the earliest level where VET is available is upper secondary level at technical school, including evening technical schools. Technical schools offer two distinct three-year programmes: the theoretical and practical pathways. The first year of studies is common to each pathway and students select a specialisation of their choice in the second year. The theoretical pathway and the first and second years of the practical pathway are completely school-based and combine general education subjects with technological and workshop subjects, while the third year of the practical pathway combines a school-based environment with training in the workplace.

VET is also available through the apprenticeship system, which accepts students who leave formal education. Post-upper secondary VET will be provided from the academic year 2012-13 at



post-secondary institutes of technical and vocational education and training. VET at tertiary non-university level is provided at four public institutes/colleges and at several private institutes.

Vocational training for adults is extensively available in Cyprus for employees, the unemployed, other vulnerable groups and adults in general through a mixture of public and private provision such as colleges, training institutions, consultancy firms and enterprises. Employees usually participate in training programmes which address job-specific skills derived from company needs, while the unemployed acquire both horizontal and job-specific skills for improving their employability.

A major incentive for participation in vocational training for adults is provided by the Human Resource Development Authority (HRDA), a semi-government organisation responsible for training and developing human resources in Cyprus. Funding provided by the Human Resource Development Authority has been an effective incentive for enterprises and their employees to participate in training and development activities. Cyprus has a high level of educational attainment. There is a strong cultural trend in favour of general secondary education followed by higher education. Consequently, VET attracts only 15% of the upper secondary school age cohort.

Crucial milestones to increase participation of young people in VET are establishment of post-secondary institutes for technical and vocational education and training, which will offer students an intermediate level of education between upper secondary and tertiary education, as well as establishment of new modern apprenticeship, designed to constitute a viable, alternative form of training and development for young people.

### Overview of youth unemployment

The persistent economic crisis and its adverse effects on the labour market posed a critical challenge for the education and training system of Cyprus. Redirecting training to respond flexibly and effectively to the crisis, with specific targeted actions for the unemployed, economically inactive and employees focusing on prevention and curtailment of unemployment, is necessary to help people acquire important knowledge and skills that will contribute significantly to improving their employability. The economic crisis has mainly hit young people, while the youth unemployment rate has reached the 38.9% in 2013.

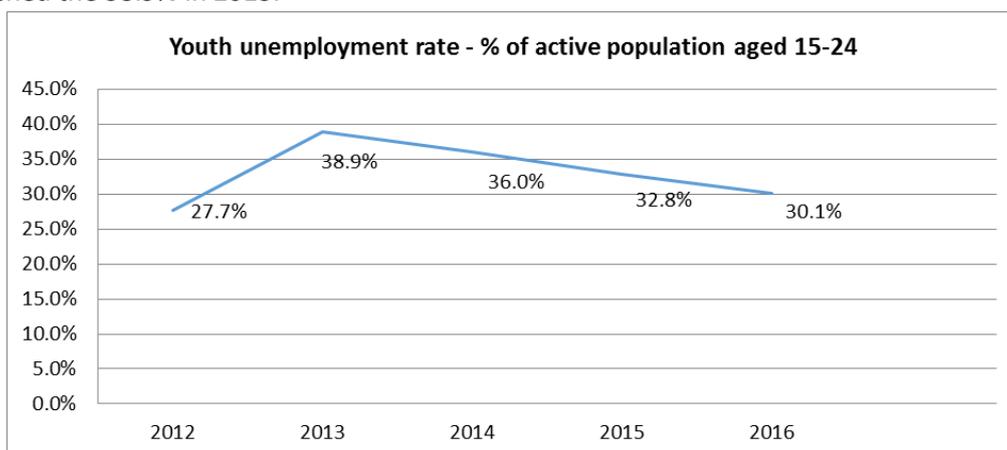


Figure 1

Few years later, the unemployment population starts recovering at a slightly faster pace for youth compared to adults. Youth unemployment is falling, but remains well above pre-crisis levels. Eurostat estimates that 30.1% of young active people in Cyprus, between the ages of 15-24, are unemployed in December 2016 (Figure 1). Compared to December 2015, the number of persons

unemployed decreased by 2.7%, where the employment rate (as the most recent available data) was 59.9 % of young people in Cyprus aged between 20-29 (Figure 2) .

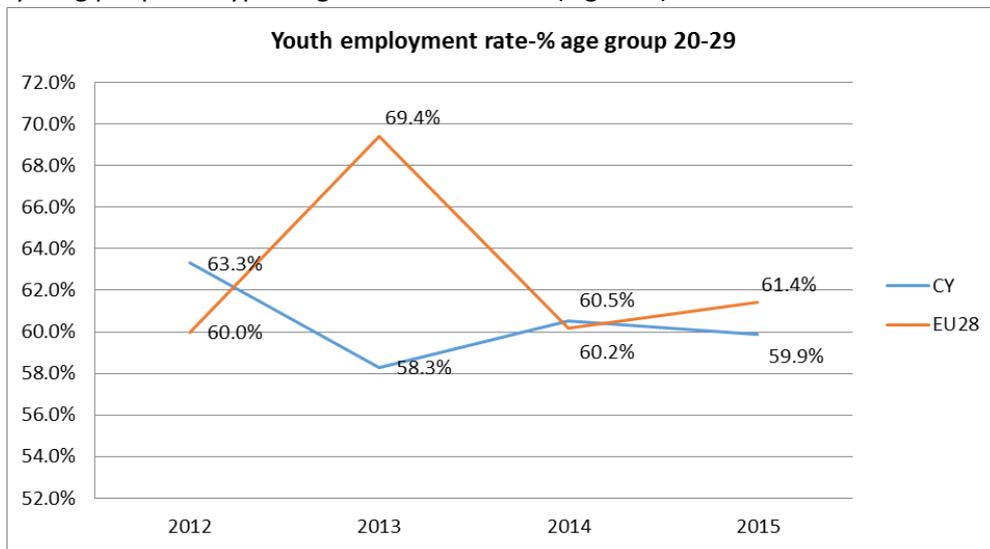


Figure 2

### Youth employment

The lack of employer engagement in the education of students is reflected in the weak component of work-based learning in schools. Cyprus had one of the lowest participation rates in upper secondary VET in the EU with 15%, compared to EU average of 48% in 2014. In addition, Cyprus has a relative low employability rate of recent upper secondary graduates, with 54.6% compared with the EU-28 average of 70.8% in 2014.

Thus, the low employability rate of upper secondary graduates in Cyprus is may be due to the low participation in upper secondary VET school (Figure 3). Unfortunately, Vocational Education and Training has been underestimated in Cyprus and people have a wrong perception about technical jobs. This perception has been formed due to extremely low wages to technical jobs in comparison with high level occupations (occupations that require tertiary level education).

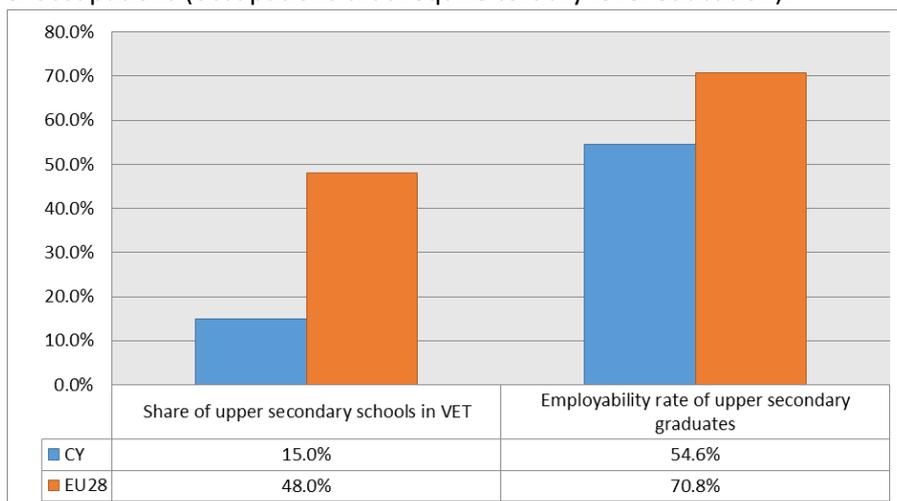


Figure 3

### Youth insertion in the labour market

The economy predominantly consists of small and medium-sized enterprises and micro-enterprises, for which providing work-based learning and apprenticeships to students of post-secondary VET programmes is a challenge. However, the vocational education offer is gradually being expanded, including the restructuring of upper secondary and secondary technical and vocational education to increase their attractiveness.

A National Action Plan for Youth Employment was approved in December 2014 and includes work experience schemes that ease the transition of young graduates to the world of work. VET relevance and quality are pursued also through an increased emphasis on key competences, career management skills and entrepreneurship which are now included in most curricula. There is an ongoing reform of curricula based on a learning outcomes approach. A National Coalition for Digital Jobs was formed, composed of relevant stakeholders, including ICT companies, education and training providers, public authorities in order to formulate and start implementing an Action Plan and a roadmap.

### Jobs in trends

The economic crisis reduced employment in almost all sectors, notably in manufacturing and construction between 2008 and 2013. However, the future employment growth in Cyprus up to 2025 will be in the distribution and transport sector and business and other services, with a small increase in manufacturing (Figure 4).

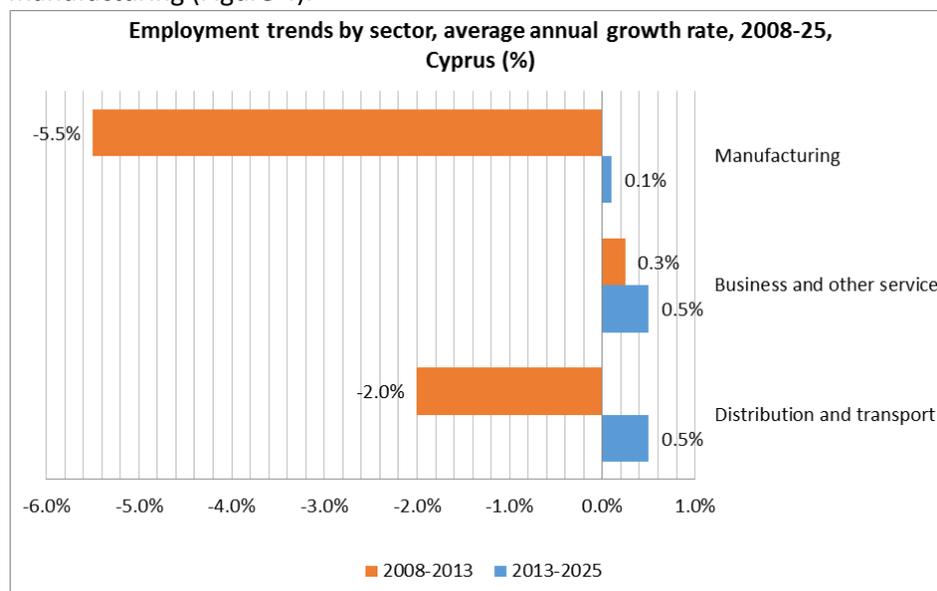


Figure 4

Cedefop's forecasts give insights on job opportunities between now and 2025. Total job opportunities are the sum of newly created jobs (expansion demand) and job opportunities arising because of the need to replace people who either go on to other jobs or leave the labour market, for example due to retirement (replacement demand). Often, replacement demand provides more job opportunities than expansion demand, which means that there will still be job opportunities even if the overall level of employment falls. With its scope for reducing unemployment between now and 2025 replacement demand in Cyprus is forecast to provide about five times more job opportunities than expansion demand.

In Cyprus, most job opportunities, around 23%, will be for elementary occupations, followed by around 22% for professionals (high level occupations in science, engineering healthcare, business and teaching). Job opportunities forecast for elementary occupations (about 23%) are significantly higher than the EU average of 13% for this occupational group.

Most job opportunities in Cyprus will require high-level qualifications (Figure 5). However, because of replacement demand, overall, most job opportunities will require medium-level qualifications.

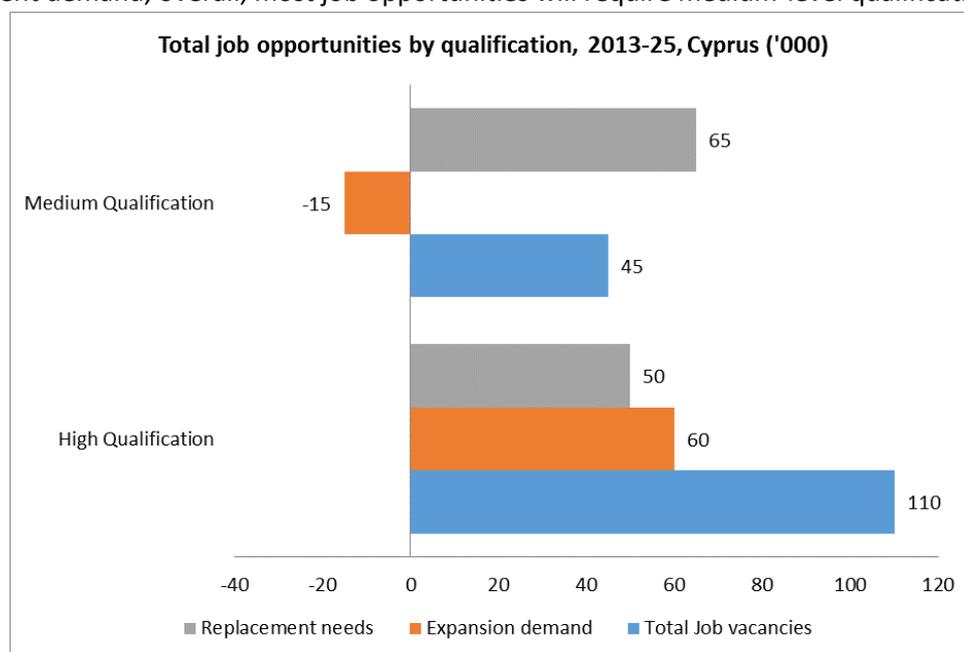


Figure 5

The Human Resources Development Agency (HRDA) of Cyprus completed a more precise research providing forecasts of employment needs in economic sectors and occupations covering the period of 2014-2024. It is worth to mention that the study examines only employment demand and not respective supply, such as unemployment, new entrants to the labour market, outflows from educational system and net migration.

The research study presents the highest employment demand for high level occupations (occupations that require tertiary level education) and middle level occupations (occupations that require secondary level education).

Among the high level occupations with the highest employment demand, 10 occupations belong to the Professionals, 5 to Technicians and Associate Professionals and 3 to Managers.

Table 1: High Level Occupations with the Highest Employment Demand

occupations	persons	percentage per year (%)
accountants	194	2.2
accounting associate professionals	180	2.2
administrative and executive secretaries	173	3.4
secondary aducation teachers	147	1.6
nursing and midwifery professionals	140	3.1
legal professionals	133	3.2
university and higher education teachers	112	4.9
trade managers	94	3.4

credit and loans officers	91	2.2
commercial sales representatives	85	1.6
primary school teachers	79	1.5
real estate agents and property managers	77	6.1
other language teachers	76	4.6
medical doctors	69	3
civil engineers	66	2.9
financial and insurance services branch	62	4.7
restaurant managers	57	5.9
applications programmers	54	2.1

Among the MEDIUM level occupations with the highest employment demand, 11 occupations belong to Service and sale worker, 5 to Clerks, 4 to Craft workers, 3 to Plant and machine operators and assemblers and 1 to Skilled agricultural, forestry and fishing workers.

Table 2: Middle Level Occupations with the Highest Employment Demand

occupations	persons	percentage per year (%)
shop sales assistants	769	4.5
waiters	498	5.2
general office clerks	412	4.2
cooks	315	6.0
shop keepers	292	4.5
secretaries	254	3.1
cashiers and ticket clerks	253	3.7
car, van and motorcycle drivers	249	4.0
market gardeners and crop growers	241	3.5
material-recording and transport clerks	216	4.7
heavy truck and bus drivers	171	4.1
hairdressers	141	4.1
bank tellers and related clerks	133	4.1
shop supervisors	122	4.5
accounting and bookkeeping clerks	120	2.6
mobile plant operators	110	5.0
police officers	110	2.5
beauticians	109	4.1
motor vehicle mechanics and repairers	107	2.8
home-based personal care workers	106	8.6
BARTENDERS	100	5.2
HOUSE BUILDERS	99	2.2
BUILDING AND RELATED ELECTRICIANS	87	3.0
WELDERS AND FLAMECUTTERS	81	3.9

As the Table2 shows, the 10 first jobs in the Middle Level Occupation are in a highest demand than any high level occupation. Meaning that, the highest employment demand, based on both above research studies, will require secondary level education, as they are more technical jobs.



### School to work

The level of the highest educational qualification has an obvious impact on the transition from school to work. In the EU, according to EU-LFS (Labour Force Survey) the average duration of the transition period to the first significant job (defined as a job of at least three months' duration in the survey) was 6.5 months in 2009 for all educational levels.

In Cyprus, the duration of the transition period from initial education to the first significant job was 7.9 months on average with the larger portion of young people who have completed the lower secondary education followed by the students who have completed the upper secondary education (general and vocational).

Another research done by EU-LFS (Labour Force Survey), shows that one in eight young adults had limited or no work experience. The larger percentage is distributed to the young students with high-level qualifications.

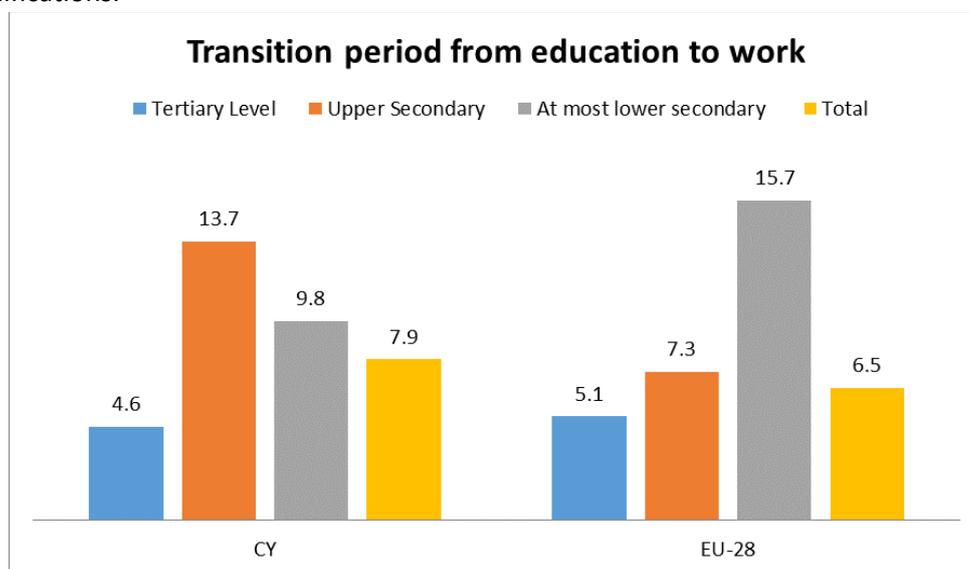


Figure 6

## **2. Country strategy on youth employment** *(please provide details, if any, at national level; title and link; short description of the stipulated policies; integrated guidelines on employment)*

The educational system of the last three years of secondary education (lyceum) is changing and reformed. The Ministry of Education and Culture has overall responsibility for developing and implementing education policy. The vocational education and training (VET) system of Cyprus played a significant role in the recovery from the economic and labour market crisis. Thus, a comprehensive, attractive, flexible and high quality VET system is being developed to respond better to the needs of the economy. Provision of secondary VET including evening technical schools, the apprenticeship system and post-upper secondary VET is free of charge, while various adult vocational training programmes are offered for a limited fee. The reform of the VET education system will allow maximizing the potential of high-skilled youth and reducing the gap between the skills and qualifications required by enterprises and those delivered by the education system. In addition, the current reform of the education system envisages the upgrading and modernization of school curricula to assure the acquisition of skills, knowledge and competences demanded by the labour market.

This reform aims at increasing the share of students attending scientific and technological programmes (currently at 15 % of all upper secondary schools and 18.5 % of upper secondary public

schools) and improving the cooperation between school and industry to provide students with the opportunity to practice their skills and increase the relevance of learning for the labour market.

Labour market figures point to higher rewards in terms of employment outcomes for young people who complete the vocational stream. The on-going reform of vocational education and training, therefore, is geared to increase even more the attractiveness of the system by upgrading the curricula to focus on key competencies and reducing the number of specializations to respond to the needs of emerging economic sectors. In order to become an effective instrument to ease the transition of young people to work, this reform would also need to address a number of additional policy issues:

- First, to ensure that vocational education and training graduates have the skills to perform on the job and are able to respond to changing requirements, curricula need to envisage more enterprise-based learning opportunities. Adding work-experience through collaborative arrangements with industry would allow employers to get to know young students and, at the same time, reduce the cost rigidities related to the establishment of workshops or simulated work environments in schools. More importantly, it would help a young person connect with prospective employers, which gives a premium in the Cypriot labour market.
- Second, the New Modern Apprenticeship (NMA) Programme includes two levels: i) preparatory, for youth not having completed lower secondary education, and ii) core, through which a Skilled Craftsperson qualification is awarded. In order to support and accelerate the process of reforming and upgrading secondary technical and vocational education, a dedicated committee was appointed by the MoEC in February 2015 and the Strategic VET Plan for 2015-20 was approved by the Council of Ministers in May 2015. The New Modern Apprenticeship programme provides another learning pathway for young people, including early school leavers from the formal education system, but tends to be regarded as a second-chance option. The post-secondary non-tertiary institutes of vocational education and continue to provide highly attractive demand driven opportunities.
- Lastly, the improvement of career education services would ensure that students are informed about the different educational paths that are available and their labour market rewards, and are helped to match their aspirations with education and labour market opportunities. The Ministry of Education and Culture participates through Educational and Career Services in the European Lifelong Guidance and Policy Network (ELGPN). Also in March 2012 the Council of Ministers has established the National Agency for Lifelong Guidance, which will act as an information exchange platform, opinions and attitudes for lifelong guidance and career guidance.

The transparency of vocational qualifications and competences is gradually being improved. Vocationally trained people are able to certify their competences via a system of vocational qualifications, instigated and continuously expanded by the Human Resources Development Agency (HRDA). By early 2015, 72 standards of vocational qualifications have been developed in priority occupations at various levels and opportunities for access are provided to the employed, unemployed and economically inactive persons. It is foreseen that during the programming period 2014-20, 80 new standards will be developed and around 10 000 persons will be assessed to get their qualifications recognised. Finally, the work on linking the national qualification levels (Cyprus Qualification Framework-CyQF) to the European Qualifications Framework (EQF) to include also the apprenticeship scheme and the Human Resources Development Agency (HRDA) vocational/ qualifications subsystem in the National Qualifications Framework/EQF has been achieved recently



(8.2.2017 during the 32nd Meeting of the EQF Advisory Group). The link between EQG and CyQF can facilitate citizens to acquire educational and professional qualification in other European countries.

Developing VET has therefore been a significant priority of the educational policy in Cyprus in recent years. One of the aims of the MoEC is to improve the post-secondary sector of VET. Thus, in February 2012, the MoEC announced the establishment of post-secondary institutes of vocational education and training (MIEEK: Μεταλυκειακά Ινστιτούτα Επαγγελματικής Εκπαίδευσης και Κατάρτισης). This decision boosted the efforts to improve the image of the 9 CYPRUS post-secondary VET sector by presenting it as an attractive educational option. The MIEEK programme began to operate in November of 2012.

The MIEEK programme has been successful, given the strong interest of young people in being enrolled in its programmes. During 2013/14, the total number of students attending the first and second years of the MIEEK institutes reached 400, up from 196 in 2012/13. Since demand is very high and the number of applicants largely exceeds the number of available places, a student placement system with selection criteria has been applied, favouring young unemployed individuals. The MIEEK programmes are flexible and responsive to the constant changes in employment and the economy. At the same time, according to the MoEC, employment prospects for MIEEK graduates have been significantly better than for other groups.

The MoEC announce last year, based on a decision taken by the Council of Ministers (21/4/2016) the establishment of MIEEK institutes into State Schools for Vocational Education and Training, at the tertiary sector. This transformation is intended to present VET as an attractive study option in Cyprus, also at tertiary level. This decision boosted the efforts to improve the image of the post-secondary VET sector by presenting it as an attractive educational option.

The remaining challenge for the MIEEK institutes is to attract well-qualified students who are graduates of general upper secondary schools. To achieve this objective, the current selection criteria for recruiting students to MIEEK programmes need to be changed and the programmes need to offer qualification certificates that conform to the EQF (European Qualification Framework).

To sum up and shape a comprehensive prevention strategy aimed at smoothing the transition of young people (15-29) from school to work centre on:

- The inclusion in the vocational secondary and post-secondary curricula of enterprise-based learning and work experience opportunities.
- The establishment of a quality traineeship system for university students.
- The development of an early intervention strategy targeting students at risk of dropout and of early school leaving centred on the timely identification of these cases to the Public Employment Services (PES) for the relevant intervention.
- The strengthening of career education and guidance services to help young people make informed career choices and navigate a rapidly changing labour market.

**3. Recruitment system for employment** *(please provide information about the country policies of recruitment, recruitment criteria, ways and channel of recruitment – agencies, online, provide examples with links)*

The Public Employment Services of the Department of Labour operates at central and district level, with four Labour in cities and 2 sub-offices in towns.

At the District Labour Offices, job seekers are assisted in finding suitable employment through registration and placement services, as well as through the provision of vocational guidance



and counselling on training opportunities. They are also informed about the terms and conditions of employment in various occupations.

- Job seekers can register with the District Labour Offices if they are at least 15 years old and they satisfy one of the conditions:
- They are Cypriot citizens living permanently in Cyprus.
- They are of Cypriot nationality residing permanently abroad.
- They are foreign nationals of Cypriot origin (Cypriot mother or father) as long as upon registration they present the appropriate documentation provided by the Ministry of Interior
- They are citizens of a member state of the European Union and have appropriate documentation i.e. identity card or passport of country of origin
- They are Asylum Related Individuals (Recognised refugees, persons with subsidiary protection status, asylum seekers)
- They are foreign nationals married to Cypriot citizens

Upon registration they must present their identity card or passport, as well as the prototypes or valid copies of their diplomas/degrees (including gymnasium/lyceum certificates) and certificates of any professional exam successfully completed. In addition, if they are persons who, because of special circumstances require assistance beyond that normally given to find and retain employment (e.g. disabled or entitled to child benefit etc.) must present documented evidence.

Moreover, Euroguidance-Cyprus, which operates under the auspices of the Department of Labour participates in the Euroguidance Network activities and host several European programs such as European Employment Services (EURES). EURES aims to inform advice and help job seekers to find a job in 32 European countries. The main mission of Euroguidance is to provide quality information to practitioners and professionals in the field of guidance, as well as jobseekers, secondary school students, parents and tertiary education students regarding education, training and other career opportunities in Cyprus and the rest of the Europe.

Regarding to young people, the Human Resource Development Authority (HRDA) of Cyprus has implemented three schemes to provide practical training opportunities and work experience for unemployed graduates of secondary education, under 25 or universities graduates under 35:

- Scheme for Job Placement of Young Unemployed Graduates of Lower Secondary, Upper Secondary and Post-Secondary Education of up to 2 years for the Acquisition of Work Experience in Enterprises/Organisations
- Scheme for the Employment and Training of Tertiary Education Graduates
- Scheme for Job Placement of Unemployment Young Tertiary Education Graduates for the Acquisition of Work Experience in Enterprises/Organisations

#### Channels:

1. Public Employment Service (PES Cyprus)  
<http://www.pescps.dl.mlsi.gov.cy/CPSWeb/f001w.jsp?Login/F004I.jsp?role=E>
2. Vacancies in Cyprus found through the EURES Portal  
<https://ec.europa.eu/eures/public/en/homepage>
3. Private employment agencies/job databases  
<http://jobsincyprus.eu/>  
<https://www.ergodotisi.com/>  
<http://www.cyprusjobs.com/>  
<https://www.anergosjobs.com/>  
<http://www.grsrecruitment.com/en/>



<https://findjobsincyprus.com/>  
<http://www.jobsyprus.com/>  
<http://www.careerfinders.com.cy/>

**4. Job Profiles** (available jobs depending on experience/education level; most wanted jobs for young people, professions obtained in non-formal ways, jobs in which young people from disadvantaged groups can have success)

The most recent evaluation study of Human Resources Development Agency (HRDA) of Cyprus about the Scheme for Job placement of young unemployed graduates of lower secondary, upper secondary and post-secondary education of up to 2 years for the acquisition of work experience in enterprises/organisations has been done on September 2014, considering the year of 2013. The Scheme aimed at providing the young unemployed with the opportunity to acquire work experience in order to improve their employability, while at the same time providing the opportunity to enterprises/organisations to utilise suitable resources. Matching between the unemployed and the job placements were made for 1946 positions, out of which 1023 placement programmes had 6-month duration.

The Figure 7 shows the occupational groups in a descending order, starting from the group with the most placements, which belong to Services workers and Clerks (23.3%), followed by Sales workers (21.6%). Approximately, 1 in 10 of the participants who are employed work in a secretarial position reached and 1 in 20 of participants work as electrical technician. Other groups in the top 10 list of with the most job placements are carers, mine workers and other administration positions.

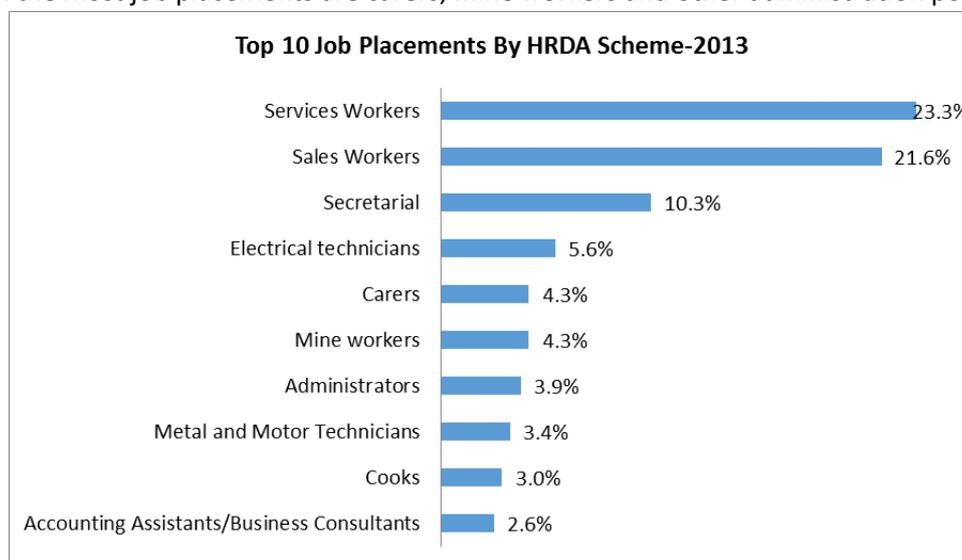


Figure 7

Another study done by Human Resources Development Agency (HRDA) of Cyprus shows the Employment needs of 2016 based on Job vacancies announced by both public and private authorities. Table 3 shows the employment needs in businesses which have been announced only by public authorities (e.g. Ministry of Labour, Welfare and Social Insurance, etc.).

Table 3: Jobs Vacancies in Cyprus, 2016-Public Authorities

JOB SPECIALISATION	JOB VACANCIES
<b>CONSTRUCTORS/BUILDERS</b>	933
<b>AUTO TECHNICIANS</b>	460



<b>COOKS</b>	321
<b>WAITERS/BARTENDERS</b>	252
<b>HOUSEKEEPERS</b>	220
<b>CONFECTIONEERS/BAKERS</b>	198
<b>CAR ELECTRICIANS</b>	145
<b>NETWORK AND SYSTEM ADMINISTRATORS</b>	120
<b>DRIVERS</b>	120
<b>HOTEL MAINTENANCE TECHNICIANS/ELECTRICIANS</b>	117
<b>PLUMBERS</b>	115
<b>ELECTRICIANS</b>	110
<b>JOINER</b>	100
<b>CARERS</b>	45
<b>BUTCHERS</b>	40
<b>HOTEL RECEPTIONISTS</b>	27
<b>TRUCK DRIVERS</b>	15
<b>SPA THERAPIST</b>	15
<b>HAIRDRESES</b>	15

Based on the results of this study, the Human Resources Development Agency (HRDA) of Cyprus has implemented the following job programs in order to meet the labour need (Table 4).

Table 4: Jobs Programs implemented by HRDA-Job Vacancies 2016

<b>JOB SPECIALISATION</b>	<b>TOTAL AVAILABLE JOB POSITIONS</b>	<b>JOB VACANCIES-2016</b>
<b>WAITERS</b>	8600	420
<b>HOUSEKEEPERS</b>	9100	300
<b>CARERS (elderly people)</b>	950	85
<b>BARTENDERS</b>	1700	80
<b>BUTCHERS</b>	1600	40
<b>HOTEL RECEPTIONIST</b>	800	20

Lastly, according to EURES, the European platform for the mobility of workers presents the following top 10 of the most required occupations in Cyprus (Table 5).

It is needed to take into account, that in EURES platform, several public and private organisations are registered, but not all of them. So, job seekers have the opportunity to get hired through this platform, move, work or study in another country.

Table 5: Top 10 of the most required occupations in Cyprus

<b>1.</b>	<b>Domestic cleaners and helpers</b>
<b>2.</b>	<b>Waiters</b>
<b>3.</b>	<b>Mixed crop and livestock farm labourers</b>
<b>4.</b>	<b>Cooks</b>
<b>5.</b>	<b>Cleaners and helpers in offices, hotels and other</b>

6.	<b>Chefs</b>
7.	<b>Accountants</b>
8.	<b>Hairdressers</b>
9.	<b>Bartenders</b>
10.	<b>Financial managers</b>

## 5. References (*links*)

[https://www.cedefop.europa.eu/files/8043\\_en.pdf](https://www.cedefop.europa.eu/files/8043_en.pdf)  
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