

Cyprus Lifelong Learning Strategy 2021-2027

Action Plan



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MINISTRY OF EDUCATION
SPORT AND YOUTH



REPUBLIC OF CYPRUS

Introduction

The Cyprus Lifelong Learning Strategy (CyLLLS) 2021-2027¹ addresses the national political priority of developing a framework for lifelong learning, setting the strategic objectives and targets for the abovementioned period. The development of the strategy was funded by the European Union via the Technical Support Instrument, managed by the European Commission Directorate General for Structural Reform Support. The CyLLLS 2021-2027 is coordinated by the European and International Affairs, Lifelong Learning and Adult Education Office of MESY. The National and Technical Committees for lifelong learning are responsible for the development, supervision, monitoring, and updating of the strategy.

Indicative actions towards the accomplishment of each priority are presented in this Action Plan, which accompanies the CyLLLS 2021-2027. The action plan was developed in consultation with all key stakeholders and social partners, with the aim to support the National and Technical Committees to fulfil their mission and guide future efforts. It will be also used as a mapping instrument to set the timeline of activities and bring together undertakings from other authorities towards a common work line within the national lifelong learning system. The National and Technical Committees, which are responsible for implementing and monitoring the strategy, may revise and adjust the Action Plan and indicators, as needed during the implementation of this strategy. It is also noted that the Action Plan will be used in conjunction with the horizontal pillars, strategic priorities and KPIs as presented in the Sections 3, 4 and 5 of the Strategy for the effective alignment of efforts with the vision of the CyLLLS 2021-2027.

¹ The strategy was produced with the financial support of the European Union. Its contents are the sole responsibility of the author(s). The views expressed herein can in no way be taken to reflect the official opinion of either the European Union.

Strategic Priorities and Objectives of the Cyprus Lifelong Learning Strategy

The strategic priorities presented in this chapter emerged from the in-depth research conducted during the period of July 2020 – July 2021. These priorities were fine-tuned during the numerous consultations that took place with all key stakeholders and social partners. The extensive research and consultations highlighted the most important gaps and needs of the lifelong learning system in Cyprus. To achieve the vision of the CyLLLS, four strategic priorities and objectives were defined, which provide the long-term strategic framework of lifelong learning towards the development of a knowledge-based and inclusive society. At the same time, experts from the national and European scene provided guidance on effective strategic design and planning based on successful examples and best practices. The four key priorities are:

1. **Establish the governance, monitoring, and evaluation framework** that entails policy arrangements, action plans, with clear stakeholder roles, and sound financial management. Key performance indicators and criteria are also required to ensure quality assurance and facilitate ongoing continuous improvements.
2. **Decrease youth unemployment and upskill/reskill youth and the workforce** through the provision of learning opportunities that matched with the labour market needs and take into consideration the digital and green transitions, giving emphasis to people at risk and upskilling/reskilling the national workforce.
3. **Increase the participation of adults in lifelong learning** by improving the quality of the adult education sector, providing incentives to individuals and enterprises, eliminating barriers, and enhancing outreach and communication.
4. **Enhance the professional practice of adult educators and trainers**, and support educators of all education levels to develop lifelong learning skills.



Strategic priority 1: Governance, Monitoring, and Evaluation Framework

1.1 Establish the governing and financial management

The implementation of lifelong learning brings together various stakeholders, and as such a strong management is required. Coordination among key stakeholders is always challenging but vital for reaching a consensus towards a common vision and objectives. Each stakeholder needs to have a clear role and responsibility for the collective implementation of the strategy so that operations and processes are aligned. Therefore, a robust and comprehensive institutional framework is essential for the successful and efficient execution of the lifelong learning strategy while allowing flexibility, for a sustainable and long-lasting developments. Similarly, as financial resources for lifelong learning originate from various public and private sources, a general financial management and detailed analysis-based budgeting are required to advocate for the efficient utilization of resources.

Action steps:

- The MESY to propose a comprehensive governance and institutional framework for lifelong learning, including definitions of key aspects, roles of stakeholders (public authorities, organisations, and agencies), and how responsibility is distributed horizontally (i.e., across national policy areas) and vertically (i.e., between decision-making levels). Because lifelong learning is a developing sector and ongoing advancements are expected (e.g., National Qualifications Framework, micro-credentials, adult education and training providers' certification, the national credit system for Vocational Education and Training etc.), provisions for complementary policies to continuously update the framework need to be ensured.

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- The National and Technical Committees to decide on the operational framework of the lifelong learning strategy (e.g., whether a new body will be established, or if their role will be revised to improve their implementation capacity). Adequate funds and human resources need to be in place for the effective implementation, as well as monitoring of the strategy.
 - The National and Technical Committees (or the governing authority, if other) to set the management and operational structure (i.e., organogram) of the lifelong learning system. All stakeholders involved need to be informed and agree on their role and responsibilities (e.g., via contracts). Also, clear collaboration links between them (e.g., public and private sector) need to be in place beforehand to ensure effective coordination of actions.
 - An analytical annual budget for the lifelong learning system to be in place as a % of GDP and total education spending. For each authority/stakeholder who assigns a budget for LLL, a detailed breakdown will be provided for each year/period to be agreed by the National and Technical Committees. Funds need to be allocated based on the priorities set in the CyLLLS for the upcoming programming period. Utilization of funds need to be yearly monitored by the governing authority based on predefined criteria and results.

1.2 Establish the monitoring and evaluation framework

Monitoring and evaluation are key parts of every strategy and its successful implementation. Due to the complexities of lifelong learning, a more systematic supervision is required. Also, the monitoring authority needs to be legally entitled to ask for evidence, follow the actions, and advise the stakeholders involved to ensure the predefined performance levels. Therefore, access to data needs to be ensured. Performance management and quality assurance should be based on clear, specific, predefined, and measurable indicators and criteria. Key performance indicators need to be utterly aligned with the priorities of the strategy.

Action steps:

- The National and Technical Committees (or the governing authority, if other) to set the monitoring and evaluation procedures for ensuring quality and continuous improvement. Additionally, roles and responsibilities to be assigned for internal

and external evaluators with dedicated resources and responsibilities. The monitoring authority could solely assign this process to external professionals.

- The National and Technical Committees (or the governing authority, if other) to set the monitoring and evaluation framework based on detailed Key Performance Indicators (KPIs), including data sources, frequency of data collection, and additional tools. In cases where additional measures are needed, new tools should be established in collaboration with the responsible body of data collection.
- Access to data is critical for this process, therefore, legitimacy should be provided to ask for information from various actors (e.g., MESY, National Statistical Service, HRDA). Also, operational information is needed from other stakeholders' actions as evidence of effective utilization of dedicated funding resources.
- Biennially reports on the implementation progress of the strategy with recommendations for improving the strategy and adjustments to be prepared by the responsible monitoring and evaluation partner (internal or external).
- Specific Key Performance Indicators (KPIs) to be set aligned with the priorities of the CyLLLS, based on both quantitative and qualitative criteria that advocate on the quality assurance and progress of different aspects of the strategy. The Key Performance Indicators (KPIs) included in the CyLLLS could be used as a basis to build on.

No	Action	Timeframe	Responsibility
Strategic priority 1: Governance, Monitoring, and Evaluation Framework			
1	Propose a comprehensive governance and institutional framework for lifelong learning	2022/2023	MESY/National and Technical Committees
2	Establish the operational structure and organogram with the roles and responsibilities of involved authorities and stakeholders	2022/2023	MESY/National and Technical Committees
3	Conduct contractual agreements between the governing authority and involved stakeholders	2022/2023	MESY/National and Technical Committees

4	Report an annual budget for the lifelong learning system (as a % of GDP and total education spending) indicating the source and allocation of funds	Yearly	National and Technical Committees
5	Set the monitoring and evaluation procedures, roles and responsibilities (of internal and external evaluators)	2023	National and Technical Committees
6	Set the monitoring and evaluation framework based on detailed Key Performance Indicators (KPIs) and data sources	2023	National and Technical Committees / Internal/External Monitoring authority
7	Ensure access to data from various actors	2023	National and Technical Committees
8	Evaluation and monitoring reports on the implementation progress of the strategy	Mid monitoring report and final report	National and Technical Committees

Strategic priority 2: Decrease Youth Unemployment and Upskill/reskill Youth and the Workforce

2.1 Align education provision with labour market needs

Supply and demand on skills need to be aligned. To achieve this, all levels of education need to ensure that learners acquire a sufficient level of basic skills, as well as positive expectations towards their academic success. Alternative pathways should be provided to cover the needs of all individuals, while taking into consideration the need for a digital and green transition. At the same time, education provision should get informed about the labour market demands, based on explicit forecasts surveys and reports. Also, close tracking and monitoring of graduates can ensure that mismatches are addressed and confronted. The education and labour market gap can be mitigated only if there are close collaborations, synergies, and alliances. The lifelong learning strategy envisions that such partnerships should systematically and methodically begin to ensue.

Action steps:

- The responsible authority of MESY to inform and provide specific guidelines/recommendations to educational institutions (i.e., upper secondary, post-secondary, tertiary, and adult education providers) based on systematic market analysis and forecasts of HRDA.
- The responsible authority of MESY to establish alternative pathways and opportunities for all students (regardless their educational attainment level) to safely integrate to the labour market. Vocational Education and Training (VET) have a great role to play for those who do not want to follow with a tertiary education.
- Tertiary education institutions to establish stronger collaboration links with employers, for example through apprenticeships, placements, internships, trainings, or employment contracts.
- The Career Counselling and Educational Services of MESY to expand their outreach, in order to ensure that all students manage effectively their transition to employment.

2.2 Establish targeted measures for people at risk.

Under the values of equality, fairness, and inclusion, education and training need to be provided equally and fairly. This implies providing equalizing steppingstones and opportunities to people at risk. Access to information, availability of programmes, and existence of upskilling pathways are key elements in the lifelong learning sector. An analysis-based segmentation is required to identify certain target groups as well as their needs, leading to more targeted and effective efforts.

Action steps:

- The assigned authority/agency to conduct comprehensive needs analysis for people at risk (e.g., unemployed, low-skilled adults, youth, migrants, NEETs, etc.) to inform MESY for providing bespoke programmes for education and employment.
- The responsible authority of MESY to undertake the establishment of new and/or redesign of education and training programmes for these groups.
- The responsible authority of MESY to effectively inform and communicate the availability of programmes to these groups of people.

2.3 Re-skilling youth and the workforce

Human resource is the most valuable asset of a country, so individuals need to continuously develop their skills and qualifications, following new world developments, such as the digital and green transitions. Employers and employees need to understand and appreciate that further training will make them more effective and marketable, therefore, they need to be given smart incentives to participate without shortfalls. Learning and competences gained through working experience constitute a crucial step for progress, so an official validation and recognition system is required.

Action steps:

- The responsible authority of MESY and HRDA to promote Continuous Professional Development (CPD) programmes to those most in need (e.g., unemployed, low-qualified, SMEs etc.).

No	Action	Timeframe	Responsibility
Strategic priority 2: Decrease Youth Unemployment and Upskill/Reskill Youth and the Workforce			
1	Conduct systematic labour market analysis	Yearly	HRDA
2	Develop specific guidelines/recommendations for educational institutions based on systematic market analysis and forecasts of HRDA.	Yearly	MESY
3	Establish alternative pathways and opportunities for all students to safely integrate to the labour market.	Ongoing	MESY
4	Promote VET and ensure that their curricula are aligned with the labour market needs	Ongoing	MESY
5	Establish and promote collaborations between employers and tertiary education institutions	Ongoing	MESY
6	Expand and promote Career Counselling and Educational Services	Ongoing	MESY
7	Ensure the quality and relevance of Career Counselling and Educational Services	Ongoing	MESY
8	Conduct comprehensive needs analysis for people at risk	Every 3 years	MESY
9	Evaluate and supervise the available programmes offered to people at risk & undertake the establishment of new and/or redesign of existing programmes	Ongoing	MESY
10	Inform and communicate the availability of programmes to people at risk	Ongoing	MESY
11	Allocate funds to make new or adjust existing programmes according to the needs of these groups	Yearly	National and Technical Committees
12	Engage potential employers to integrate these groups into the labour market	Ongoing	National and Technical Committees

13	promote Continuous Professional Development (CPD) programmes to those most in need (e.g., unemployed, low-qualified, SMEs etc.).	Ongoing	HRDA/National and Technical Committees
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Strategic priority 3: Increase the Participation of Adults in Lifelong Learning

3.1 Improve the quality of adult education provision

Adult learning is an integral part of lifelong learning and offers opportunities for personal and professional development at an individual level. It also contributes to growth and economic stability of societies. Adult education and training should open prospects to all adults to develop their skills and competences, either these are basic, digital, global, transversal etc. Developing competences may enhance inclusive, sustainable, and more resilient societies and lead to personal well-being as it increases the possibilities for success in life. Therefore, a comprehensive national framework for adult learning and its measures will support the quality of the sector.

Action steps:

- The responsible authority of MESY to establish a framework for the adult education sector including explanations on relevant concepts, functions, processes and quality assurance criteria for programmes and trainers.
- The National and Technical Committees to allocate dedicated funds and resources to the adult education sector.
- The National and Technical Committees and monitoring authority to supervise and ensure the relevance and usefulness of adult education programmes based on systematic diagnosis of adults and market needs.
- The National and Technical Committees to support and promote the mechanisms for the validation and recognition of learning outcomes in the adult education sector.

3.2 Establish incentives for participation and eliminate barriers

Aligned with the values of equity and quality, lifelong learning should be accessible and relevant to all adults. By addressing and giving incentives, particularly to people at risk for participating in education and training, progress becomes coherent and collective. Upskilling and reskilling require collaborative efforts to tackle the barriers of

participation. In that respect financial and other types of incentives to institutions and organisations can open new pathways for individuals.

Action steps:

- The responsible authority of MESY to conduct comprehensive segmentation and needs analysis on adults, training needs and barriers.
- The responsible authority of MESY to provide guidelines and support on upskilling and reskilling pathways in collaboration with adult education providers and other stakeholders.
- The responsible authority of MESY to provide and promote programmes on basic and digital skills to low-qualified adults.
- The responsible authority of MESY to establish and provide incentives for adult participation in education and training (e.g., financial support, on-the-job training, educational leave etc.). These actions could be done in collaboration with the HRDA that offers several cost-sharing schemes to employers. Also, education institutions, youth organisations, and social partners to be involved in this process as actors of providing other forms of education and training.
- The responsible authority of MESY and other partners to promote, monitor, and evaluate distance learning programmes, as a measure to maintain or enhance participation and accessibility, as evidenced during Covid-19 pandemic.

3.3 Improve outreach and awareness

Adult education and training provision remains unreached and ineffective if it is not communicated. Open and continuous access to information and occasional campaigns about available programmes are essential to maintain public and sustained outreach. Targeted activities reaching specific groups of people are proven more effective. An important point to consider is that online communication activities do not always bring the desired results, especially when adults with limited digital skills are targeted. Communication does not imply only access to information about available programmes but also about the benefits of lifelong learning at all levels (i.e., personal, professional, societal).

Action steps:

- The responsible authority of MESY to prepare a communication strategy of the lifelong learning system, emphasizing the benefits of education and training for all actors and the available programmes.
- Social partners and the responsible authority of MESY to implement targeted (e.g., to low-qualified adults) and general campaigns to raise awareness about the importance of lifelong learning.

3.4 Develop and offer programs for non-job related learning

A holistic approach of lifelong learning should offer a balanced emphasis on academic subjects, job-related development, socio-emotional fulfilment, citizenship education and well-being and promote skills for life. Lifelong learning should be provided in multiple forms, shapes, and structures. In this sense, non-job related learning is seen as a possibility for individuals to unfold their unique potential giving purpose, meaning, and direction to their lives.

Action steps:

- The responsible authority of MESY and social partners to promote non-job related programmes for self-improvement, health, social inclusion, well-being, and personal fulfilment.

No	Action	Timeframe	Responsibility
Strategic priority 3: Increase the Participation of Adults in Lifelong Learning			
1	Establish a framework for the adult education sector	By 2023	MESY
2	Allocate dedicated funds and resources to the adult education sector	Yearly	National and Technical Committees
3	Supervise and ensure the relevance and usefulness of adult education programmes	Ongoing	National and Technical Committees / Monitoring authority

4	Support and promote the mechanisms for the validation and recognition of learning outcomes	Ongoing	National and Technical Committees
5	Conduct comprehensive segmentation and needs analysis on adults, training needs and barriers	Every 3 years	MESY
6	Provide guidelines and support on upskilling and reskilling pathways	Ongoing	MESY / Social partners
7	Promote programmes on basic and digital skills to low-qualified adults	Ongoing	MESY
8	Provide incentives for adult participation in education and training	Ongoing	MESY / HRDA / Social partners
9	Promote, monitor, and evaluate distance learning programmes	Ongoing	MESY / Social partners
10	Prepare a communication strategy of the lifelong learning system	Ongoing	National and Technical Committees / MESY
11	Implement targeted (e.g., to low-qualified adults) and general campaigns to raise awareness about the importance of lifelong learning	Ongoing	National and Technical Committees / MESY
12	Promote non-job related programmes for self-improvement, health, social inclusion, well-being, and personal fulfilment	Ongoing	MESY / Social partners
17	Develop a centralized digital platform to inform about available programmes	By 2023	National and Technical Committees/DMRID

Strategic priority 4: Teachers, Trainers, Youth Workers, and Adult Educators

4.1 Enhance the professional practice of youth workers, trainers, and adult educators, and support of a number of teachers of all education levels to develop lifelong learning skills.

Teachers' and school leaders' role are essential for building a lifelong learning culture and infuse the passion for learning at an early age. The teaching profession is aligned with the essence of lifelong learning, therefore, teaching staff of all education levels should be equipped with lifelong learning skills and infuse them into their daily practice. Youth workers, trainers, and adult educators need to be better supported and trained, as their profession does not imply any prescribed professional pathway. They are professionals with a wide variety of qualities usually derived from their field of specialization and subjects of knowledge, but also keen to gain qualifications for delivering education. However, the absence of regulatory mechanisms affects their professionalization and working conditions. It is essential that a focus is placed on their professional status and support with innovative approaches and resources, which is also expected to increase the quality of the adult education sector.

Action steps:

- The responsible authority of MESY to establish a framework on the professional status of adult educators including training needs, requirements, and quality criteria.
- The responsible authority of MESY to establish a compulsory inductive and continuous professional development and training for adult educators, especially to those with no educational background.
- The responsible authority of MESY and CPI to provide training programmes (such as learning to learn, passion for learning, curiosity, and continuous development) for teachers of all education levels on how to develop lifelong learning skills.

No	Action	Timeframe	Responsibility
Strategic priority 4: Teachers, Trainers, Youth Workers, and Adult Educators			
1	Establish a framework on the professional status of adult educators	2024	MESY / National and Technical Committees
2	Establish a compulsory inductive and continuous professional development and training for adult educators	2027	MESY / CPI
3	Provide training programmes for teachers of all education levels on how to develop lifelong learning skills	Ongoing	MESY / CPI

Annex 1. Key Performance Indicators (KPIs)

The Key Performance Indicators (KPIs) presented below were selected to support and monitor the achievement of the strategic priorities. Similar to the strategic priorities, these indicators emerged through extensive research and consultations with the relevant stakeholders, and they take into consideration the national and European contexts. Each strategic priority is supervised by specific indicators which forms the main measures including the timeframe of attainment or the requested target for 2027. However, within the monitoring, quality assurance, and evaluation framework, supporting indicators can be added and existing ones modified as needed, by the National and Technical Committees.

No	Indicator	Target	Data source
Strategic priority 1: Governance, Monitoring, and Evaluation Framework			
1	Comprehensive governance and institutional framework for the lifelong learning strategy - Operational structure and organogram with the roles and responsibilities of involved authorities and stakeholders (internal rules of procedure/short document preparation).	2022/2023	National and Technical Committees ²
2	Analytical public spending on LLL as a % of GDP and total education spending	Yearly	National and Technical Committees

² The responsible authorities for implementing and monitoring the strategy are the National and Technical Committees. These two committees will decide whether a new body will be established, or if their role will be revised to improve their implementation capacity.

	<ul style="list-style-type: none"> - For each authority/stakeholder who assigns a budget for LLL, a detailed breakdown will be provided for each year/period to be agreed by the National and Technical Committees. 		
3	<p>Internal/External evaluation process</p> <ul style="list-style-type: none"> - Monitoring and evaluation procedures for ensuring quality and continuous improvement. Specific roles and responsibilities will be assigned for the internal and external evaluators. 	2023	National and Technical Committees
4	<p>Monitor and evaluation framework report</p> <ul style="list-style-type: none"> - The framework for the monitoring of the strategy will be developed based on detailed Key Performance Indicators (KPIs) and data sources. 	2023	National and Technical Committees
5	<p>Monitoring reports with recommendations</p> <ul style="list-style-type: none"> - Mid monitoring and a final evaluation report will be prepared, which will include specific recommendations for improving the strategy and adjustments that might be needed. 	Mid monitoring report and final report	National and Technical Committees

Strategic priority 2: Decrease Youth Unemployment

6	Share of early leavers from education and training (age 18-24)	< 9%	Annual Statistics of Education
7	Tertiary educational attainment (age 30-34)	65%	Labour Force Survey

8	Young people neither in employment nor in education and training by sex, age, and labour status (NEET rates) [15-34]	< 10%	Labour Force Survey
9	Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year) [ISCED 3-8]	85%	Labour Force Survey
10	Employment rate (20-64 years old) ³	80%	Labour Force Survey
11	Number of participants for the integration of the unemployed and inactive persons into employment	Yearly	HRDA
12	Number of participants in lifelong learning programmes for the employed	Yearly	HRDA
13	Low-skilled adults participation rate in education and training	Yearly	Labour Force Survey

Strategic priority 3: Increase the Participation of Adults in Lifelong Learning

14	Number of certified vocational training centres, trainers of vocational training and vocational training facilities	Yearly	HRDA (System for the Assessment and Accreditation of Training Providers)
15	Policy framework for the validation and recognition of non-formal and informal learning	By 2023	MESY
16	Percentage of individuals (16-74) with basic or above basic overall digital skills	70%	ICT survey

³ The national target for the employment rate is for the age group 20-64 so as to be in line with the European target (78% by 2030). However, the target will also be monitored for the age group 15-29 for which data are available.

17	Centralized digital platform to inform about available programmes and number of visitors	By 2023/Yearly	National and Technical Committees/DMRID
18	Adult participation rate in education and training (last 12 months)	60%	Adult Education Survey

Strategic priority 4: Teachers, Trainers, and Adult Educators			
19	Framework on the professional status of adult educators	2024	National and Technical Committees
20	Compulsory training programme offered to adult educators with no educational background	2027	MESY / CPI
21	Enhanced professional practice of teachers of all levels to develop lifelong learning skills	2027	MESY / CPI

Annex 2. Key indicators and targets⁴

Indicator	CY 2020	CY Goal 2027	EU targets (2030) ⁵⁶	Data source
Share of low achieving 15-year-olds in basic skills (2018)				
Reading	43.7%	20%	<15%	CPI
Math	36.9%	20%	<15%	CPI
Science	39.0%	20%	<15%	CPI
Share of early leavers from education and training (age 18-24)	11.5%	<9%	<9%	CPI
Tertiary educational attainment (age 30-34)	57.8%	65%	at least 45% (25-34)	Education and Training monitor
Young people neither in employment nor in education and training (NEET rates) [15-34]	15.1%	<10%	<9%	Eurostat
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year) [ISCED 3-8]	78.6%	85%	80% (25-64) (2025)	Education and Training monitor
Employment rate (20-64 years old) ⁷	74.9%	80%	78%	Labour Force Survey

⁴ The table presents for each of the key Indicators, where Cyprus stands as of 2020, then the target for 2027, and the EU targets for 2030.

⁵ European Education Area and beyond (2021-2030): [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32021G0226\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32021G0226(01)&from=EN)

⁶ European Skills Agenda: <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

⁷ The national target for the employment rate is for the age group 20-64 so as to be in line with the European target (78% by 2030). However, the target will also be monitored for the age group 15-29 for which data are available.

Indicator	2016	2027	EU targets (2025)	Source
Participation rate in education and training (last 12 months)	48.1%	60% ⁸	At least 47%	Adult Education Survey
Percentage of individuals (16-74) with basic or above basic overall digital skills	45% (2019)	70%	70%	Eurostat

⁸ Based on the Proposal of the Ministry of Labour, Welfare and Social Insurance to the Council of Ministers (April 2022) on 'National targets for employment, participation in lifelong learning and poverty', Cyprus has set as a national target of "at least 61% of adults participating in training" by 2030 (adult participation in learning in the past 12 months) (Ref: 93.002, dated 4/5/2022).