PROFESSIONAL DEVELOPMENT IN THE FIELD OF LITERACY AND BASIC EDUCATION

State of the art in Cyprus

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1 Introduction

The Grundtvig I project "Professionalization of Literacy and basic Education- Basic modules for Teachers Training – TRAINS" is a very good, innovative and a necessary project nowadays. Societies are facing serious problems concerning functional illiteracy and basic skills levels and 72,000,000 workers in EU countries are below the acceptable educational levels.

Literacy is a fundamental human right. It is a catalyst for participation in social, cultural, political and economic activities.
Professionalism within literacy and basic skills is a difficult subject because teachers and trainers have to deal with marginalized or disadvantaged adults. Adult students have learning problems. Therefore teachers and trainers should improve their knowledges about psychological and social aspects. Innovative methods of teaching and learning should be developed. Unfortunately in most European countries there is a lack of teacher training qualification .

The importance of the project is obvious. Without professional training of literacy teachers we cannot improve the basic education of the population.

Concerning Cyprus the importance of the project is at very high levels. There is no any initiative for the professionalisation of literacy teachers at the moment. There are very few classes for illiterates and little discussion on illiteracy. Thus the development of teaching modules will initiate those involve in basic education to work for the training of teachers.
There are no at the moment organized initiatives for the training of literacy teachers. There are no training qualifications standards for teachers working on literacy. Teachers of the formal system are the main providers in literacy classes. Some efforts and initiatives are taking recently place, as there is a recognition of the importance of the training of literacy teachers.

The report is mainly based on meetings with experts, with decision makers, with programme providers, the collection of materials from various institutions, the review of the literature and personal observations and experiences from the participation in seminar and conferences and from work experiences as well.

It is not an easy task for a Cypriot researcher to undertake a report on Literacy in Cyprus. There is no literature on the subject and sound programmes. It is even more difficult to examine the training of literacy teachers as there is no at the moment any organized activity for the training of literacy teachers.

Having in mind the above reality it will be useful in the second part of the report to present briefly, the meaning and essence of Literacy and Basic Education from mainly European Union perspective. This will be useful for the Cypriot decision makers and providers to adapt their policies accordingly as now Cyprus is a member of the European Union. Functional illiteracy will be mainly examined, as most EU countries, including Cyprus, are facing problems with millions adults functionally illiterates. In this part of the report we will examine the Development of Literacy and Basic Education in Cyprus. The national policy, the structure of Literacy and Basic Education, the developments and the providers will be examined. It will be also useful for the reader to present briefly Adult Education in Cyprus as literacy teachers are part of adult education.

The third part will deal with the concept of teaching Literacy and Basic Education and will present training programmes and initiatives to prevent and eradicate illiteracy and measures which are under way at national level to develop the basic education and skills of the population and to meet Lisbon goals and upgrade the skills of the population.

The fourth part will review the competences and skills that a professional literacy teacher should have.

The fifth part will present Good Practice in the field of Teacher Training and the sixth will deal with prevailing problems and challenges. It is advisable in this part to present the situation concerning literacy in Cyprus – statistical data etc in order to understand the problem. Finally the part on conclusions and recommendation will assist the efforts of policy makers and others involved, to develop sound programmes for those in need.

The report will be useful for decision makers, educators, administrators, public services, trade unions, educational institutions, local authorities training institutions etc. to identify areas where the need for training is very urgent and a necessity. For the purpose of this reports we will mainly deal with functionable illiteracy not neclecting total illiteracy which is 3.2% of the population.

I fully agree with Alberto Melo, a UNESCO expert, who said that without trained literacy teachers we are building on the sand concerning initiative to reduce illiteracy.

2 Development of Literacy and Basic Education

2.1 Literacy and Basic Education in General

It is worthy to start my report, presenting the situation concerning literacy as expressed by the UNESCO Institute for Lifelong Learning, the main institution responsible for literacy: It is important the Cypriot reader to have a global idea about the area under discussion.

Today, close to one billion adults – nearly double the total population of Europe – are denied their right to literacy. One in five adults globally are unable to participate meaningfully in decisions that affect their lives, are severely ill-equipped to combat poverty, discrimination, HIV/AIDs and other diseases, and are curtailed in their exercise of other rights and freedoms because they continue to be denied access to literacy skills.

One in 4 adults, or 64% of the 781 million adults who cannot read or write are women – the proportion virtually unchanged from 1990, when the international community promised to eradicate illiteracy in a decade. Although governments worldwide signed up to a UN goal promising 50% reduction in illiteracy by 2015, investments on this goal remain very low. Literacy programmes receive a mere 1% of education budgets in many developing countries and equally suffers very low priority in aid budgets.

Governments in the North and South continue to view adult illiteracy as a residual "problem", one that will be addressed solely by the expansion of primary education systems – ignoring evidence that even in better performing systems, thousands of children - largely, poor girls – drop out of school before acquiring literacy skills because of poverty. Governments choose to ignore the profound impact of adult literacy – especially mother's literacy – in school retention and learning achievements especially of girls. This continued disregard for adult literacy denies hundreds of millions of men and women, the much needed means to beat poverty, ill-health, exclusion and discrimination.

It is advisable to present the <u>meaning of literacy and basic skills</u> as it is expressed by 2-3 respectable personalities and organisations. We are mainly interested on functional literacy as most countries have serious problems. First, a statement about the mission of a literacy organisation, the NALA, as expressed by the President of the Republic of Ireland:

"This country has long taken pride in its reputation as a good educator, fuelling a hunger to achieve the best for ourselves and for future generations. But life is complicated, and for many those opportunities that we may take for granted have been missed. That is why your work is so important. Your organization is about fulfilling our obligation to those who missed out. It is about helping people to grow in self-esteem and self-confidence, opening up the windows of opportunity, by developing vital literacy skills and hidden talents. Through your work, you have conferred a sense of empowerment on so many, a belief that each individual can make a difference, can contribute to shape the future."

NALA defines literacy in a broad term:

"Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication [reading, writing and maths]: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change. Good practice in adult literacy work starts with the needs and interests of individuals. It is concerned with personal development and building confidence as well as technical skills"

Another similar definition about the literate person is grated in Adama Quane, Director of the Unesco Lifelong Learning Institute. A literate person is:
"One who has acquired the essential knowledge and skills in reading, writing and computation required for effective functioning in society, and whose attainment in such skills make it possible for him or her to develop new aptitudes and to participate actively in the life of his times."

Today most societies are working on functional literacy and basic skills. On the base of research, 14 main areas of functioning skills have been selected on the basis of research in Netherlands.

The areas are:
- The schooling of one's children.
- Work
- Housing and environment
- Family life and the household
- Social security
- Social participation
- Communication and media
- Consumers affairs
- Health care
- Polities and culture
- Transport
- Personal interests.

The International Council for Adult Education (ICAE), is connecting literacy with global issues such as Environment, Ecology and sustainable Development, Health and property, active citizenship, solidarily, democracy, peace and human rights, poverty etc.
Functional contents could also cover

- Health and hygiene
- Nutrition, childcare, reduction in mortalidy,
- Quality, family living
- Agriculture
- Enviromental concerns
- Saving credit

- Rights and social justice
- Increased income and food sufficiency

The European Union is introducing new basic skills for all which are essential for the survival of the individuals and the societies. The Memorandum of Lifelong Learning defines new basic skills as those required for active participation in the knowledge society and economy- in the labour market and at work, in real-time and in virtual communities and in a democracy, and as a person with a conrent sense of identity and direction in life. Some of these skills

such as digital literacy – are genuinely new, where others – such as foreign languages – are becoming more important for many more people than in the past. Social skills such as confidence, self-direction and risk-taking are also increasingly important, because people are expected to be able to have much more autonomously than in the past. Entrepreneurial skills release capacities both to improve individual job performance and to diversify company activities; They also contribute to job creation, both within existing enterprises – especially SMEs – and for self –employment. Learning how to learn, to adapt to change and to make sense of vast information flows are now generic skills that everyone should acquire. Employers are increasingly demanding the ability to learn and acquire new skills rapidly and to adapt to new challenges and situations.

EU reports that one third (72 million) workers are low-skilled while estimates that in 2010 only 15% newly created jobs will be for those with low skills and 50% of new jobs will require tertiary level qualifications,. Ensuring the acquisition of basic skills and key competences by all citizens remains a challenge for all member states.

Recent reports in European Union confirm that poverty and social inclusion continue to be a senion challenge in all Member States. Low levels of initial education, unemployment, rural isolation and reduced life chances on a wide range of ground serve to marginalize large number of people and to exclude them from the benefits of society and from being active citizen. New forms of illiteracy in the shape of exclusion from access to and use of ICT in professional and daily file exacerbate this exclusion.

We have seen that there is a lot of discussion about literacy and basic skills in Europe and in other countries giving emphasis on a broad definition of literacy, of the necessity for programmes for functionally illiterate and the importance of a grading of the basic skills of the population. Unfortunately there is little discussion about the professionalization of literacy teachers.

2.2 Adult Education in Cyprus

The presentation of the characteristics of Adult Education in Cyprus will give us a global idea to understand the initiatives for the necessity of the training of literacy teachers.

Adult Education has the possible prerequisites for further development. Adults show great interest in learning and, on the other hand, the government and all those involved in the education of adults are willing to fulfil those needs.

Programmes currently provided for adults have the following characteristics.
- There are a great number of providers in both the statutory, private and voluntary sectors. Their programmes run independently of one another because there is no co-ordinating mechanism for bringing together the various providers. This results in fragmentation and incoherence.
- Almost all programmes follow the formal school model in content and methods. They suffer from curricular limitations.
- Most of the institutions are in the cities and the rural population has little access to learning opportunities.
- Unsurprisingly, people, attending the programmes are often the most active members of their age group, with a sound initial education.
- Vocational adult education has been expanded rapidly (as a consequence of Law 21/74) in contrast to general adult education that does not have similar legislation.
- Voluntary bodies involved in adult education provision are given very little technical and financial assistance, and their success is limited despite their potential.

- At present, very few of those working at administrative and organizational levels, who also act as tutors, are qualified adult educators.

Main providers: The Ministry of Education and Culture runs the Adult Education Centres, the Foreign Language Institutes, the Evening Gymnasia , main providers of Adult Education. The church of Cyprus runs non formal education programmes. The Trade Unions the semi-governmental Human Resource Development Authority, many non governmental association run programmes for the adult population. Many women group and elderly associate are also promoting programmes.

Recent Developments, Trends and Significant Events

The main trends and recent significant events are

- The organization of vocational programmes on subjects relating to areas showing in-creasing demand on working hands;
- The establishment of the University of Cyprus (1992) which promised increased edu-cational and research opportunities on issues relating to Adult Education;
- The establishment of two National Committees (The Committee on the Third Age and the Committee on the Education for All) which gave the initiative of more intensive and organized efforts on Adult Education;
- The participation of Cyprus in several European adult education organizations which help in exchanging knowledge and experience;
- The effort to update and strengthen legislation on Adult Education and establish a mechanism for coordination of the several providers.

Demand for Adult Education has increased in several ways

- More specialized courses are requested;
- More geographic areas (especially rural) ask for adult education opportunities
- More segments of the adult population (older adults, women) are looking for oppor-tunities to study subjects relating to their area of interest.

Prospects and Expectations for the 21st Century

In order to achieve improvement and development on Adult Education in our country, the following suggestions indicate some of the priorities:
- Legislation for adult education;
- The establishment of a central authority for adult education to improve the administra-tive/organizational structures of the system;
- Involvement of the University of Cyprus in adult education and the establishment of an adult education research and training centre;
- More funds should be allocated to adult education;
- Continuing professional development for staff and volunteers responsible for the adult education centres' development;
- Measures to bring the illiterate to the classes.
- Awareness of lifelong education;
- Sharing experience from different countries on policy and technical maters through strengthening relationships between nations and governments;
- Formal recognition of adult education as an inseparable part of the educational sys-tem.
- The Open University of Cyprus to serve the needs of the less educated persons.
- Participation in Socrates/Grundtvig Programmes.
- Recognision of prior learning.
- Introducing methods to measure literacy levels.

2.3 The Policy

The policy of the Government of Cyprus as expressed by the Ministry of Education and Culture and by the Ministry of Labour and Social Insurance is to ensure that all citizens have a sound level of Education which enable them to perform satisfactory in the society. All citizens will be given all necessary means to have the best education. All illiterates could attend free of charge classes to learn to read and write and experience basic skills and competences. Intensive efforts should be put to prevent and eradicate illiteracy and the role of the school system is significant. The working manpower should have the necessary skills to perform effectively and all necessary resources will be mobilized for this purpose.

There are national indicators based on the Lisbon goals. We will refer to those indicators and the achievements in the third part of this report.

The Ministry of Education and Culture runs the Primary and Secondary Education schools and is interested for the provision of a very good education.

In Primary and Secondary education many skills such as creativily, self-confidence, critical thinking, communication, negotiation, planning, decision-making or teamwork are promoted throughout the whole school duration.

The Departments of Primary, Secondary Education, General Technical which are under the jurisdiction of the Ministry of Education and Culture, are responsible for Primary Education, Secondary, Technical, Pre-Primary Education and the Lifelong Education Centers.

The Departments concentrate on upgrading learning and teaching conditions, while also caring intensely and factually in the updating of methods, approaches, educational materials, curricula and processes for evaluation. Furthermore, it has recently started to participate actively in establishing national standards. In addition, it is interested for the in-service training, assessment and accountability of teachers.

The innovative actions developed and still promoted by the Departments over the last five years, have a specific targeting direction and can be considered part of the "EDUCATION FOR ALL" project, as they aim at covering the needs of all children belonging to specific groups. Particularly, the most prominent of these actions are the following:

- the All-Day School
- the introduction and expansion of Information Technology
- the Health Education
- Multicultural Education
- Special Education
- Literacy
- Education of Cypriot Immigrants.

The main targets of the All-Day School are the following:

- students holistic development
- provision of opportunities to students for receiving guidance from teachers and other specialized staff, within an extended schedule and its corresponding positive effects
- enrichment of the Curriculum with subjects which correspond to the particular interests of the students, as well as with activities which promote socialization, creativity, love for reading, researching ability, aesthetic development, practical skills etc.
- provision of time for students to complete their homework and of opportunities to work on learning and other difficulties that they may be facing.

In all the schools, the buildings and equipment have been adjusted in order for each student to have access to computers and be able to connect with the Internet.

Literacy is one of the most organized efforts put forward by the Departments, which, through a series of thoroughly studies measures, such as the in-service training and guidance of teachers, the production of teaching materials, the completion of a reference book for teachers etc, on the basis on a specific scientific and pedagogical framework, has set the following aims:

- updating and qualitative upgrading of Literacy courses in terms of teaching and learning reading and writing
- maximization of the student percentage achieving school success
- substantial decrease in the student percentages in terms of functional illiteracy.

This Program was developed four years ago and has now reached its final stage. Problems such as the reactions and insecurities of a number of teachers towards the shift from traditional teaching methods are dealt with within the framework of a specific Action Plan for the professional development of all educators.

Goals for the near future

- establishment and enlargement of the qualitative and quantitative upgrading and nation-wide expansion of all the sub-sectors and programs of education
- increase the financial means provided for
  - Developing of new programmes such as Computer assisted learning
  - improving school buildings
  - buying modern school equipment such as multimedia
- updating of the way teachers are trained and evaluated
- upgrading and functional-substantial unification of Primary and Secondary Education Curricula, at least until the Third Grade of the Gymnasium.
- Updating of books
- Decentralization of the structures and functions of the whole educational system
- Complete harmonization with the European Union on issues concerning education.

Specifically for Secondary and General Technical Vocational Education the concept of entrepreneurship is being promoted through the subject of economics taught in the first grade of upper secondary education and home economics taught in lower secondary education and other subjects of the curriculum as well as through various extra-curricular activities. In this context, basic notions of entrepreneurship are included in the subject matter of many lessons of economic nature such as management and business administration, marketing and sales techniques, book-keeping and accounting and business economics.

In these lessons, students have the opportunity to get familiar with the entrepreneurial concept, undertake relevant case studies and visit enterprises. Moreover, the students can make simulations.

In the Secondary Technical and Vocational education (STVE) there are subjects of "entrepreneurship" in all fields of specialization offered, ie. Furniture design and production, electrical and mechanical engineering, civil engineering and architecture and hotel and catering.

The Ministry of Education and Culture works in close cooperation with the two main Research Institutions, the Pedagogical Institute which functions under the Ministry of Education and Culture and the University of Cyprus.

2.4 The Pedagogical Institute

It is worthy to refer to a <u>Government Institution, the Pedagogical Institute</u>, which is responsible for Inservice and preservice training of teachers. Teachers of secondary education who is subject-specialists have no training on methodology and the need for preservice training is important. For the last 5 years all teachers of secondary education before their employment at schools, should attend a one year training course.

Concerning Primary Education Teachers they are able to teach effectively as they have a lot of teaching practice during their studies. The teachers of Primary Education receive Inservice training which covers, new methodology, innovations in education, administration of schools etc.

The Pedagogical Institute is important Institution concerning literacy as today the teachers of literacy are those coming from the   formal system. There are no special teachers for literacy.

The preservice training of secondary education teachers is a one year full-time training and covers the following areas

- a) Introduction to the educational system
- b) Educational Psychology
- c) Theory of teaching methodology
- d) Methodology of Educational Research
- e) Educational Assessment and evaluation
- f) ICT and communication technology in education.

The Pedagogical Institute as the main institution for Research in Education is working intensively for the creation of standards to define who are the illiterates. At the moment we cannot define the levels of illiteracy as we have no standards. Very soon the report will be ready.

The Pedagogical Institute has published a report on the prevention and eradication of school functional illiteracy a follow up of UNESCO experts visit in Cyprus.
There are very interesting suggestions, which can contribute to the prevention of school failure.

- The role of the teacher is very important for preventing the functional illiteracy. The effective teacher is the trained and committed one.
- High degree of cooperation is needed of all those involved (teacher, administrators, etc.
- The Organisation of Economic Cooperation and Development stresses the importance of "positive professional self-esteem of the teachers and the necessity of their professionalisation in order to succeed in preventing and eradicating illiteracy".
- The need of continuous adaptation of the skills to the changing pedagogical context..
- The upgrading of the training of teachers is taking new forms such as practical experience and practices in the labour market.
- Many European governments invest a lot in the training of teachers to prevent and eradicate illiteracy in the school system. Emphasis is given not how to pass children knowledge, but to give teachers all tools to be able to prevent illiteracy.
- Much attention is given on methodology and on classes of mix ability as UNESCO experts identified problems in the above two areas.
- There is a need for specialization of teachers. Administration of the class room is important.
- Much attention is given to class organisation (sitting arrangements, criteria for sub-grouping etc)

- In secondary education much more time is given to teaching the subject and much less time to choose and work on effective methodology. This is due to the fact that secondary education teachers are receiving less training on methodology compare with primary education teachers.
- The principle of cooperativeness is a basic requirement for a policy for prevention and eradication of illiteracy. Cooperation within the school unit (Parents, teachers, children) and outside the school unit (local authorities, business, etc.)
- Recognition and implementation of the principal of the Zones of Educational Priority which is effectively works in many European countries. The location of the school, the socioeconomic status of the families, the presence of immigrant children, the dropouts rate and criteria selection for a school are criteria to be included in the zone.

2.5 The University of Cyprus

The University of Cyprus is responsible for the training of teachers of primary education. The University will undertake from September 2007 the preservice training of the teachers of Secondary Education. The university is cooperating on Research on language literacy with the Progress in International Reading Literacy study (PIRLS). A recent report contacted by the Boston College USA, with 35 countries including Cyprus revealed that in language literacy of Primary Education children, Cypriot children are behind the first reading skills which are developed in pre-primary education. This is due to the fact that pre-primary education in Cyprus is not compulsory and to the fact that the analytical programmes of the pre-primary education and primary education are not related.

The research also revealed that the teaching of the language seems to have some limitation due to the following reasons.

a) The curriculum does not give the necessary emphasis on the skills required for understanding of the functional literacy.
b) The books give emphasis on stories for content development and not language skills development.
c) The limited use of other texts on different subjects Geography, History etc.
d) The lack of satisfactory training of teachers to use primarily language and understanding of it.
e) The lack from educational system of teaching and evaluation indicators on language competence.

Cyprus has scored about in the middle compared with the other 34 countries.
Cyprus is in high levels concerning the reading of books in schools and at homes. Also we are not behind other countries concerning the number of teaching hours of languages.

3 Concept of Teaching Literacy and Basic Education

There is no any national strategy in the field of professionalisation of literacy teachers. Policy makers and decision makers believe that the problem of illiteracy is in Cyprus very small (3,2% of the adult population). Furthermore the illiterates can be found among the senior citizens.

There are very few classes for illiterates functioning every year. This is may be the reason why there is no training for the literacy teachers.

Literacy teachers are Primary or Secondary Education teachers employed by the Adult Education Centres of the Ministry of Education to undertake the literacy classes.

Two are the main programmes which promote training.

a)   The Adult Education Centres of the Ministry of Education and

b)   The Human Resource Development Authority of Cyprus, a semi governmental body.

Unfortunately there is no any central institution to undertake or coordinate the training.

3.1 Adult Education Centres of the Ministry of Education and Culture

This programme is run throughout the country in more than 240 adult education centres. It is a non-formal education programme

There are more than 600 part-time tutors, many of whom are qualified primary and secondary education teachers and the remainder subject-oriented. In 2003-2004 enrolments reached 18,000 in sixty different subject areas.

Foreign languages	15%
cultural activities (drama, music, dancing)	15%
ICT,	12%,
grafts,	12%,
gymnastics	10%,
painting	7%,
cooking	8%,
parents education	5%.

Women made up almost 75% of the participants, and persons over sixty-five years of age are few in number (10%).

The number of participants and the number of centres is, however, steadily increasing which is quite encouraging since there is a new policy concerned with the organization of the system and the enrichment in programme. But there are still limitations of the organization, administration, teaching and curriculum, which inhibit maximum growth. In addition, partnerships between the centres and other agencies providing adult education are limited.

There is no organized training of teachers initiative. There is no any training module developed and requirement for qualifications on methodology as a prerequisite for employment in the Adult Education Centres.

The training of the tutors depends on the initiative of the administration of the centres. Every year on average, one short (2-3 days) training seminar is taking place with experts from abroad. Around 50 tutors benefit every year. The seminar is well designed and aiming

at giving tutors all necessary information to work effectively with the adult learners. Tutors on literacy and basic skills and others become more capable in teaching adults. Areas of teaching include:

- Factor affecting learning	- Communication skills
- How adults learn	- Teaching Resources
- Teaching methodologies	- Creating a learning climate
- Lesson planning	- Managing group
- Characteristics of adult learners	- Evaluation
- Motivation	- Assessment

Despite the above training initiative, few tutors can work effectively with illiterates and with adults in general. Very recently a teacher was appointed to develop the training of tutors.

3.2 The Human Resource Development Authority

HRDA is a non – formal education organization promoting basic skills and developing human resources.

HRDA is a semi-governmental organization which aims at:

- Upgrading the country's human resources, to enhance their employability throughout the European Union, by systematically promoting lifelong learning and training of the employees, the new entrants in the labour market, the unemployed, the economically inactive women and the low skilled and older age persons and,

- Improving the productivity and strengthening the competitiveness of Cypriot enterprises through the better utilization and greater adaptability of their human resources.

These strategic objectives can be successfully pursued through targeted actions, which can be classified under three priority pillars:

The first pillar, is the Training and Development of Human Resources. The scarcity of natural resources, the small size of the country and its dependence on the services sector indicate that Cyprus should have highly developed human capital in order for it to compete in the international arena.

The second pillar, is the Support to Enterprises for Developing their Human Resources. The aim is to increase human capital investment and raise productivity in SMEs through a number of specially designed schemes catering for the different needs of enterprises according to their size in terms of employment.
Finally, **the third pillar,** addresses HRD Infrastructure. The quality dimension in the development of human capital is closely connected with the available infrastructure and HRD systems.

The learning support schemes constitute the core of HRDA's activities. They support learning activities organized by enterprises and training institutions that satisfy learning needs due to existing deficiencies in knowledge and skills, as well as those arising from technological, market, organizational and other changes. The schemes support:

- Initial Training: in-company and institution-based training, industrial training of tertiary and secondary vocational education students and apprenticeship training.
- Continuing Training: in-company and institution-based training, high priority programmes, training abroad and training of tertiary education graduates.

The introduction of a <u>Vocational Qualifications System</u> <u>is a top priority</u>. HRDA, in cooperation with other competent public authorities and in agreement with the social partners, is working for the establishment of a Vocational Qualifications System taking into consideration local conditions and recent developments in the European Union. The system, based on Standards of Competence, will provide a common reference for valuing learning, and will offer multiple benefits to individuals, enterprises and the economy. It will not only improve the recognition of knowledge, qualifications and skills, but will also facilitate workforce mobility. As from September 2006, access to the system is provided to employees and trainees, which will enable them to have their occupation competence assessed leading eventually to final testing and certification. During phase 2, the development of standards for around 25 occupations is envisaged.

HRDA is cooperating with other countries for the training of Human Resource Development professionals. The management of the training centres is one main priority. <u>Ireland and Cyprus</u> are cooperating on the above and seminars are taking place in Cyprus and Ireland (one week in each country – 10 working days). This initiative will be presented at the fifth part of this report – Good Practice as this initiative is innovative and significant.

<u>We present the aims and the day by day programme of 2 other training initiatives.</u>

1. Mastering of Art of Training for Trainers with at least 3 Years Experience:

Optimising experienced trainers
<u>Programme Aim</u>

To upgrade skills of experienced trainers and train them on the effective use of methods and audiovisual and other training aids, with employ utilization of Information and Communication Technologies.

Participants
Eligible participants are Trainers of Training Institutions / Organizations with at least 3 years experience as trainers.

- The first part will include delivered sessions facilitated by leading IMI experts. Examples of best practice will include case studies organizations. Individual meetings may be arranged with the IMI experts.
- The second part will include group training and special site visits where programme participants can see leading edge Inform Communication Technologies being used for training and human resources development.

<u>Training Content</u>

Part I:
 Day1:
- Programme outline
- Individual introductions
- Personal goals

Analysing Training Needs
- A system view of performance
- Definition of training needs analysis
- 4 types of training needs
- The training needs analysis interview

Day 2:
Designing Learning
- How adults learn
- Our brains and memory
- Preparing to design
- Design model of learning

- Recalling information
- Overcoming negative mindsets

- Practice in designing a learning experience

Day 3:
Training Programme Implementation

- Neuro-Linguistic Programming (NLP) in training media
- Visual aids
- Audio

- Kinaesthetic approaches
- Practice in using all approaches
-

The subject of NLP will be treated in depth in Part II of the programme.

Day 4:
Delivery Techniques
- 7 styles of facilitaiting

- Non directive facilitation
- Directive facilitation

- Practice in facilitating difficult situations
- Handling different types of trainees
- Effective listening using Emotional Intelligence (EQ)

The subject of EQ will be treated in depth in Part II of the programme

Day 5:
Evaluation of Learning

- Donald Kirkpartrick's evaluation model
- Reaction level evaluation
- Learning level evaluation

- Behaviour level evaluation
- Results level evaluation

Allocation of Intermodular Work
Choosing assignments

Part II
Day 1:
Designing Training Programmes

- Programme forms and types
- Updating training specificatitons
- Programme renewal
- Case Studies

- Role play
- Games
- Role debate
- Learning with team dynamics

Neuro-Linguistic Programming (NLP)
- Methods to stimulate learning
- Different learning styles
- Single loop learning

- Double loop learning
- Techniques for attracting attention

Guided Tour of IMI
- IMI training facilities

- Learning technologies in IMI

Day 2:
Corporate Visit to IBM

- The IBM Training Centre
- IBM "Big Blue" learning technology

Corporate Visit to the Bank of Ireland

- The BOI Training Centre
- E-Learning at BOI

This phase will unfold the practices and policies of these leading organizations in the use of ICTs. There will be opportunities the application of these technologies with our hosts and IMI experts.

Day 3:
Information and Communication Technologies

- Selection and use of appropriate ICTs
- Operation of various ICTs
- Utilisation of ICTs in the implementation of training programmes
- Utilisation of ICTs in the design of training programmes
- Utilisation of ICTs in the evaluation of training programmes

Day 4:
Emotional Intelligence (EQ)
- What emotional intelligence is
- Why does EQ matter to trainers?
- EQ and top performance
- EQ and leadership development
- EQ-1 competency framework

Day 5:
- Review of Intermodular Work
- Reviewing assignments
- Feedback on assignments

Evaluation of Training Programmes
- Evaluation of trainers
- Evaluation of trainees
- Training certification
- Return on Investment
- Evaluation of transfer

2. The Tutor of Basic Skills in Contemporary Environment

Another interesting training initiative is taking place with the cooperation of <u>Greece.</u> This initiative is targeting the tutors of the training institutions it lasted for 5 days and it takes place in Cyprus. The general title of the seminar series is "The tutor in contemporary environment".

The main aim is to equip tutors with all necessary knowledge to improve the skills of adults.

One requirement is that the applicants for training should be already employed at training institutions. They should also have training experience less than 3 years.

The duration of the seminar is 35 hours. Many training methods are used. Role play, case studies, experiential workshops, presentation of lectures and trainees, etc.

The content of the training programme includes:

- Planning and development of methods of teaching
- Renewal of programmes
- Forms and types of programmes
- Selection of the best visual aids
- E-learning
- The art of listening
- The art of questions

- Coordination of discussion
- The art of self evaluation
- Feed basic
- Analysis of individual training needs
- Certification of training
- Evaluation of trainees
- Introduction to the technology of information and communication etc.

A promising step concerning the professional training to teachers is the INTRODUCTION OF A SYSTEM FOR THE EVALUATION AND CERTIFICATION OF TRAINING PROVIDERS (trainers, training institutions, training infrastructure).

This initiative will:
a) Develop programmes for the training of teachers
b) Recognition of previous learning
c) Mutual recognition and cooperation formal, non- formal and informal learning

In November 2006, the Ttnet, Cyprus was launched in Cyprus. It is an initiative for the Training of Teachers at European Union level.

The Ttnet is a Pan-European Forum of key players and decision – makers in the training and professional development of teachers and trainers. The forum will also provide expertise to support practition and inspice policy – making. The Forum will provide incentives to teachers/ trainers development, recognize and validate experience and develop common "standards" of completences.

3.3 Lisbon Goals and Indicators for Cyprus

It can be supported that the Government of Cyprus is promoting many programmes in order to prevent illiteracy. The Lisbon strategy has been adapted and the Government of Cyprus is introducing all necessary measures to guarantee high literacy levels for all citizens. Special emphasis is given to the labour market, to the school system and to vulnerable groups of the population.

Cyprus has, generally, a comprehensive educational and training system, offering extensive opportunities for the acquisition of knowledge and skills. This is generally evident from the following indicators:

- The percentage of people aged 20-24 that have completed the upper secondary education was 80.7%. If this indicator is adjusted to take into account the peculiarities of Cyprus i.c. to include Cypriots studying abroad and undertaking compulsory military service and exclude foreign workers, it rises to 88.5%, surpassing the EES target of 85% by 2010.
- A strong bias in favour of general and higher education, with the enrolment rate of 20-24 year olds in tertiary education exhibiting a rising trend, reaching 38.4% (net ratio) and 63% (gross ratio) in 2004-2005.
- The net participation rate in education for young persons of 12-17 years old is estimated at 94% (Statistics of Education, 2004/2005).

- Cyprus education is free up to the age of 18 and is compulsory up to the age of 15. 99.7% of the graduates of compulsory education continue their studies to upper secondary education (83.5% in secondary general and 16.5% in technical/vocational education). It is thus obvious that the participation rate in technical/vocational education is quite low, particulary for girls, which comprise only 15.5% of the total population in the technical/vocational schools.
- Participation in the apprenticeship scheme is low, estimated at 1.5% of the total upper secondary education population.
- 28.7% in 2005 and 29.4% in 2004 of the labour force have higher education as compared to 21.9% , which is the 2004 EU average.
- The overall participation rate in training amounted to 5.9% for persons aged 25-64, lower than the EU average (11.0%) and considerably below the EES target of 12.5% by 2010.

Policy Priority: Upgrading of Education /Life-long Learning / Learning

Improvement of infrastructure in schools: The measure is being very satisfactorily implemented. In primary education the ratio of personal computers (PCs) to the number of pupils will be 1:8 in 2006 and it is expected that the target of 1:4 set for 2007 will be achieved. In secondary education, the target of 1:3 set for 2007 has already been achieved in 2006 and it is expected to reach 1:2.5 in 2007.

Moreover, in both primary and secondary education there is one projector per school as foreseen in the NRP. In 2007, each school will have one mobile projector as well, whilst in 2008 it is expected that each classroom in every secondary school will have its own projector, earlier than foreseen in the NRP (the original target was for 2010).

Furthermore, all PCs have internet access in primary education. In secondary education, this number will be about 80% for 2006 and is expected to reach 100% in 2007, thus meeting the set target.

In addition to that, the establishment of intranet in primary education has been already accomplished. In secondary education, 13% of schools have intranet at present, and it is estimated that this number will reach 33% at the end of 2006 and 100% by 2007, as foreseen in the NRP.

Training of teachers in IT technologies: At present, teachers in both primary and secondary education are trained on basic IT skills. In primary education, 50% of teachers have already attended these training sessions, and it is estimated that this number will reach 60% by the end of 2006 and 80% by the end of 2007 surpassing the target of 75% for 2007 set in the NRP. In secondary education, the respective estimations are 50% for 2006 and 75% for 2007 (the target was set at 65% for 2007). The next round of training sessions will be on the us of ICT tools in teaching. These sessions are expected to start in 2007.

Reform of the educational curriculum to include use of ICT tools: The procedure for the selection of the most appropriate certification of IT skills for Gymnasium third grade pupils is currently under study by an ad-hoc committee appointed by the Ministry of Education and Culture (MOEC). Apart from the existing certificates in this field (e.g. the European Computer Driving Licence – ECDL), this committee will also consider the introduction of an IT skills certification by the MOEC. It is anticipated that the final decision will be taken in 2007, while the timetable for its implementation will depend on the selection made.

- The design for the enrichment of the existing scheme of the Human Resource Development Authority (HRDA) entitled "Training Infrastructure Support Scheme" with a view to further supporting the training infrastructure of institutions and enterprises started in June 2006 and it will be completed by December 2007.

- External consultants were recruited by the HRDA in September 2006 to provide assistance in introducing an Appraisal and Certification System of Training Providers.

Operation of the Open University of Cyprus: The selection procedure for administrative and academic staff started in 2005 and it will be continued based on the future needs as a result of the expansion of the programmes offered. The required administrative and academic staff for the academic year 2006-07 has been selected. The University will accept its first students in September 2006, with the operation of two programmes of study: a postgraduate programmes in health management (60 students) and a postgraduate programme in education studies (90 students).

Operation of the Cyprus University of Technology: The selection procedure for administrative and academic staff started in 2005 and it is still underway. Further, the renovation of the buildings to be used in housing the University will start before the end of 2006 and it is expected to be completed before September 2007. The university is expected to accepts its first students in September 2007, starting its operation with five faculties and eight departments (30 students in each department).

Training of civil servants to help them develop an e-culture: The implementation of this measure is ongoing and includes:

- Training of users who are not computer literate, in order to gain basic IT skills.
- Organisation and delivery of informative seminars to staff, in order to provide them with initial information about the proposed changes / new ways of working.
- Organisation and delivery of informative seminars targeted at middle and top management staff (all levels), in an effort to gain their acceptance and commitment for Government initiatives, so that they will be able to disseminate the right, positive messages to their staff and drive the change process.
- Organisation and delivery of workshops, targeted at staff (all levels), in an effort to explore ways of effectively managing the change process.
- Training of a team of "superusers" for the specific Government initiative/project, who then undertake the training of users/staff (technical skills training) and/or the provision of first level support on site.

Continuous training/learning in the civil service via the learning units: Until today, 35 learning units were set up in an equal number of civil service organizations. It is expected that by the end of 2008 all civil service organizations (i.e. another 50 organisations) will have a properly functioning unit, which will allow them to secure their own decentralized learning budget.

Direct provision of learning to civil servants by the Cyprus Academy of Public Administration: In 2005 the Cyprus Academy of Public Administration offered 137 programmes / workshops with the participation of 2.693 civil servants as compared to 84 programmes / workshops and 1.826 participants in 2004.

Continuation of the Grants in aid scheme to NGOs and local communities for the development of family support services: The scheme is an ongoing measure. The amount allocate via the scheme was increased to £4.64 mln in 2006, as compared to £4.25 mln in 2005. A study is currently being undertaken with a view to providing recommendations for a more rational management of the scheme on the basis of more objective and quantifiable eligibility criteria. The study is expected to be completed in October 2006.

Implementation of an action aiming at ensuring that secondary education teachers will become digitally literate, co-financed (50%) by the ESF:
The Ministry of Education and Culture launched in April 2005 teacher training programmes based on ECDL (European Computer Driving Licence) standards. The programmes, which

will provide participants ECDL certification, will continue to be offered at a rate of two pro-grammes per year until September 2008. In addition, the Ministry of Education and Culture introduced a special teacher training programmes on ICT and e-learning in June 2005, which will continue to be offered until September 2008. The percentage of Secondary and Voca-tional Education teachers already trained on basic skills and how to implement ICT is 17% (1.100 teachers out of 6.600). The programme aims at training all the secondary and voca-tional education teachers on ICT.

Introduction of an Appraisal and Certification System of Training Providers:
The development of the system is envisaged to be pursued with the assistance of external consultants. To this end, the HRDA launched in January 2006 a tender procedure for select-ing the external consultants. The selected consultants will provide the prescribed services for the development of the system over the period September 2006 – December 2007.

Policy Priority: Development of a Comprehensive Lifelong Learning Strategy

Elaboration of a comprehensive lifelong learning strategy: A coordination Committee has been set up to that end and has appointed a drafting teach for the preparation of the strategy. The strategy will be based on four pillars:

1. Promoting access to lifelong learning for all;
2. Strengthening lifelong learning infrastructure and systems;
3. Promoting research and development to support lifelong learning;
4. Effective governance of lifelong learning.

The first draft version of the strategy was completed in September 2006. The strategy is expected to be finalized by the end of December 2006. In addition to the above, a National Lifelong Learning Committee will be set up. A relevant proposal is under preparation for submission to the Council of Ministers.

Early School Leaving

State of Play

Statistics complied from Labour Force Surveys by the Statistical Service using Eurostat defi-nitions on early school leavers (persons aged 18 to 24 years who have left school with only lower secondary education or less) show that their ratio to the population of 18 to 24 year olds in Cyprus is relatively high. According to the Eurostat definitions the ratio of early school leavers was 20.6% in 2004 and 18.2% in 2005, that is higher than the EU average of 15.9% and the Lisbon target of 10% by 2010.

Reinforcement/Support Teaching Programme

The programme is offered to foreign and illiterate pupils for the last three grades of primary school and it aims at helping pupils to achieve reading skills, which will improve their sensitiv-ity and self image and will guide them towards school success. In the school year 2005-06, 2227 illiterate and 2176 foreign pupils participated in the programme. In this respect, there is an increasing trend of foreign pupils studying in public schools, with their share to the total number of primary school pupils rising from 4.4.% in 2001-02 to 6.7% in the school year 2005-06.

Programme Against Illiteracy

The programme aims at the development of basic literacy skills of secondary education pu-pils. It offers systematic learning and emotional support to pupils within the lower secondary

schools. The programmes against illiteracy are offered in 55 Gymnasiums with 978 pupils participating.

Programme for Self-Esteem Reinforcement

The programme aims at improving the self-image of pupils. It helps them to develop social and emotional skills and also to improve their behaviour and proficiency. The programme is implemented in 5 primary schools. The pedagogical Institute in cooperation with the Psychological Department of "Athens National and Kapodistrian University" offers seminars to teachers aiming at raising their sensitivity on matters such as the prevention and promotion of psychological health and the introduction of new programmes in the classrooms.

Programme for the Normal Transition from Primary School to lower Secondary School.

The programme aims at the sufficient preparation of 6th grade primary school pupils in order to be able to undertake the challenges of the Gymnasium. The programme focuses on informing and providing emotional support to pupils so that they will be able to face their Gymnasium insecurities. In addition, the programme aims at raising the sensitivity of parents to be able to help their children adapt to the gymnasium environment.

Interesting indicators

	2000	2001	2002	2003	2004	2005	
Households -Households with PCs(%) -Households with internet access (%)	28 14	30 20	36 24	42 29	43 29	46.4 32	
Enterprises Enterprises with PCs (%) Enterprises with internet access (%)				96	94 88.1	94 90.2	
e-Learning Primary education -PCs per 100 students Secondary education -PCs per 100 students		1.3 6.5	5.4 10.8	5.6 12.1	7.3 16	7.7 17	12.5(prov) 33.3(prov)

Concerning the actions aiming at increasing **female participation**, there was a continuation of the Scheme for the Encouragement, Strengthening and Reinforcement of Female Entrepreneurship in 2005 and 2006, as well as of the Government Grants in Aid Scheme, providing, financial and technical assistance to non governmental organizations and local communities for the development of child care facilities and family support services for older persons and persons with disabilities with increased allocated funds.

With regard to the actions to promote **gender equality**, there was a further increase of the public funds allocated to NGOs and the National Machinery of Women Rights to promote and implement gender equality programmes in 2006, whereas the preparatory work has been completed for launching a comprehensive study, in 2006, with a view to identifying problems and defining possible ways, including best practices in other countries, in order to reduce the gender pay gap.

Concerning the promotion of active **ageing**, there has been a continuation of the scheme promoting the self employment of elderly persons, whereas progress has been achieved in

the increase of the retirement age in the broader public sector (see section on macroeconomic challenges).

4 Skills and Competences of Literacy Teachers

The mission of the literacy teacher is very important. He/she should have many qualities, skills, competences. He/she is working with a deprive group of the population. The main role of the literacy teacher is to facilitate learning. A successful facilitator embodies respect for others and a watchful awarness of the many layers of reality on a human group.

"A facilitator is someone who skillfully helps a group of people understand their common objectives and plan to achieve them without personally taking any side of the argument. The facilitator will try to assist the group in achieving a consensus on any disagreements that preexist or emerge in the meeting so that it has a strong basis for future action. The role has been likened to that of a midwife who assists in the process of creation but is not the producer of the end result"

"The basic skills of a facilitator are about following good meeting practices: timekeeping, following an agreed-upon agenda, and keeping a clear record. The higher-order sills involve watching the group and its individuals in light of group process and dynamics. In addition, facilitators also need a variety of listening skills including ability to paraphrases; stack a conversation; draw people out; balance participation; and make space for more reticent group members (Kaner, et al., 1996). It is critical to the facilitator's role to have the knowledge and skill to be able to intervene in a way that adds to the group's creativity rather than taking away from it"

I would like to list the many skills and competences of the literacy teacher grouping them under the following categories.

a)   Interpersonal skills and qualities
b)   Administrative-management-organizational skills
c)   Methodologigal skills
d)   Knowledgeable competence
e)   Communication skills
f)   Techniques working with adult

a) INTERPERSONAL SKILLS AND QUALITIES

Required social competences:
- Ability to assert oneself
- Ability to work in a team
- Ability to work on a task
- Good appearance
- Empathy
- Compassion

Social competences are located partially in connection with general human characteristics and basic attitudes such a s maximum stress, frustration tolerance, sense of responsibility, reliability, obligation consciousness, empathy, decision-making ability.

- Acquires and evaluates information

Required personal attitudes and values:

- Open-mindedness
- Enthusiasm
- Readiness for action
- Friendliness
- Helpfulness
- Humour
- Social skills
- Impartial attitude
- Life experience
- As a person-humanistic/holistic approach to the people
- Esteeming attitude to humans and topics
- General competences in dealing with humans
- Persuasiveness

Required cognitive skills and competences for problem solving:

- Good educational background
- Ability to observe
- To be able to act on one's own responsibility
- To be able to make decisions independently
- Willingness to learn
- Ability to solve a problem
- Command of systematic working methods

b) ADMINISTRATIVE-MANAGEMENT – ORGANIZATIONAL SKILLS

- Technique of asking questions
- Summarizing of contents
- Competences concerning goals, contents, procedures and instruments of the participation work
- Leadership qualities

Management of learning programmes
- Understanding of leading and participating in teams.
- Team building, working with and for small groups.
- Interpersonal and communication skills, motivating, listening skills.
- Managing and supporting volunteers as well as paid staff.

Overall organization
- Local needs analysis
- Connecting partnerships
- Marketing the over 50's
- Team working, impartiality, mutual respect between partners, willingness to refer clients.

c) METHODOLOGICAL SKILLS

Participation methods
Project management methods

Specific professional competences acquired by training and experience (professional competences)

Advising
Helping individuals and groups to interpret information and choose the most appropriate options.

Teaching
Delivering presentations / holding workshops enabling learners to acquire knowledge, skills and competences related to making personal, educational and career decision.

Professional Practice:
Group Dynamics
- Apply group work principles in a learning situation.
- Group work-stages of group development, evaluation of group process
- Facilitation skills-methods, listening, questioning and responding, negotiation.
- Group effectiveness (size, facilities, resources, environment, problems, which arise in groups.
- Practice the different styles on groups-managing groups, handling conflicts.

Methodical, social and pedagogical skills and competences:
"To know what methods and how this methods can be used for participation"

Describes specific capabilities for the literacy teacher role such as empathy into conditions, desires and needs of people in general, ability to structure and to organize didactical and methodical fantasy, ability to lead a discussion, presentation ability (technology)…

d) KNOWLEDGABLE COMPETENCES

- How adults learn. Characteristics of illiterates. Who is the illiterate (individually different) has high degree of autonomy, capable of making choices, has life experiences, a sense of individual worth).
- Languages teaching
  - Phonological Awareness
  - Coding and Decoding Techniques
  - Production of written Text
  - Reading skills
  - Metacognition strategies
- ICT- teaching
- Knowledge of law
- Good knowledge of its society
- Open for changes and for new knowledge
- Know about demographic characheristics

e) COMMUNICATION SKILLS

- Public relations
- Good communication skills
- E-learning
- Counselling techniques
- Providing information in a range of formats about opportunities available, without any discussion of the relative merits of options for particular individuals
- Communicator

- Argumentation
- Informing people
- Provide information
- Open for changes and for new knowledge

f) TECHNIQUES IN WORKING WITH ADULTS

- Use techniques of critical thinking, construction of argument, problem-solving and decision-making.
- Presentation techniques and use of presentation media
- Know-how of how to work with disturbances and conflicts
- Problem solving
- Guidance techniques
- Establishing specific links with a range of individuals and organizations to support and enhance guidance provision.
- Working with groups (analysis of structure and dynamic of group processes)
- Moderation
- Humanistic approach to counseling. Practice of practical counseling skills.
- Supporting individuals and groups in dealing with learning opportunities.
- Dealing with counseling processes and tasks
- Understanding of group processes.
- Prepare workshops and working groups and moderate them.

5 Good Practices

There are no many training programmes for literacy teachers. The one that we are describing is innorative, is based on cooperation with other country and it is a good example for others. Cyprus and Ireland promote this significant training initiative.

MANAGEMENT OF TRAINING CENTRES FOR MANAGERS-DIRECTORS OF TRAINING INSTITUTIONS

Programme Aim

To develop the knowledge, skills and attitudes of managers of learning organizations / centres in key aspects of the effective management and of such organizations / centres.

Participants

Eligible participants are Managers or Directors of Learning Organisations and Centres (Training Institutions and Enterprises) whose activities cooperation with the HRDA.

Duration, Structure and Location

The programme has a total duration of two weeks (10 working days) and will be delivered in two parts of one week each, as follows:
Learning Methodology
- The first part will include delivered sessions facilitated by leading IMI experts. Examples of best practice will include case studies of lead organizations. Individual meetings may be arranged with the IMI experts.

- The second part will include group training and special site visits where programme participants can see leading edge Information and Communication Technologies being used for training and human resources development.

Participants who will successfully complete the programme will be awarded a training certificate.

<u>Training Content</u>

Part I: (Cyprus)

Day 1:
Training Centre Management I
- Strategic Options / placement in the learning market (market research, "product" development, production)
- Quality management in training (selection and training /development of trainers, making use of evaluations, follow up / after-sales services display of interest about the impact of training in the business)
- Planning of implementation of learning activities
- Preparation of the budget for learning activities
- Costing / Pricing of learning activities
- Selection of suitable trainers
- Creating and keeping training records (for trainers, trainees, learning programmes, clients, associates)

Day 2:
Marketing of Training Activities
- Communication skills for managers
- Target group selection, on the basis of training needs
- "Product" marketing and promotion
- Attracting Trainees
- Selection and registration / commitment of trainees and enterprises

Day 3:
Designing Training Programmes I
- Design of learning activities
- Exercise Design and Delivery
- Varying media in delivery

Day 4:
Evaluation I
- Evaluation of learning activities
- Evaluation of trainers
- Training certification

Day 5:
Idendifying and Analysing Training Needs
- Identifying group training needs according to the activity of the company or the department, the occupational area and the employee ….. ability

Part II (Ireland)

Day 1:

Information and Communication Technologies (ICTs) I
- Selection and use of appropriate ICTs
- Operation of various ICTs
- Utilisation of ICTs in the design of learning programmes

This phase will include a visit to IBM European operations Learning Centre in Dublic, which will unfold the practices and policies of this organization in the use of ICTs. There will be opportunities to discuss the application of these technologies with our hosts and IMI experts.

Day 2:
Information and Communication Technologies (ICTs) II
- Utilisation of ICTs in the administration, management, marketing and evaluation process of learning activities
- Utilisation of ICTs for identifying and analyzing training needs

This phase will include a visit to the Bank of Ireland which enjoys an international reputation for using ICTs in the administration and manage learning activities. There will be ample opportunity to discuss the application of these technologies with our hosts and IMI experts.

Day 3:
Training Centre Management II
- Budget preparation for training
- Costing / Pricing of learning activities
- Selection of suitable trainers
- Creating and keeping training records (for trainers, trainees, learning programmes, clients, associates)

Day 4:
Designing Training Programmes II
- Design and review / updating of training specifications
- Promotional material design
- Programme renewal

Day 5:
- Evaluation using Kirkpatrick's 4 Levels
- Evaluating Return on Investment
- Evaluating the Transfer System

6 Prevailing Problems and Challenges

In this part the literacy programme will be presented. The statistics reveal a high level of functional illiteracy. This is a problem. This is the reason we present in this chapter literacy in Cyprus.

Literacy in Cyprus

Many European countries feel that illiteracy is a small problem as the statistics refer to the illiterate persons as the one who cannot read and write. The level of the primary or total illiterate is low (2-3%) in many European countries. Cyprus is included in this category.

The table A presents the literacy level in Cyprus.

TABLE A

		AGE – GROUP					
MALES & FEMALES	TOTAL	15-19	35-34	50-54	55-59	60-64	65+
TOTAL	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Literate	96.80	99.82	99.49	98.82	97.59	95.42	83.63
Illiterate	3.20	0.18	0.51	1.18	2.41	4.58	16.37
Males							
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Literate	98.63	99.78	99.40	99.15	98.55	98.22	94.15
Iliterate	1.37	0.22	0.60	0.85	1.45	1.78	5.85
Females							
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Literate	95.08	99.86	99.58	98.50	96.66	92.74	75.03
Illiterate	4.92	0.14	0.42	1.50	3.34	7.26	24.97

The illiterates – those who cannot read and write – consist 3.20% of the population. The illiterates are mainly senior citizens (16.37%) while young illiterate persons are very few.
Another interesting observation is that older women are affected largely, as 75.03% are illiterate women compared with 16.37% of men. Illiterated women consist 4.29% while men are 1.37%.

TABLE B
URBAN AND RURAL

SEX & EDUCATIONAL LEVEL	TOTAL	15-19	20-29	30-39	40-49	50-64	65+
Males & Females							
Total	542.087	54.603	100.075	99.794	97.869	107.888	80.473
Never attended school	11.436	94	331	395	419	1466	8.715
Not completed Primary	34.805	41	167	362	886	10026	23.305
Primary	111.498	2.236	4.452	8.828	22.717	41934	31.282
Gymnasium (3 years)	70.422	29.149	8.606	10.248	9.935	9086	3.362
Lyceum (completed secondary)	191.361	22.437	53.065	44.544	35.717	26586	8.890
Third level (non-university)	52.217	511	16.604	15.368	10.533	6952	2.268
University	66.539	1	16.453	19.347	17.003	11301	2.400
University (doctorate degree only)	1.975	0	260	549	546	482	136
Not Stated	1.834	134	137	153	110	96	115

Table B present in absolute numbers the level of education, by sex, in urban and rural areas.

It is important to stress that the levels of functional illiteracy in Cyprus as in many European countries are in high levels. Unfortunately there are no standards which can be used to have the levels of illiteracy. If we take for the purpose of this report the compulsory education, completed five years schooling, we have the follows figures.

Never attended school	11436
Not completed Primary	34805
Completed Primary school	111498
TOTAL	157739

We observe that 157739 persons have not been to secondary education (29,5%people 15+). These persons can be found mainly at the ages 50+. 60.000 are below 60 years old, probably, they are working with all the negative effect on prodactivily

TABLE C
URBAN AND RURAL

SEX & EDUCATIONAL LEVEL	TOTAL
Males	
Total	262.906
Never attended school	2.192
Not completed Primary	11.211
Primary	53.904
Gymnasium (3 years)	36.940
Lyceum (completed secondary)	98.960
Third level (non-university)	20.675
University	36.613
University (doctorate degree only)	1.441
Not Stated	970

TABLE D
URBAN AND RURAL

SEX & EDUCATIONAL LEVEL	TOTAL
Females	
Total	279.181
Never attended school	9.244
Not completed Primary	23.594
Primary	57.594
Gymnasium (3 years)	33.482
Lyceum (completed secondary)	92.401
Third level (non-university)	31.542
University	29.926
University (doctorate degree only)	534
Not Stated	864

- Women illiterates –never attended school- are , much more than men (9.244 women compared with 2192 men). Women who have not completed Primary education are 23594 while the men are 11211. In rural areas illiteracy is much higher than in urban areas.
- Males not completed Primary Education are 13.408 while females are much more 32.838.
- In urban areas those completed Primary Education are 17.272 (8.8%) while in rural are 23.232 (14%).
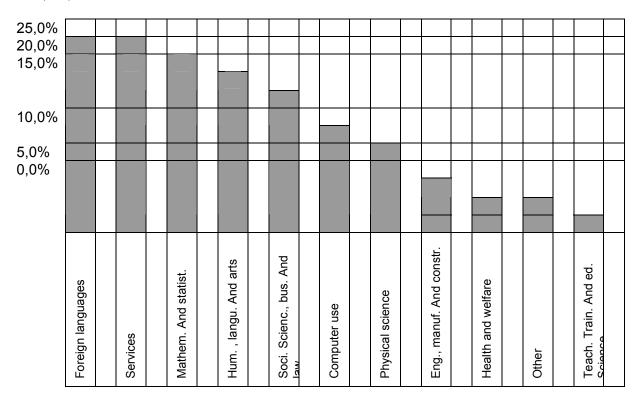
Table E: Participation rates of population aged 15 and over in non-formal education by main reason for participating, sex, educational attainment level, age group and current employment status, 2003

Sex, educational attainment, age group, and current employment status	Mainly job related reason	Mainly personal/social reasons	Total
Sex			
Males	63,0	37,0	100,0
Females	50,3	49,7	100,0
Total	56,0	44,0	100,0
Educational attainment			
Less than upper secondary	11,0	89,0	100,0
	54,8	45,2	100,0
Upper secondary and post- secondary not-tertiary	82,8	17,2	100,0
Tertiary and doctoral	56,0	44,0	100,0
Total			
Age group			
15-19	2,2	97,8	100,0
20-29	60,3	39,7	100,0
30-39	75,9	24,1	100,0
40-49	84,6	15,4	100,0
50-59	84,6	15,4	100,0
60+	50,6	49,4	100,0
Total	56,0	44,0	100,0
Current employment statues			
Employed	79,3	20,7	100,0
Unemployed	18,9	81,1	100,0
Inactive	3.2	96,8	100,0
Total	56,0	44,0	100,0

The currently employed population participate in non-formal education for mainly job related reasons with 79,3% while the unemployed with 18,9% and the inactive with only 3,2%.. Men participating in job related subjects are more than women (63% compare with 50.3%).
The majority of those attending job related courses are those with sound education. Those, will less education are very few in job related courses. The vast majority of those attending job related courses are middle aged.

Table F
Distribution of fields of education in non-formal education

The fields of "Foreign languages" and "Services", as can be seen in Table F, have the first places in the distribution of the fields of study by hours spent. Overall, the population spent 20,4% of the total taught hours for activities in the field of "Foreign languages" and slightly less, 19,5% in the field of "Services".

RESULTING PROBLEMS AND CHALLENGES

The lack of trained literacy teacher inhibit progress. There are many functionally illiterates and many will low skills. The need for a cadre of professional literacy teachers is obvious.

One of the reason of the lack of special literacy teacher and literacy programmes is may be the lack of knowledge and awareness about the problem. Illiterates are hiding themselves- this is due to the small size of the country and the prejudices – and they are not claiming their rights as a results there are no classes for illiterates.

The willingness of the government is there to identify and assist illiterates. What is needed is a strategy, an information campaign a public awareness. A strategy to approach illiterate living in rural areas and refugee housing etc.

A political decision is needed to develop literacy standards for the adult population. A research is needed to have the levels of functional illiterates and develop a plan of action. Cooperation with the social partners is necessary as many illiterates are members of Trade Unions of employers associations, of local authorities. The older adults who are most of them illiterates, should not be neglected due to their age. The various retirement associations should cooperate in promoting education for senior citizens.

7 Conclusions - Recommendations

Conclusions

1. There is very little discussion concerning illiteracy in Cyprus. Decision makers, politicians, programme providers, believe that there are very few illiterates, mainly, among senior citizens.

2. There is no research on literacy to identify and clarify the problem.

3. There is no professionalization of literacy teachers as there are very few working in the field.

4. There is a problem of functional illiteracy as large part of the population have completed only compulsory education. There is a large number of the population, mainly among older adults who have only primary education.

5. There is a large number of workers who have low levels of education and limited basic skills.

6. The basic training institutions have limited expertice and resources to organize training courses for literacy teachers.

7. There are no standards which could measure illiteracy and compare with other countries. The statistical services of the Government of Cyprus are not able to define the levels of functionally illiterates due to the lack of standards.

8. Illiterates can be found among older adults mainly among women. We refer to those persons who have never been to school or graduated from primary education.

9. There are many preventing measures which in the long rank will limit the problem of illiteracy. Many institutions both public, semi public and nongovernmental are taking steps to prevent illiteracy.

10. There are some training initiatives at the right direction, but with limited impact at the moment as the target group is limited. The Adult Education Centres, the Human Resource Development, Authority, the Pedagogical Institute and the University of Cyprus are working at the right direction.

11. Most of the efforts for literacy – research, programmes etc are oriented towards the prevention and elimination of illiteracy among children. Adults illiterates have limited opportunities.

12. There is no cooperation between the various literacy and basic education providers. They work independandly which results in frangmentation and incoherence.

13. Literacy teachers of non-governmental organizations have very limited role in basic education and literacy and have no any training in working with adults.

14. There is no any unit or service to deal with illiteracy.

Recommendations

1. A national plan and strategy should be developed by the Ministry of Education and Culture for the training of literacy teachers.

2. All teachers working with adults on basic education and literacy should receive training.

3. It is urgent to develop internationally accepted standards in order to be able to measure the level of literacy and be able to have the target population.

4. Experts from abroad should be invited to advice on matters related to the training of literacy teachers.

5. Functional illiteracy is the basic problem as there are many adults who have only Primary Education. The fact that the majority of those are 55+, should not have any negative effect in developing programmes, as this part of the population should have the means to contribute actively in the development of the country.

6. The introduction recently of a system for the evaluation and certification of training providers is a promising step which will increase the interest for training.

7. There is a need to clarify the term basic education as in Cyprus has a very narrow meaning. A broader term is now accepted in most European Union countries.

8. The University of Cyprus and the Pedagogical Institute the main research institutions should undertake research on literacy in Cyprus and the related teachers training.

9. There is an intensive discussion on Lifelong Learning resulting from European Union initiatives but literacy and basic education teachers training is lacking. The last should be included in the discussion.

10. Good practices from other countries on the training of Literacy teachers should be examined on a positive way and implemented in Cyprus.

11. International cooperation is needed on literacy issues as it is an international problem.

12. A training Academy could be established in Cyprus to give basic training to literacy and basic education teachers.

13. Cooperation between all those involve in literacy is needed. Government, nongovernmental organizations, the social partners, all have a crucial role.

14. Funds should be available to develop learning centres mainly in rural areas where most illiterates live.

15. The voluntary sector needs financial and technical assistance to promote flexible programmes and contribute to the eradication of illiteracy.

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