

Country Report CYPRUS

Vana Kanellopoulou

Organisation for Vocational Education & Training – O.E.E.K, Greece

1. Background and Country Context

The Cyprus LLL Strategy covers all levels and types of education and training, including i) formal, informal and non-formal learning; ii) pre-primary, primary, secondary and tertiary education including adult and continuing education and training; iii) school education, technical education and training, second chance school education, adult education and training; and iv) training that meets the needs of particular groups of the Cypriot society.

Cyprus has included the EU benchmarks into its aims for improving the quality of its education system and its LLL strategies. Some of these EU benchmarks and measures for progress are:

- (a) The incidence of **early school leavers** – Cyprus does not agree with the European statistics concerning this particular benchmark and the Commission has already been officially informed. Through the special education programme which operates within the school system of Cyprus, more opportunities are offered to pupils in order to overcome their learning difficulties. General school programmes are complemented with
 - Involving school psychologists through special programmes and offering pupils with learning difficulties support to enhance their performance at school, improve their learning and prevent early withdrawal from the school system.
 - Operation of second chance schools in all main towns of Cyprus. These offer special opportunities to those who are considered early school leavers to re-enter the school system and proceed in order to acquire qualifications for higher education entry.
 - Offering a state allowance for tertiary education in order to encourage young people to enter tertiary education programmes.
 - Re-designing apprenticeship programmes in order to offer young people an alternative form of training, which can contribute to their personal development and at the same time meet the needs of the labour market.
- (b) The **numbers of graduates from secondary and higher education**, particularly of those who pursue a degree in mathematics, sciences and technology. The creation of the new Cyprus Technological University and Engineering School of the University of Cyprus will contribute to raising the numbers of graduates in the fields specified above. Further, the establishment of new Universities in Cyprus (Technological and Open Universities), new faculties in the University of Cyprus and the establishment of private universities are also major contributions towards increasing the numbers of graduates of higher education programmes.
- (c) Increase the **numbers of teachers participating in in-service training seminars**. This includes the upgrading/restructuring of the Pedagogical Institute, which is the main provider of such seminars in Cyprus. The Pedagogical Institute aims at offering seminars directly addressed to teachers' needs. They are typically close to their location and school based. The European Credit Transfer System (ECTS) has been introduced by the Pedagogical Institute so that the skills and knowledge acquired by teachers can be accredited. New compulsory and improved in-service training

programmes for all teachers and a review based on a needs analysis are already offered. The creation of linkages and networks between the Pedagogical Institute and other educational institutions is also being supported.

- (d) Increase the **participation of adults in lifelong learning programmes** to support the up-grading of skills and competences of people at work, secure their employability and meet the needs of the economy. This includes providing opportunities for training in basic skills and entrepreneurship for economically inactive adults to facilitate their (re-)entry into the labour market and reduce their risk of social exclusion as well as extending the scope of programmes offered by Adult Education Centres in order to enhance active citizenship, civic education, the development of vocational skills and basic languages and computer literacy.

Vocational education and training (Epangelmatiki Ekpaidefsi kai Katartisi) includes all types of education and training that give people the qualifications needed to enter the labour market and to work in vocationally-based jobs. There is no formal or legal definition of VET in Cyprus. Therefore the boundaries between IVET and CVET are not legally defined. They were not even clearly identified prior to the establishment of the Cyprus ReferNet consortium and the production of relevant reports on these issues. Relevant reports in this context are 'Initial Vocational Education and Training in Cyprus' and 'Continuing Vocational Education and Training in Cyprus'.

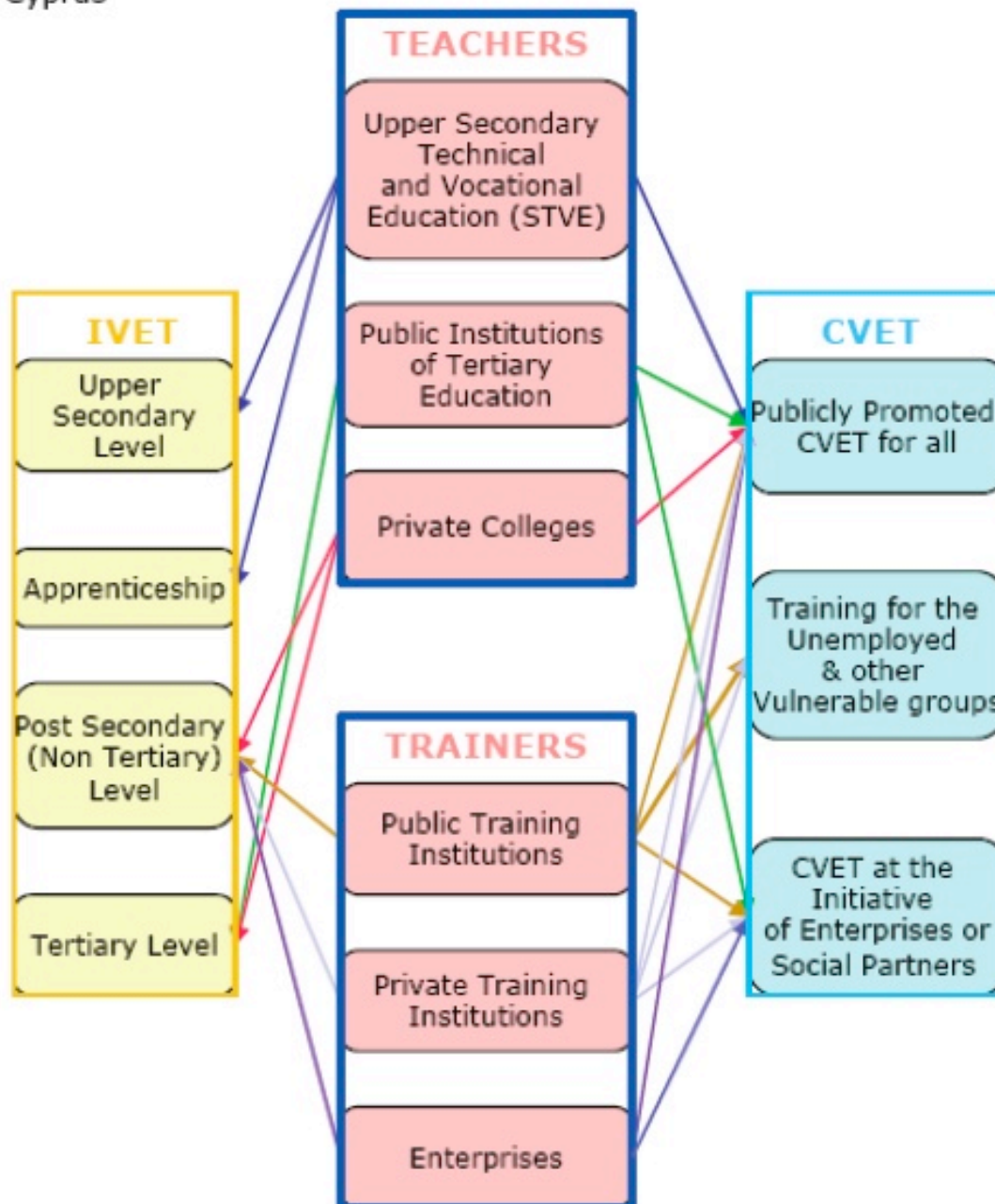
In Cyprus, IVET is available in four levels: At the upper secondary level the main provider is the Upper Secondary Technical and Vocational Education STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE). STVE is also the provider for apprenticeship programmes (Systima Mathiteias). At the post secondary level there exist a variety of providers such as private colleges, private and public training institutions and enterprises. The Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) plays an important role at this level, too as it approves and subsidises training programmes submitted by these providers. Finally, IVET is available at the tertiary level where public institutions of tertiary education are the main providers.

CVET is well established in Cyprus. The dominant actor in the field is the HRDA as it approves and subsidises training programmes implemented by public and private institutions and enterprises. In publicly promoted CVET there is an overabundance of providers, both public (such as the STVE and other public training institutions) and private (including colleges, training institutions and enterprises). Public and private training institutions offer a variety of courses for adults including training programmes for the unemployed and other vulnerable groups. CVET initiated by enterprises or the social partners is provided by public and private training institutions and enterprises. Finally, the government through its public institutions assumes responsibility for the training and development of civil servants, police officers and sergeants, nurses and farmers.

2. Organisation: How is the work and training of trainers organised?

The different types of VET teachers and trainers by type of occupation and place of work are described below. Also the distinction of teachers and trainers in IVET versus CVET is graphically depicted.

Diagram 1: Types of teachers and trainers in IVET and CVET in Cyprus



The dominant actor in the field of vocational training and development is the Human Resource Development Authority (HRDA – Archi Anaptyxis Anthropinou Dynamikou, AnAD), which approves and subsidises training programmes implemented by public and private institutions. The HRDA is not a training provider as such, but its establishment and operations influence the development of the training market in Cyprus. Thus HRDA also affects, directly or indirectly, the development of trainers.

HRDA is a semi-government organisation originally established under the provisions of Law 21 of 1974 under the name of Industrial Training Authority of Cyprus. Since November 1999 when the Human Development Law, No. 125(I) came into effect, it continued its operation under the name of Human Resource Development Authority. The Authority is under the government attached to the Minister of Labour and Social

Insurance which is, by law, the ministry in charge. The HRDA is governed by a Board of Governors comprised of a total of 13 government, employer and trade union representatives.

The HRDA is responsible for the promotion, gradual establishment and operation of a system of vocational qualifications. The Human Resource Development Law of 1999 (No 125 (I)/99) broadened the authority's power and gave new impetus to establishing standards of vocational qualifications. More specifically, the new law authorises the HRDA to "set standards of vocational qualifications for any category or categories of persons employed, provide for the assessment and issue the relevant certificates of vocational qualifications". In 2004, HRDA launched a feasibility study and discussions continue to formulate and develop an outline and main parameters for a System of Vocational Qualifications to be gradually established in Cyprus. In November 2005, the Council of Ministers decided that the premises, machinery, equipment and instructors of the public institutions will be available to support the the first phase of implementing the new system.

In terms of differentiating between teachers and trainers in VET, the same types of both professional groups are applied in IVET as well as in CVET without any clear distinction between the two. Usually the term 'teacher' refers to educators at all levels of the formal education system (primary, secondary and tertiary) whereas 'trainer' refers to persons providing training in the framework of the Cypriot training system. A 'teacher' further is used to denote persons working mainly in the formal part of the VET system, more specifically in upper Secondary Technical and Vocational Education (STVE), public institutions of tertiary education and private colleges. A trainer, by contrast, works mainly in the non-formal part of the VET system, particularly in private and public training Institutions (such as Cyprus Productivity Centre or Cyprus Academy of Public Administration), enterprises, and initial and continuing training programmes provided by public training institutions including training for specific economic sectors and occupations (such as training for civil servants by the Cyprus Academy of Public Administration CAPA – 'Kypriaki Akadimia Dimosias Dioikisis', KADD). These programmes, with the exception of programmes for civil servants, may be submitted to the HRDA and if approved receive a subsidy. Like HDRA Cyprus TTnet is the network of national networks that allows key players and decision makers in the field of training of teachers and trainers to share practices, knowledge and expertise on key issues in the professional development of VET teachers and trainers.

3. Economy: How is the work and training of trainers financed?

HRDA's main source of income derives from the Human Resource Development levy paid by all companies in the private sector and semi-government organisations. Civil servants and the self-employed are excluded from the HRDA's sphere of competence. All participants in the the Pre-service Training Programme, PTP (Programma Proypiresiakis Katartisis), who attend the working hours sessions of the programme, receive a monthly allowance of around €520 (£300), which can differ slightly depending on the distance the trainees have to travel in order to attend the programme.

The salaries of teachers in STVE and in the public institutions of tertiary education are determined by salary scales as a consequence of long standing agreements between the trade unions and the government. The progression in these salary scales is effected in the form of annual increments and adjustments due to increases in the costs of living. In the case of teachers in private colleges and trainers in private training institutions and

enterprises, salaries are negotiated on an individual basis. The annual gross salary of a civil servant (teacher and trainer) in IVET in 2005 was 21,242 Euros. This annual gross salary is the same for both teachers of general education subjects and of technological or workshop practice subjects, teachers in public institutions of tertiary education and to the trainers in public training institutions who hold a university degree relevant to the subject they teach.

In the case of teachers of technological or workshop practice subjects there is a small number of teachers which was appointed before December 1978 with a diploma of the Higher Technical Institute of Cyprus, HTI (Anotero Technologiko Institutouto, ATI) in a specialty related to the area they teach. These teachers are getting an annual gross salary of €13,923. Teachers in some public institutions of tertiary education and trainers in public training institutions who hold a tertiary non-university diploma relevant to the subject they teach receive 17.394 Euro annually. Trainers with this kind of qualifications can teach as long as they have 5 years work experience in their area of specialisation. There are also cases of teachers of technological or workshop practice subjects who get appointed with having just a diploma of HTI which is considered equivalent to the British technician level qualification (Higher National Diploma, HND) only when inspectors of the Directorate of Technical and Vocational Education request it. Additionally, a very small number of teachers of technical or workshop practice subjects, mainly of the specialties of shoemaking, goldsmithing and silversmithing, and fashion and dressmaking were appointed with post secondary education qualifications of between one and two years duration. These teachers are on a lower annual gross salary of €13,234.

Both VET teachers and trainers play a significant role in the development of the IVET and CVET system as they are involved in the design of the curricula of programmes of their institutions based on their experience, regular contacts with enterprises and knowledge of relevant research. In the case of teachers there is more active involvement in the design of the curricula, new methods of pedagogy and the assessment of learners' coursework. Trainers are mainly involved in the development of training activities to respond to the changing needs of the economy.

Trainers in private training institutions and enterprises play a significant role in the development of training activities. In cooperation with the managers of the training institutions and the management of their enterprises respectively they plan the training activities and are involved in the identification of target groups, development of the curricula, selection of suitable training tools and the organisation of the programmes. In the case of programmes that will be submitted to the Human Resource Development Authority, HRDA (Archi Anaptyxis Anthropinou Dynamikou, AnAD) for approval and financial subsidies, those have to conform with the annual thematic priorities for multicompany training programmes and to satisfy the requirements of the HRDA. The submitted programmes are required to be prepared in accordance with the HRDA's specifications which entail providing information on specific items. These include:

- Title of the programme
- Duration, dates and timing of the programme
- Place of implementation
- Available places
- Aim of the programme
- Objectives of the programme
- Target groups
- Training tools and methods
- Assessment system

- Trainer's curriculum vitae.

4. Selection and allocation: How are trainers selected and how are human resources allocated?

All appointments to the public secondary education system are governed by article 28 of the Unified Education Legislation and administered by the Education Service Committee, ESC (Epitropi Ekpaideftikis Ypiresias, EEY), an independent body of authority appointed by the Council of Ministers of the Republic of Cyprus. Following a request by the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) the ESC appoints teachers to the public secondary education system from a selected list of candidates according to the rank of each applicant (there are individual rank lists for every particular specialisation of teachers required by Secondary Technical and Vocational Education, STVE). The ranking is determined on the basis of the following criteria:

- The year of submission of the application;
- The year of acquisition of the basic qualification required for the specific position as stated in the scheme of service for the position;
- The grade of the basic qualification;
- Any additional qualifications acquired after completion of the basic qualification required for the particular position;
- Previous educational service;
- Completion of service in the National Guard (for male applicants only).

All candidates appointed to the STVE as teachers of technological and/or workshop practice subjects are required, in addition to the basic qualification stipulated by the scheme of service for the post, to provide evidence of two years of work experience in their area of specialisation unless they hold a masters degree either in their area of specialisation or in the field of education. It must be noted that this requirement does not apply to teachers of general education subjects in STVE.

Recently a new teacher training procedure has come into effect: The introduction of the Pre-service Training Programme (PTP – Programma Proypiresiakis Katartisis), which has been made an obligatory requirement for all new appointments to the Educational Service since 2000. Until recently, teachers of public secondary education were recruited without the prerequisite of pedagogical training. However, recognising the role of teachers in the effort to upgrade the educational system of Cyprus and to improve the quality of teaching, the MoEC decided to bring into action an act on the initial training of teachers entering the public secondary education system. This act stipulates that all new appointees to public secondary education (general as well as technical and vocational secondary education) are required by law to have proof of successful completion of a teacher training programme, the Pre-service Training Programme. The Pedagogical Institute of Cyprus, PI (Paidagogiko Institutouto, PI) undertakes the responsibility for organising and implementing the PTP in cooperation with the University of Cyprus, UCY (Panepistimio Kyprou, PK) and other universities abroad.

In Upper Secondary Technical and Vocational Education (STVE), two different types of teachers are included. These are the teachers of general education subjects (kathigites mesis genikis ekpaidefsis) and the teachers of technological and/or workshop practice subjects (kathigites technologikon kai ergastiriakon mathimatou). These two types of teachers have the same pre-admission requirements apart from the two years of work

experience the teachers of technological or workshop practice subjects must have in the area of their specialisation. The two years of work experience is a requirement unless they hold a masters degree either in their area of specialisation or in the field of education. Nevertheless, these two types of teachers belong to different trade unions and even have different names in the local language. Considering the work they do for the purposes of this report both types of educators are classified as teachers. STVE teachers teach different subjects at the Adult Education Centres (Epimorfotika Kentra). According to the statistics of 2003-2004, the number of people involved in VET as teachers or trainers is 1,448 (1,034 male and 414 female). In the case of teachers working exclusively in the afternoon and evening classes of technical schools (Ekpaideftika Programmata Apogevmatinon kai Vradinon Tmimatou Technikis Ekpaideftisis) the minimum requirement is to have an appropriate diploma in their subject area.

Teachers in all public institutions of tertiary education, according to the job specifications, must hold either a diploma from a tertiary institution, usually the one in which they are teaching, or a degree relevant to the subject they will teach. Additionally, all public institutions ask for work experience as an entry requirement for teachers, the length of which varies according to the position. Only in two of these institutions, the Police Academy (Astynomiki Akadimia Kyprou) and the Nursing School (Nosileftiki Scholi), pre-service training is a requirement. Teachers in private colleges usually hold the same or higher qualifications corresponding to the subjects they teach. Previous work experience and pre-service training are usually not required although colleges will consider them as an advantage when hiring teachers.

Trainers in the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA), according to job specifications, must hold either a diploma from a tertiary institution or a degree relevant to the subject they teach. Additionally, they must have work experience, the length of which varies according to the position. For private training institutions and enterprises no commonly set requirements for trainers exist, but each training institution or enterprise sets their standards. If a private training institution wishes to submit training programmes to be approved and subsidised by the HRDA, through HRDA's initial training schemes, then their trainers need to conform to the HRDA criteria of educational background, work experience and teaching experience. Pre-service training of IVET trainers is mandatory only when they do not have any previous teaching experience. The initial and continuing training programmes provided by enterprises can be with or without the assistance of external training institutions. These programmes may be submitted to the HRDA and if approved receive a subsidy.

5. Qualification: How are trainers qualified?

The Pedagogical Institute follows a common policy for the training of teachers in Cyprus. Through the Pedagogical Institute the Ministry of Education and Culture provides various opportunities for the teachers' professional development. The Pedagogical Institute organizes a series of courses and seminars based on the needs identified annually by the Ministry of Education and Culture. These courses are either compulsory or optional. The compulsory courses comprise a pre-service training course for secondary school teachers and in-service training courses for newly appointed heads of secondary schools, deputy heads of secondary schools and deputy heads of primary schools. All these series of courses include sessions dealing with EU priority issues as, for example, new technologies in education, intercultural education and the European dimension in education and action research.

Starting from the academic year 2007-2008 the pre-service training for secondary school teachers will be undertaken by the University of Cyprus in collaboration with the Ministry of Education and Culture in an effort to upgrade this training. The optional courses offered by the Cyprus Pedagogical Institute (CPI) are organised according to the teachers' needs as identified by the CPI in cooperation with the departments of primary, secondary general and secondary technical/vocational education. They are held in the afternoon (after school hours) in selected centres around Cyprus or on a school premises.

Another opportunity for in-service training for teachers is offered to them through the European Lifelong Learning Programme, which subsidizes their participation in training seminars in other European Countries. According to data provided by the Cyprus National Agency of the programme, there is great interest among teachers for participating in these seminars. The teachers of secondary education are obliged to attend seminars twice a year, which are organized by the inspectors of their subject. During these seminars the priorities of the particular year and the innovations that the Ministry of Education and Culture plans to implement are presented to the teachers.

During the last two years, funds from the European Social Fund have been used for the training of teachers on the use of new technologies. So far, around 40 per cent of all teachers have been trained. There are also plans for training the teachers on the use of the new software that has been purchased by ESF money.

The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus' human resources at all levels and in all sectors following the overall national socio-economic policies. HRDA's role in the development of the training of trainers has been very important. Its main effects are:

1. The HRDA accepts applications from public and private training institutions and enterprises, which propose both initial and continuing programmes. Public training institutions cater mostly for technology and craft programmes while private institutions cater mostly for business, management, IT and service-oriented programmes. In order for the HRDA to subsidise a training programme it has to examine whether programme and trainer comply with specific criteria set by the HRDA. Therefore, trainers have to conform with pre-set criteria concerning their educational and professional background.
2. The HRDA supports the modernisation of the training infrastructure of training institutions and enterprises including the training of trainers of both public and private training providers in order to be able to provide the approved training programmes more effectively by the use of modern training technologies.
3. In recognition of the immense significance and contribution of human resource development the HRDA has been organising training programmes for trainers, which were delivered by overseas collaborators, for the past few years. There are two types of training programmes: one can be attended by inexperienced trainers and others by experienced ones. Both programmes are on a voluntary basis and open to all trainers in Cyprus irrespective of the training sector in which they are involved.
4. One of the strategic objectives of the HRDA for the period 2004-2006 was to promote the review and gradual introduction of a system for the assessment and certification of training providers including trainers.

The Pedagogical Institute (Paidagogiko Institutouto, PI) of Cyprus issues for each trainee who completes the Pre-Service Training Programme (PTP) a certificate of accreditation.

This certificate is issued only as proof of competence for appointment as teacher in Secondary Technical and Vocational Education (STVE; Mesi Techniki kai Epaggelmatiki Ekpaidefsi, MTEE) and must be submitted to the Education Service Committee, ESC (Epitropi Ekpaideftikis Ypiresias, EEY). In the case of the Nursing School (Nosileftiki Scholi) the assessment and quality monitoring of teachers is the same as for the STVE teachers. Concerning the Cyprus Police Academy (Astynomiki Akadimia Kyprou) the assessment and quality monitoring of teachers is the sole responsibility of the Cyprus Police Academy.

In the rest of the public institutions of tertiary education, pre-service training of IVET teachers is not a requirement for teaching. In-service continuing training is being provided either in a voluntary or compulsory base to all types of IVET teachers: teachers in public upper Secondary Technical and Vocational Education, STVE (Defterovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE), in public institutions of tertiary education and in private colleges. Continuing training for public upper STVE teachers consists of the following training programmes and developmental activities:

- Compulsory training of Deputy Headmasters and Headmasters of Technical and Vocational Education Schools;
- Continuing training and development programmes for teachers;
- Special developmental activity: Change agent teams;

Training of school Deputy Headmasters is mandatory for all new appointments to the post and lasts 100 hours. It is organised by the Pedagogical Institute for one day per week for 26 weeks. Training of school headmasters is also mandatory and takes place at the PI during the academic year following their promotion to the post. It lasts 60 hours and comprises 15 sessions of four hours each.

In-service, continuing training of teachers in private colleges is common practice. It is voluntary in all private colleges and there is no incentive system to increase participation in attending continuing training programmes yet. A personal incentive to participate in such training programmes is the upgrading of knowledge and skills in order to conform to the requirements of their employers and to provide a more competitive product in a highly competitive market. The majority of in-service training programmes attended by the teachers in private colleges are related to the colleges' areas of interest as well as to the teachers' training needs. Private colleges participate in multinational exchange programmes for IVET teachers such as *Leonardo da Vinci* and *Socrates-Erasmus*.

6. Integration: How is the reputation of trainers and how are they integrated in enterprises/society?

Teachers in upper secondary technical and vocational education

Apart from being responsible for teaching their subject and ensuring the progression of their learners, teachers of public secondary education play a significant role in the system of technical and vocational training since, clustered by various groups, they are also responsible for carrying out the following tasks:

- Draw up the analytical programmes of the curricula and also the profiles of the graduates under the supervision of the respective inspector of each of the branches offered by Secondary Technical and Vocational Education.
- Write and/or revise school books.

- Develop audiovisual aids for the classroom.
- Develop and implement modern methods of teaching and learning.
- Assess their learners' coursework and prepare and mark final exam papers.
- Participate in the planning of the annual budget for their specialty. Teachers also draw up the specifications of the equipment for their specialty and evaluate the tenders for the purchase of that equipment.

Finally, all teachers are responsible for providing their learners with a productive environment that encourages them to develop the ability to cooperate with other people, their creativity and self-confidence and the skills to help them deal successfully with the diverse roles they are expected to fulfil in life. Teachers in private colleges and public institutions of tertiary education are involved in the design of the curricula of programmes of their institutions based on their experience, regular contacts with enterprises and knowledge of relevant research.

Trainers in the Cyprus Academy of Public Administration, CAPA (Kypriki Akadimia Dimosias Dioikisis, KADD) and the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas, KEPA) are involved in the design of the curricula of vocational training courses their organisation provides. This is done based on their experience and knowledge of relevant research. Trainers in private training institutions and enterprises have a significant part in the development of training activities. In cooperation with the managers of the training institutions and the management of their enterprises respectively, they plan the training activities the development of the curricula, select suitable training tools and organise training programmes.

7. Innovation: How innovative is the work and training of trainers?

Quality monitoring

The Pedagogical Institute is responsible for assessing teachers in public upper STVE. The institute accredits and issues certificates for completing the Pre-Service Training Programme (PTP). This certificate is issued as proof of competence. A team of evaluators appointed by the Ruling Committee assesses the performance of the teachers when undergoing the programme. The assessment for the first two areas of study (General Pedagogy and Specialty Didactics) consists of two parts: continuous assessment in the form of papers and reports and final examinations. Teaching Practice Experience (TPE – Scholiki Embiria) is evaluated based on the report of the trainees' mentors and the report of the school committee, where trainees have had their TPE. The practical part carries 50 per cent of the final mark, while general pedagogy is allocated 28/100 and special didactics 22/100. Trainees are considered to have fulfilled the requirements of the programme and are issued a certificate provided that their final total mark is at least 50 per cent of the possible total and the mark in each one of the three areas of study is not lower than 40 per cent of the possible maximum mark. The results for each trainee need to be validated by the Ruling Committee.

The following bodies have been established in 2000 within the management structure of the PI in order to design, regulate, facilitate and monitor the implementation of the PTP:

- The Executive Council (Ektelestiko Symvoulío), which is responsible for the evaluation and monitoring of the programme, advising the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) on policy matters relating to the PTP and for approving and reforming the structure and contents of the PTP. The Executive Council is chaired by the Director of the PI and comprises members from

the PI, the University of Cyprus (UCY – Panepistimio Kyprou), the two teachers' trade unions, the Association of Secondary School Teachers of Cyprus (Organosi Ellinon Leitourgon Mesis Ekpaidefsis Kyprou, OELMEK) and the Association of Teachers of Technical Education in Cyprus (Organosi Leitourgon Technikis Ekpaidefsis Kyprou, OLTEK).

- The Teaching Practice Coordinating Council (Symvoulío Syntonismou Praktikis Exaskisis) with members from the University of Cyprus, the PI, the Directorate of Secondary General Education (Diefthinsi Mesis Genikis Ekpaidefsis, DME), the Directorate of Secondary Technical and Vocational Education, Directorate of STVE (Diefthinsi Mesis Technikis kai Epaggelmatikis Ekpaidefsis, DMTEE) and the teachers' trade unions. This council is responsible for the organisation, coordination and implementation of the trainees teaching practice.
- The Ruling Committee (Epitropi Kriseos), which is responsible for the appointment of a team of evaluators for each specialty of trainees, the validation of the results of the evaluating teams, matters of attendance, absenteeism and leave of absence and the examination of objections to the results of evaluation.
- The Joint Committee (Meikti Epitropi Paidagogikou Institoutou kai Panepistimiou Kyprou), which is responsible for the design and monitoring of the whole training programme and is chaired by the Director of the PI. It comprises two teams of academics, one from the PI and one from the UCY, and also one representative from the two teachers' trade unions. Another important innovation is that of the establishment of a school committee at each school, which participates in the teaching practice experience of the trainees and is responsible for the selection and appointment of a mentor for each trainee.

Teachers in public institutions of tertiary education

In the case of the Nursing School (Nosileftiki Scholi) the assessment and quality monitoring of teachers is the same as for the STVE teachers. Concerning the Cyprus Police Academy (Astynomiki Akadimia Kyprou) the assessment and quality monitoring of teachers is the sole responsibility of the Cyprus Police Academy. In the rest of the public institutions of tertiary education, pre-service training of IVET teachers is not a requirement for teaching. The assessment and quality monitoring of CVET teachers in the public upper STVE (Deferovathmia Techniki kai Epangelmatiki Ekpaidefsi, DTEE) and in public institutions of tertiary education are exactly the same as those that apply to IVET teachers.