



inDigital: Inclusive digital competence training for labor market risk groups

National Report – CYPRUS



Co-funded by
the European Union

This project has been funded with support from the European Commission – application number 2022-1-BG01-KA210-VET-000084442. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT INFORMATION

Project acronym:	inDigital
Project title:	Inclusive digital competence training for labor market risk groups
Project number:	2022-1-BG01-KA210-VET-000084442
Sub-programme or KA:	KA210-VET - Small-scale partnerships in vocational education and training

Contents

1. Introduction	4
2. Digital Skills to VET education	4
Good Practices	5
3. Questionnaires analysis	8
Questionnaire to Adult Trainers	8
Questionnaire to Adult Learners	20
4. Conclusion/ Summary	32
5. References	33

1. Introduction

The aim of this document is to report the analysis and results of a study conducted in Cyprus for identification of specific training needs in basic digital skills with the ultimate goal to develop a conceptual framework for the Erasmus+ project InDigital.

The identification of specific training needs in general digital skills was carried out by conducting 2 surveys among the target groups and specifically - trainers, mentors, and psychologists, including those who work with adults without digital skills, - long-term unemployed, youth who are out of education, training, and employment in the VET sector, adults without digital skills, the long-term unemployed, youth who are out of education and employment.

The results reveal the specific parameters the training should meet to help ensure equal opportunities and the involvement of target groups in finding employment and improving their knowledge and skills.

2. Digital Skills to VET education

According to the DESI Human Capital Dimension 2019 - Basic and Advanced Skills study, Cyprus ranks among the last places in terms of digital skills. Statistics recorded in 2021 showed that 50% of the population has at least basic overall digital skills, meaning that one in every two adults in Cyprus lacks basic digital skills. Furthermore, nearly 10% of Cypriots have never accessed the internet (Maribelle, 2022).

Information retrieved by Cedefop (2019) indicates that Cyprus presents a high share of adults with low computer and digital skills when compared to both the European unweighted average and the best-performing countries in the EU. The proportion of the adult population in Cyprus in need of upskilling is estimated to be between 36.9% and 50.5% of the entire adult population, or between 170 and 232 thousand persons, depending on the measure of digital competencies used. Adults with very low skill levels in at least one of the following categories are included in the calculation of populations in potential need of upskilling: education, literacy, numeracy, and digital skills. Low skilling is more prevalent among the elderly, the unemployed, and the inactive. People aged 55-64 out of the labor market (inactive) and inactive and jobless persons aged 35-54 are the population categories most in need of upskilling among those for which data is available.

Digital Strategy for Cyprus 2020-2025



Co-funded by
the European Union

This project has been funded with support from the European Commission – application number 2022-1-BG01-KA210-VET-000084442. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Digital Strategy for Cyprus 2020-2025 is actively coordinated by the Deputy Ministry of Research, Innovation, and Digital Policy (DMRID). The strategy aims to foster an accessible and inclusive society with the skills and drive to embrace the national digital transformation while also actively participating in digital communities.

Strategic objectives and targets:

1. Connect Cyprus
2. Modernise public administration and provide public electronic services
3. Inclusion of all (including vulnerable groups) into digital Cyprus
4. Education and learning
5. Digital entrepreneurship
6. ICT for the environment

National Coalition for Digital Jobs

In September 2014, Cyprus's digital champion, with the cooperation of the Department of Electronic Communications (DEC), established a National Coalition for Digital Jobs in response to the European Commission's action call for a grand coalition to address the shortage of new ICT skills and the future mismatch of unfilled ICT-related vacancies across Europe (Theocharous, 2020). The aim is to build synergies and partnerships in order to create an appealing environment in which ICT is used to generate employment, particularly among young people, and to ensure digital literacy for all residents without exclusions. Priority actions for 2016 to 2019 included the voluntary certification of European computer driving license (ECDL) to secondary school students in public and private schools, the training and certification of ECDL to soldiers and unemployed people, the provision of training programs to people with disabilities, and the conduct of a series of ICT awareness activities in collaboration with Grand Coalition stakeholders.

Good Practices

GOOD PRACTICE 1	
Name	Cyprus Pedagogical Institute free workshops
Description	<p>The department of teachers' in-service training aims at providing support to all teachers of all levels in different ways, which take into consideration the needs of teachers, the priorities set by the Ministry of Education and Culture and the current scientific knowledge and practice on the area.</p> <p>This aim is achieved by organising:</p> <ul style="list-style-type: none"> • Seminars based on the needs/priorities of the Ministry of Education and Culture and the objectives arising: for the last two years a large-scale in-service training

	<p>program is offered to teachers of all levels, on the new revised Curricula</p> <ul style="list-style-type: none"> • Seminars tailored for different schools and their needs, • Promoting the training of teaching staff on how to use ICT during the learning process • Conferences, • Day seminars
Key Stakeholders/ Provider	Cyprus Pedagogical Institute powered by the Ministry of Education, Culture and Sports
Level (Organisational, Regional, Local, National)	National
Type (Digital Skills, Professional Skills etc.)	Digital, Soft skills, and professional development workshops on a variety of subjects.
Tools/Resources/ Services	Website/workshops/conferences
Link/ Website	https://www.pi.ac.cy/

GOOD PRACTICE 2	
Name	Certification procedure of the human resource development authority of Cyprus (HRDA)
Description	The Human Resource Development Authority of Cyprus's (HRDA) mission is to create the conditions for planned and systematic training and development of the human resources of Cyprus. It has identified ICT themes as a priority thematic area for training program approval and funding. The emphasis is on enhancing the abilities of ICT professionals, and more recently, on acquiring fundamental digital knowledge and skills for people aged 35 and up. Another initiative it implements is the Integration of the unemployed and inactive people into employment through subsidized training.
Key Stakeholders/ Provider	The Human Resource Development Authority of Cyprus (HRDA)
Level (Organisational, Regional, Local, National)	National
Type (Digital Skills, Professional Skills etc.)	Digital, professional, and various other skills related to employment.
Tools/Resources/ Services	Subsidised training sessions.
Link/ Website	https://www.anad.org.cy/

GOOD PRACTICE 3	
Name	Cyprus Productivity Center (CPC) education/ training programs and seminars - eGnosis
Description	The Cyprus Productivity Centre offers free online programmes which are validated by certification. The website provides information about the training opportunities as well as other important news and developments in the field of Vocational Education and Training.
Key Stakeholders/ Provider	Ministry of Labour and Social Insurance Cyprus Productivity Centre (CPC)
Level (Organisational, Regional, Local, National)	National
Type (Digital Skills, Professional Skills etc.)	Training topics: <ul style="list-style-type: none"> • Digital Skills for people aged 55 and over • Digital Skills for all • Managerial Development • Technical Vocational Training • Safety and Health • Europass Workshops
Tools/Resources/ Services	Free Online training
Link/ Website	https://www.e-gnosis.gov.cy/training

3. Questionnaires analysis

Questionnaire to Adult Trainers

22 adult trainers participated in the questionnaire for adult trainers in Cyprus. The results of each question is analysed below.



Figure 1: Years of Experience

As shown above, majority of the respondents have 1-5 years of experience (11 respondents), 9 respondents more than 5 years and 2 respondents less than 1 year.

Educational Background:

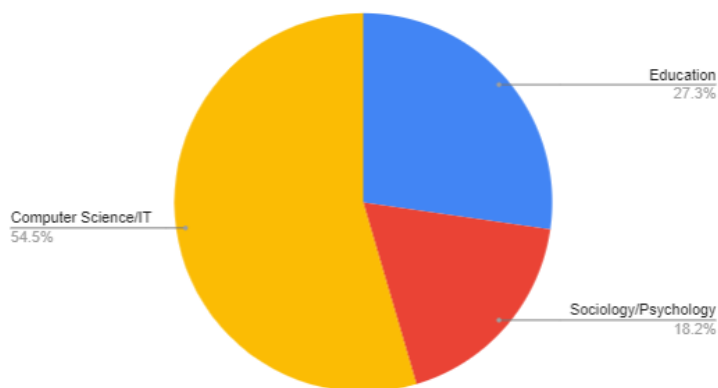


Figure 2: Educational Background

According to Figure 2, 54.5% had an educational background in Computer Science, 27.3% in education and 18.2% in Sociology/Psychology.

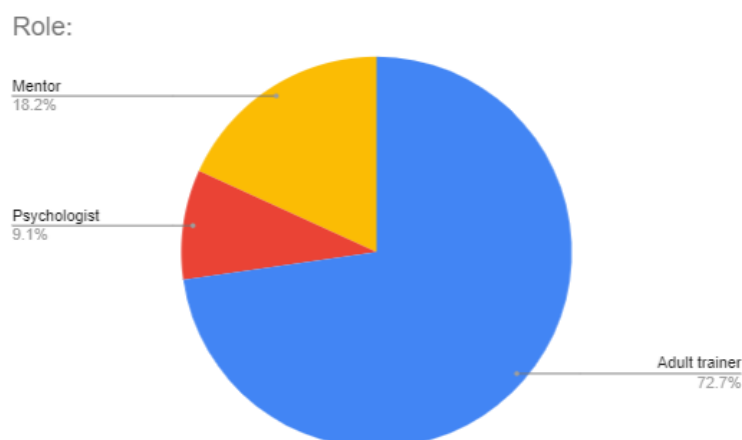


Figure 3: Role

Majority of respondents (72.7%) were adult trainers, whereas 18.2% were Mentors and 9.1% were Psychologists.

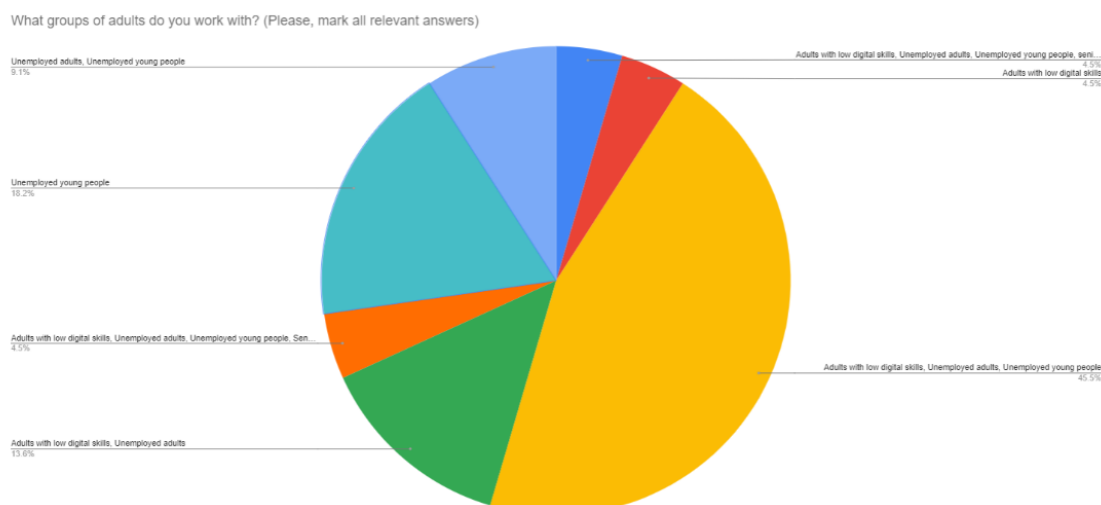


Figure 4: Target groups

As shown above, majority of the respondents (45.5%) work with Adults with low digital skills, unemployed adults and young people. The rest are divided between the aforementioned target groups.

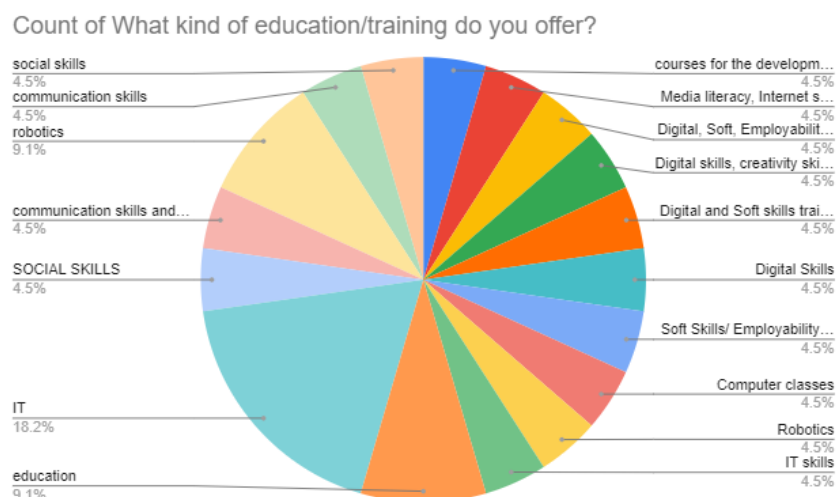


Figure 5: Training offer

As seen in Figure 5, the type of training that the participants offer varies. However, majority (18.2%) offer training on IT related topics and education (9.1%).



Figure 6: Training methods

Majority of respondents (40.9%) use the face-to-face training method. 36.4% use online, hybrid and f2f, 18.2% face-to-face and hybrid, and 4.5% face-to-face and online training methods.

How often do you use technology in your classroom?

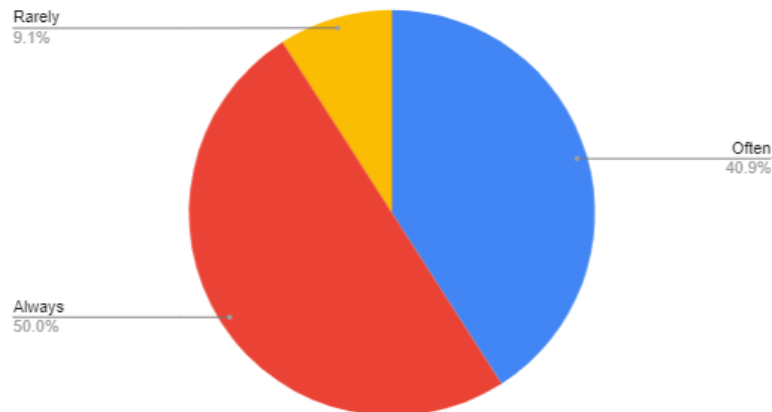


Figure 7: Technology use

50% stated that they always use technology in the classroom, 40.9% responded with often and only 9.1% responded with rarely.

What equipment do you use in the classroom? (multiple choice)

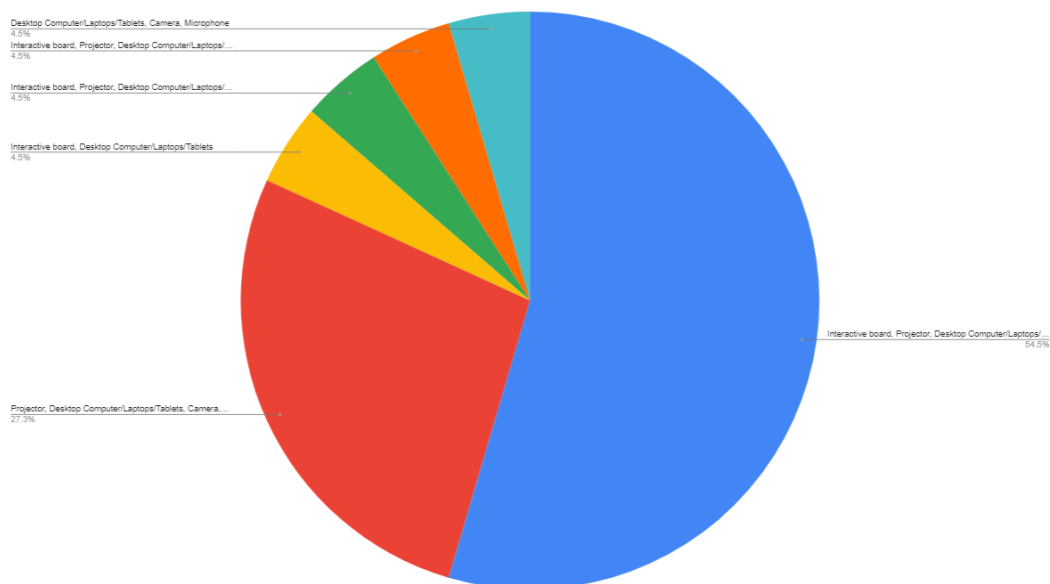


Figure 8: Equipment

Regarding equipment, majority (54.5%) stated that they use interactive boards and computers/laptops.

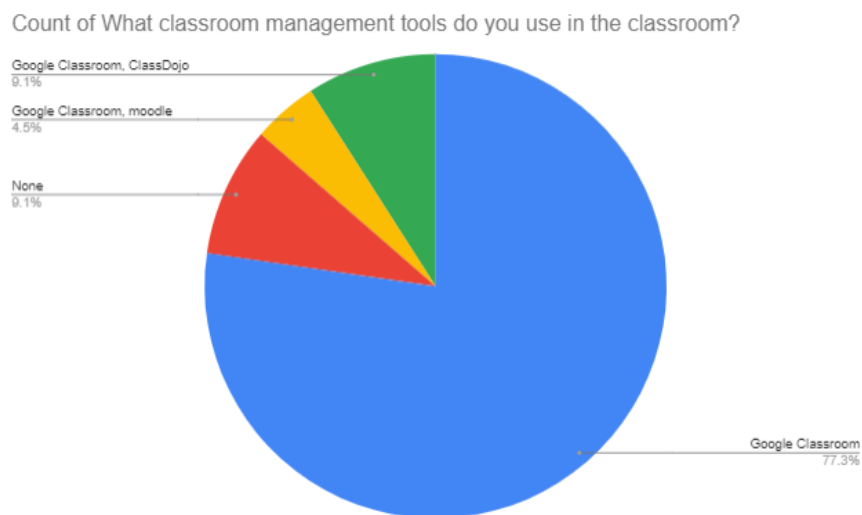


Figure 9: Classroom management tools

77.3% mentioned that they use Google classroom and 9.1% mentioned that they do not use any classroom management tools.

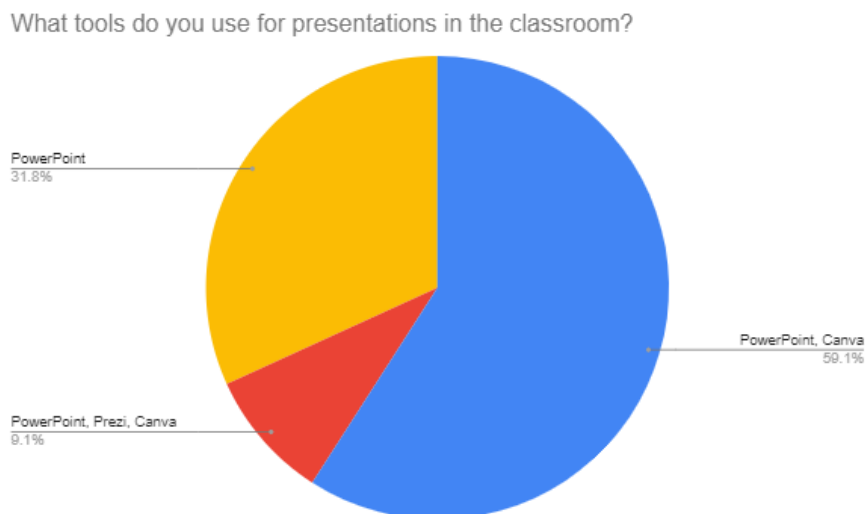


Figure 10: Presentation tools

For presentations, 59.1% stated that they use PowerPoint and Canva, 31.8% stated PowerPoint and 9.1% mentioned Prezi, Canva and PowerPoint.

What tools do you use for communication?

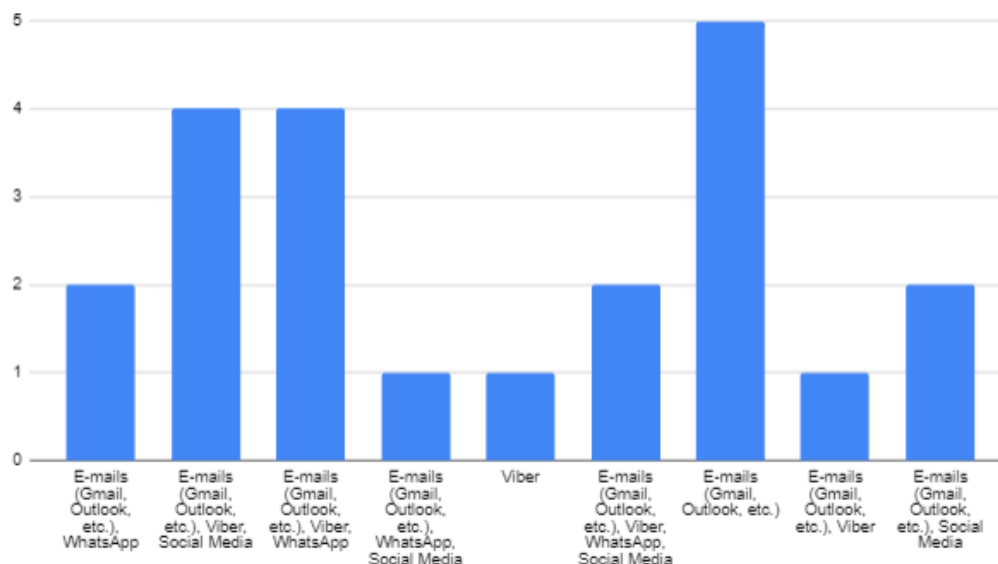


Figure 11: Communication tools

As seen on Figure 11, majority (5 respondents) mentioned that they use Emails for communication.

What tools of online file storage do you use? (multiple choice)

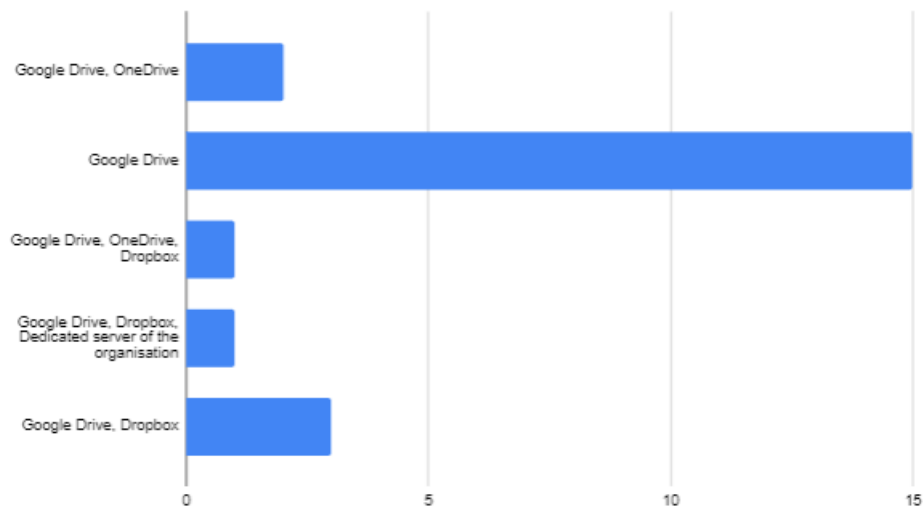


Figure 12: Online file storage

The most popular online file storage tool among respondents was Google Drive (15 respondents).

What online tools and methods do you use to make the class more interactive? (multiple choice)

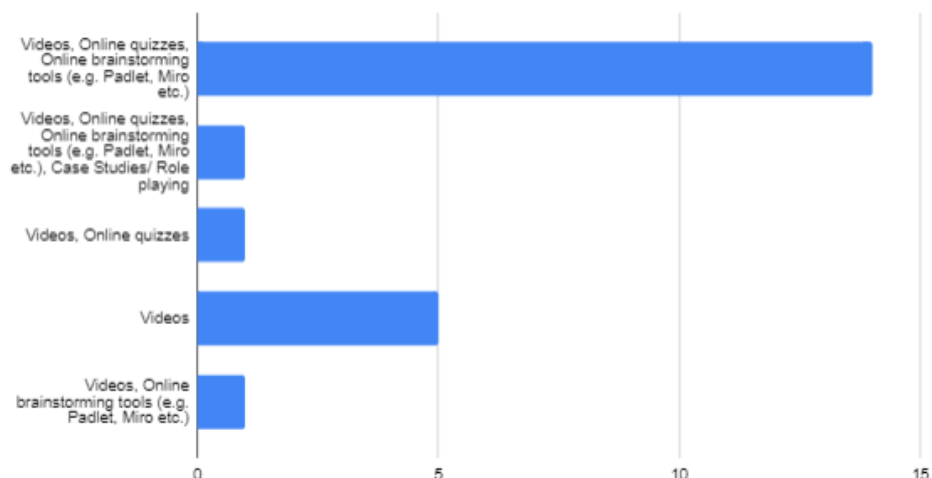


Figure 13: Interactive tools and methods

14 respondents mentioned that they use videos, online quizzes and online brainstorming tools during teaching.

What online tools do you use for the assessment procedure? (multiple choice)

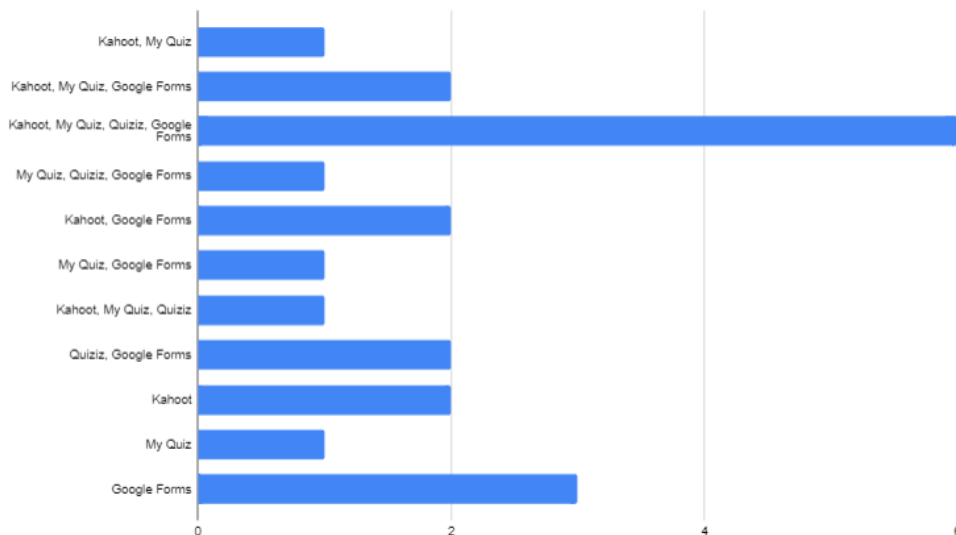


Figure 14: Assessment procedures

Respondents use a variety of assessment tools. Among the most popular are kahoot, my Quiz, Quiziz and Google forms.

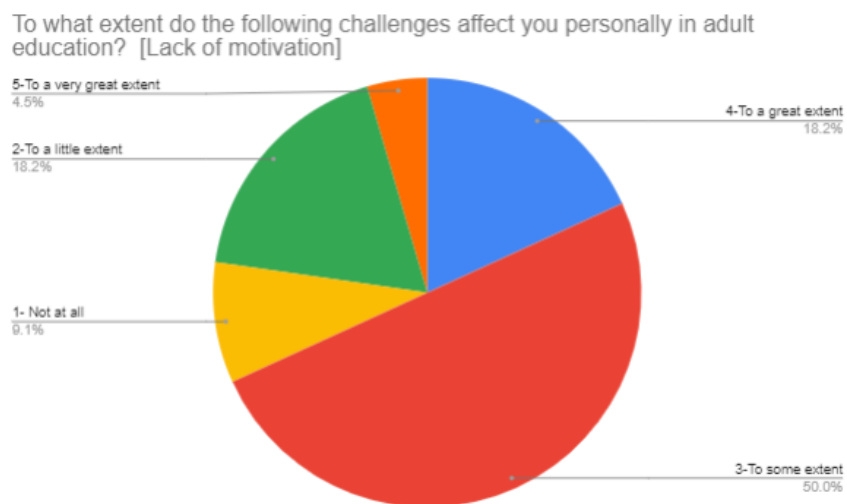


Figure 15: Lack of motivation

50% of respondent mentioned that lack of motivation is one of the challenges that affect them to some extent.

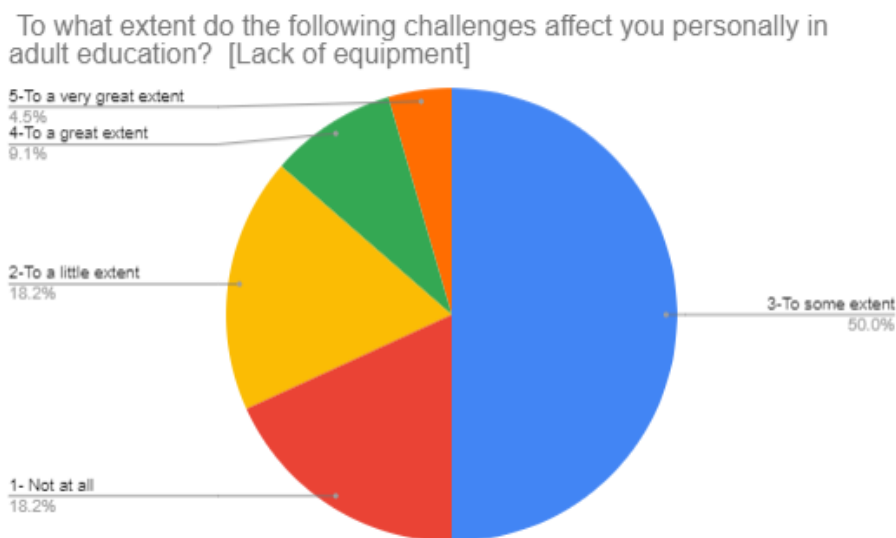


Figure 16: Lack of equipment

50% mentioned that lack of equipment only challenges them at some extent, however, 13.6% mentioned that it affects them to a very great or great extent.

To what extent do the following challenges affect you personally in adult education?
[Low level of education/basic skills]

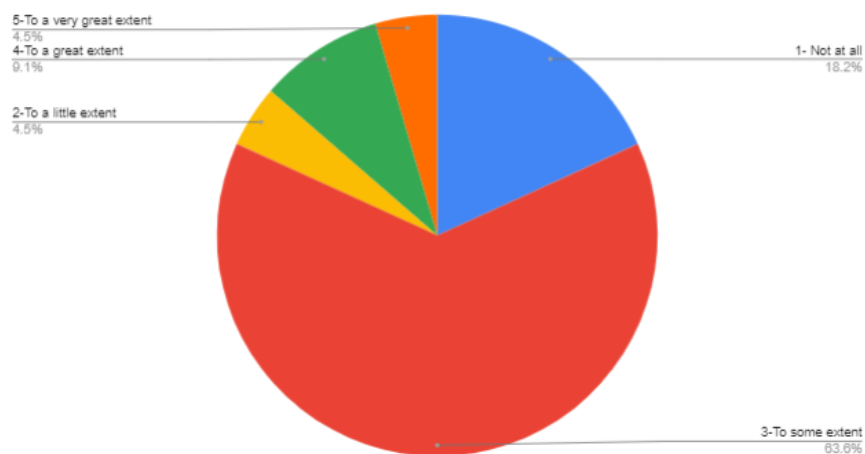


Figure 17: Low level of education/ basic skills

Low level of education/ basic skills affects 63.6% to some extent.

To what extent do the following challenges affect you personally in adult education? [Lack of self-competence in digital settings]

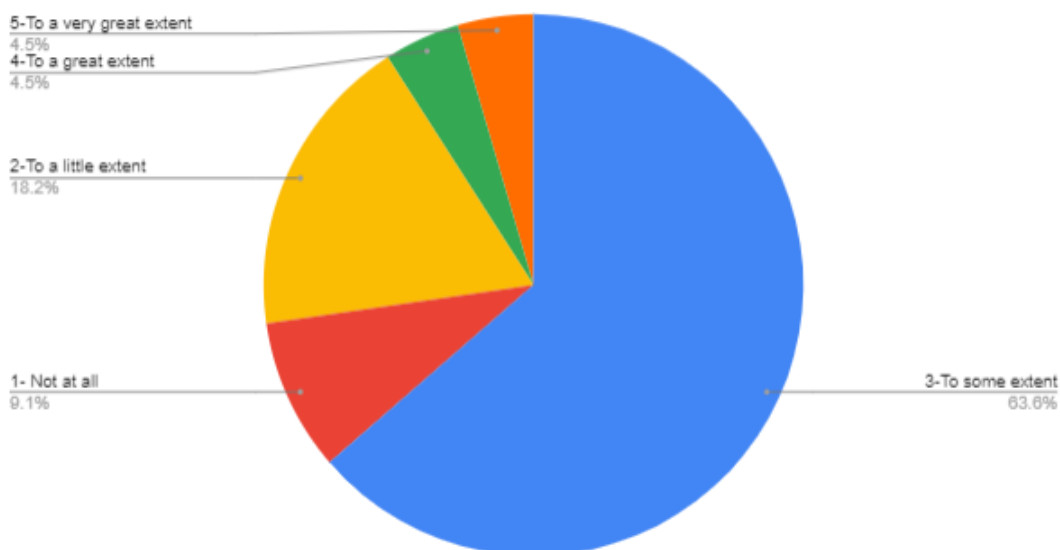


Figure 18: Lack of self-competence in digital settings

63.6% mentioned that lack of self-confidence in digital settings affects them to some extent while 9% mentioned that it affects them on a very great or great extent.

To what extent do the following challenges affect you personally in adult education? [Social Isolation]

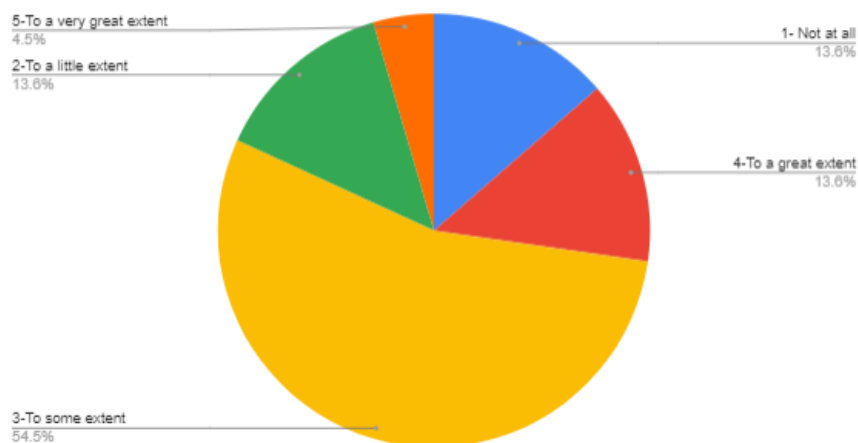


Figure 19: Social isolation

54.5% mentioned that social isolation affects them to some extent whereas, 18.1% to a great or very great extent.

To what extent are the following competences of trainers necessary during digital skills training? [Empowerment and support]

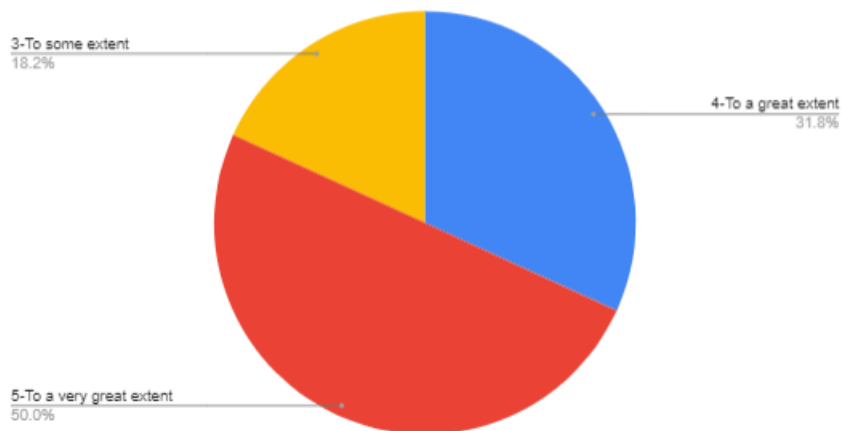


Figure 20: Empowerment and support

50% think that empowerment and support are necessary during digital skills training by responding with to a very great extent. 31.8% responded to a great extent and 18.2% to some extent.

To what extent are the following competences of trainers necessary during digital skills training? [Patience]

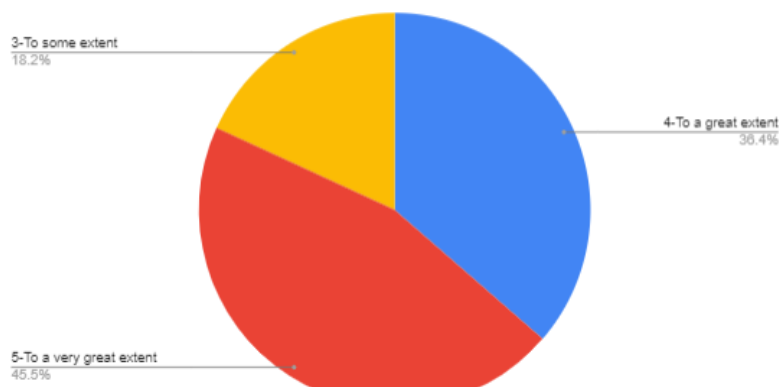


Figure 21: Patience

45.5% mentioned that patience is extremely necessary during digital skills training.

To what extent are the following competences of trainers necessary during digital skills training? [Communication Skills]

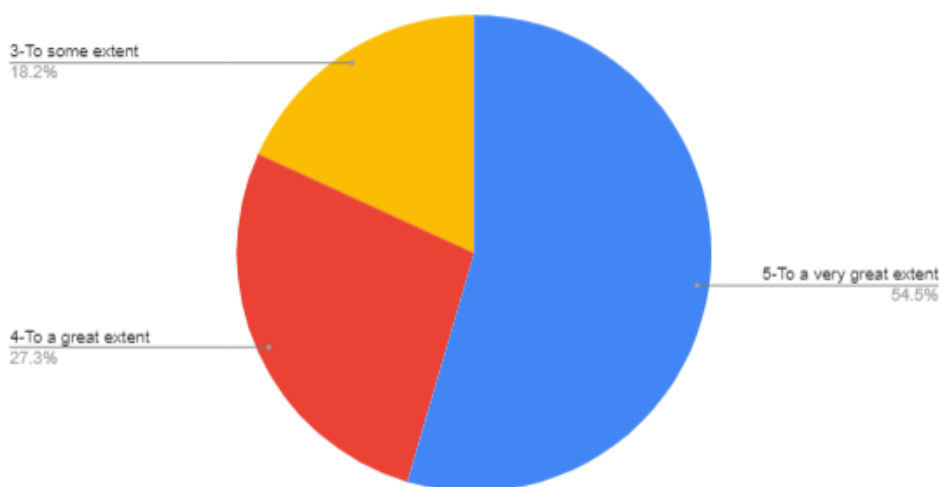


Figure 22: Communication skills

As can be seen above, all respondent mentioned that communication skills are necessary during digital skills training.

To what extent are the following competences of trainers necessary during digital skills training? [Problem Solving Skills]

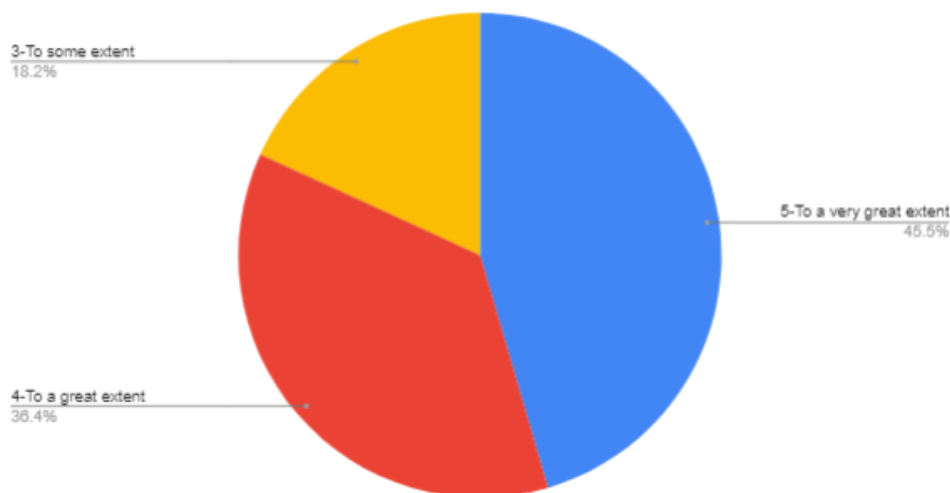


Figure 23: Problem solving skills

Majority of participants stated that problem solving skills are necessary to a very great extent in digital skills training.

To what extent are the following competences of trainers necessary during digital skills training? [Creativity Skills]

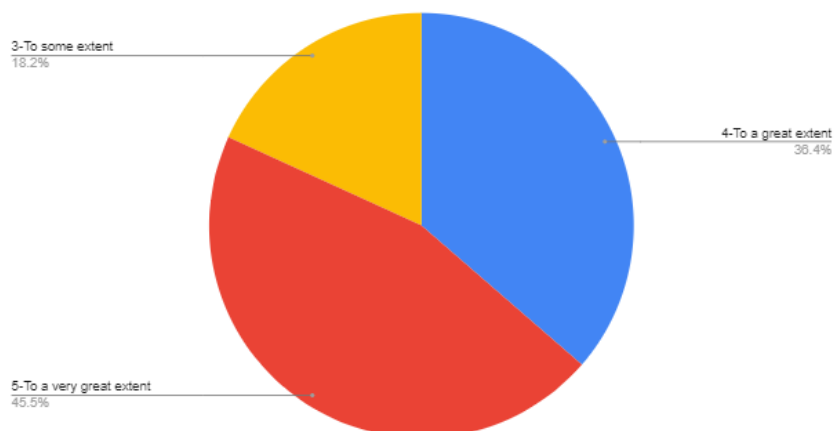


Figure 24: Creativity skills

Again majority of respondents (45.5%) stated that creativity skills are necessary during digital skills training.

Questionnaire to Adult Learners

20 respondents answered the survey for adult learners in Cyprus. The results of each question are analysed below.

Education



Figure 1: Education

55% of the respondents went to secondary schools and 45% went to Vocational schools.

Status

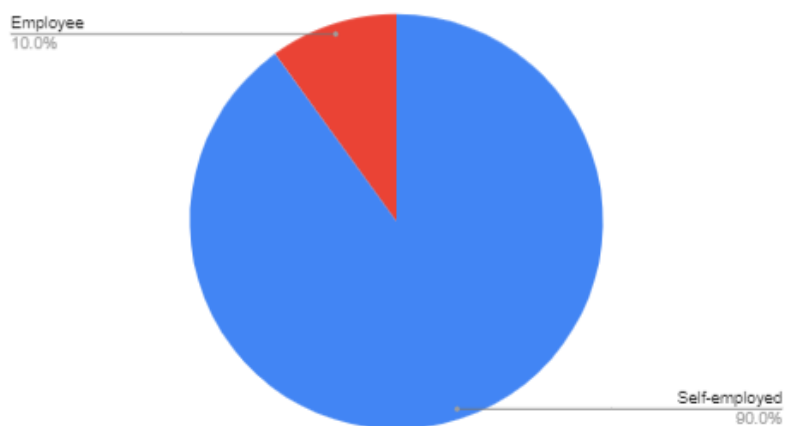


Figure 2: Status

90% of the respondents were self-employed and the rest were employees.

Which social media do you use? * (multiple choice)

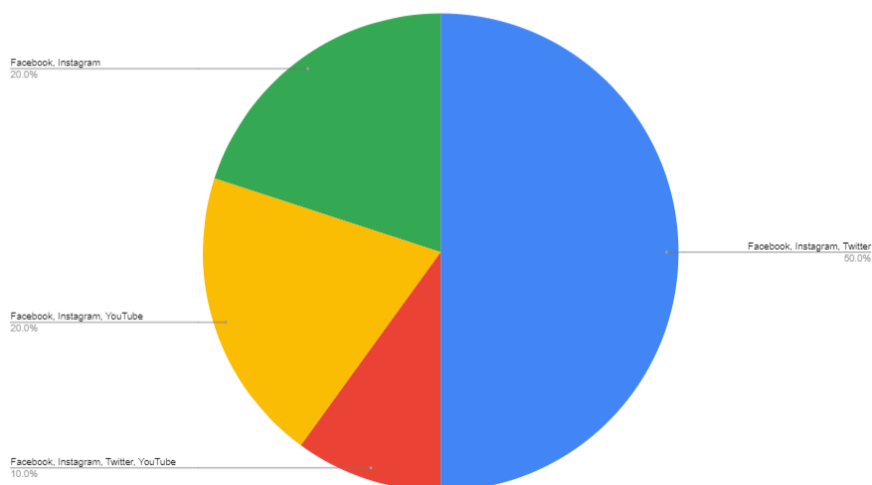


Figure 3: Types of media

Majority of participants (50%) mentioned that they use Facebook, Instagram and Twitter.

Count of Which messaging applications do you use? * (multiple choice)

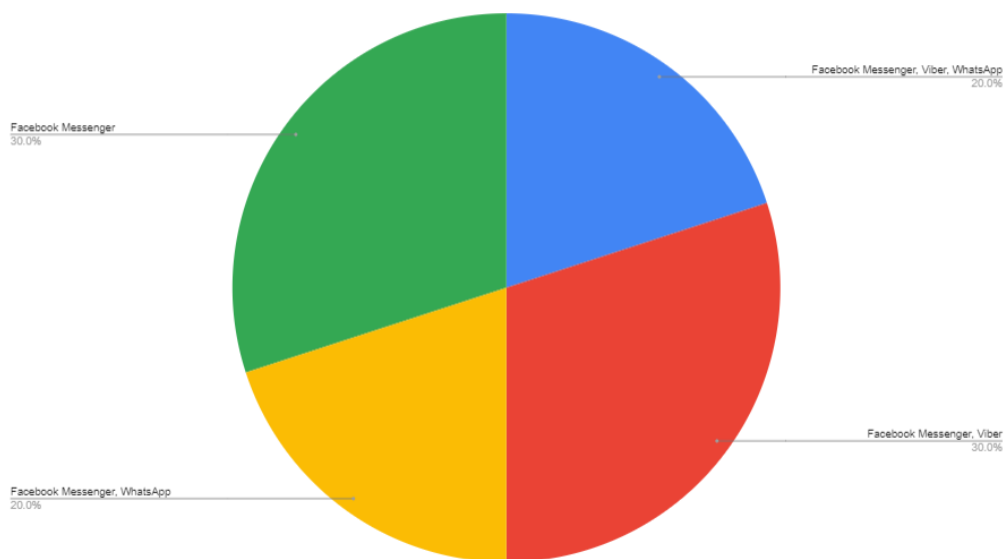


Figure 4: Messaging applications

The most popular messaging applications among participants include Facebook messenger and Viber.

Which online tools do you use? * (multiple choice)

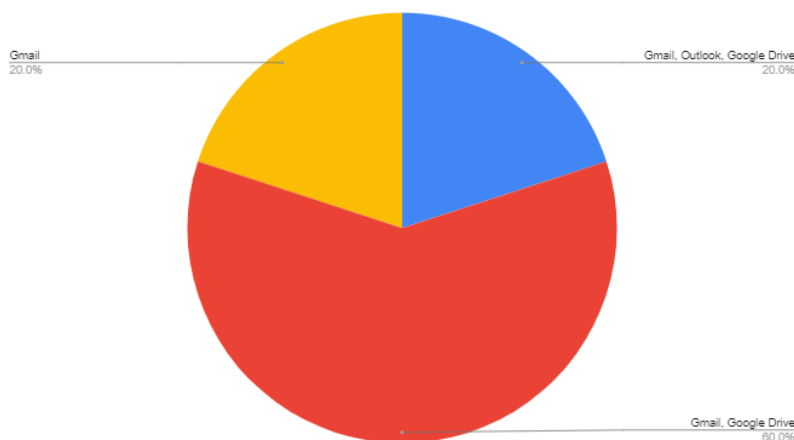


Figure 5: Online tools

60% of participants use Gmail and google drive. 20% mentioned that they only use Gmail while 20% mentioned that they use Gmail, Outlook and Drive.

Count of What kind of technology do you have access to:

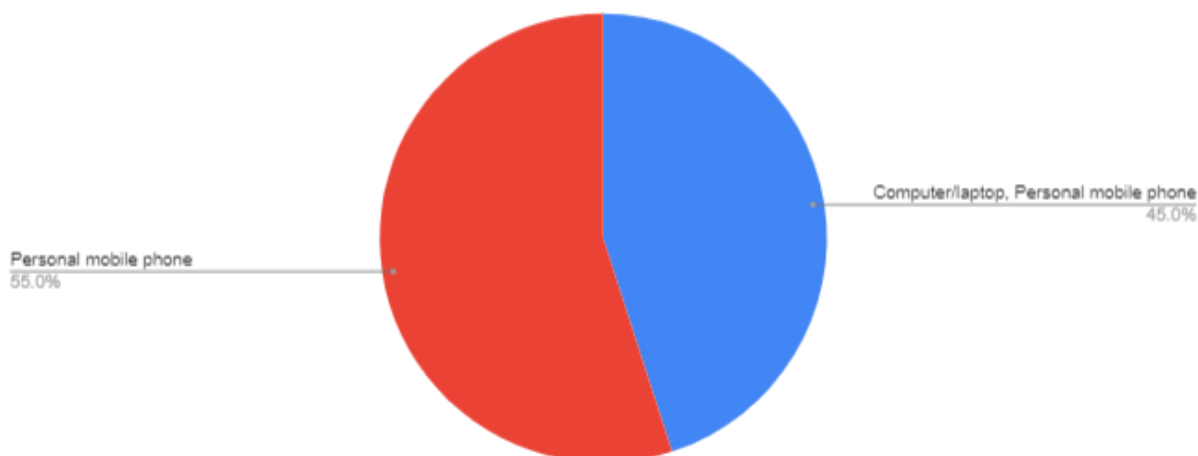


Figure 6: technology access

55% stated that they have access only to their personal mobile phone while the rest 45% also have access to a computer/laptop.

Count of Please, give a specific answer to every section question. [I know how to access the Internet]

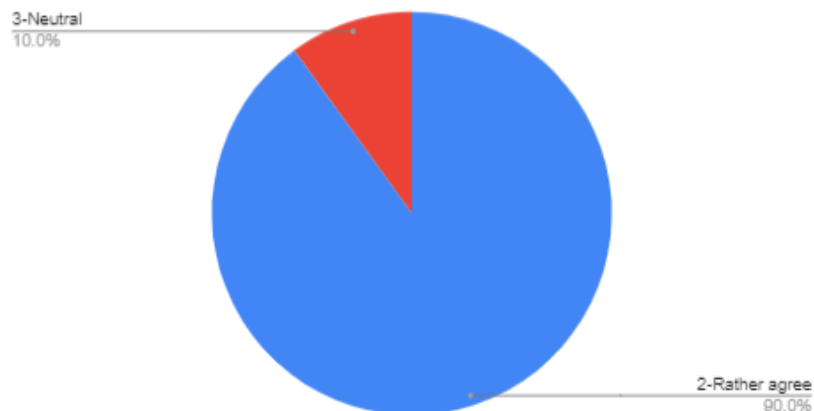


Figure 7: Knowledge of accessing the internet

90% of participants mentioned that they know how to access the internet while the rest answered with “neutral”.

Please, give a specific answer to every section question. [I can use search engines to find information and make use of search terms to generate better results]

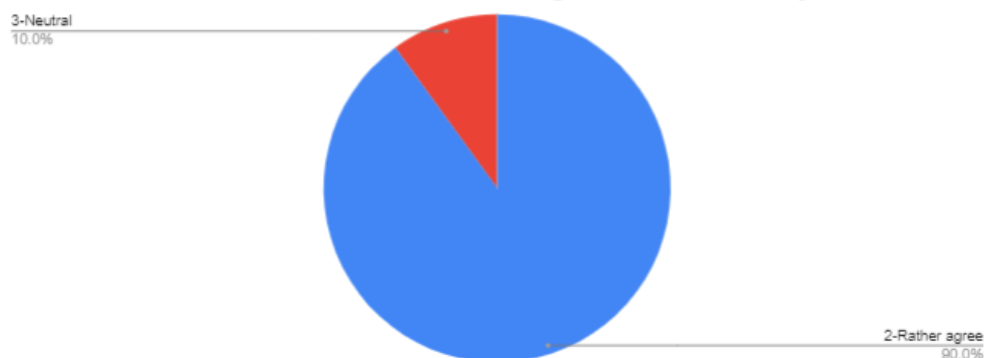


Figure 8: Search engine use

90% claimed that they can use search engines to find information and make use of search terms to generate better results.

Please, give a specific answer to every section question. [I can use bookmarks to save and retrieve information on my web browser]

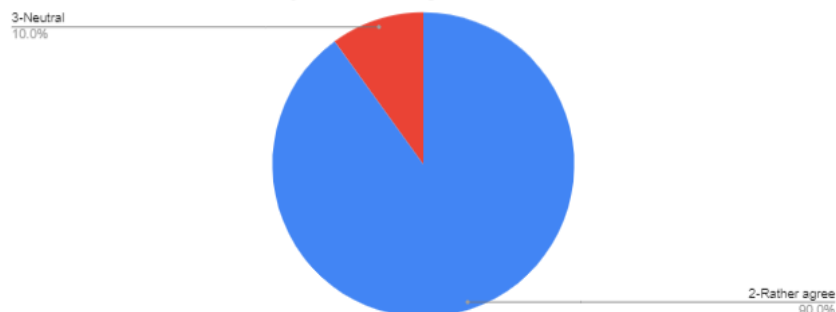


Figure 9: Bookmarks

90% mentioned that they can use bookmarks to save and retrieve information on the web browser.

Please, give a specific answer to every section question. [I can set up an account online, using appropriate websites or apps...]

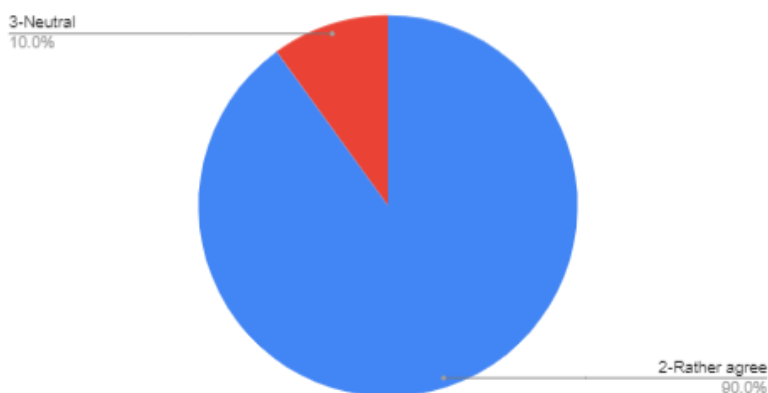


Figure 10: Online accounts

90% mentioned that they can set up an account online using the appropriate websites and apps.

Please, give a specific answer to every section question. [I can use different payment systems, such as credit/debit card, direct bank transfer, and phone accounts, to make payments for goods or services online]

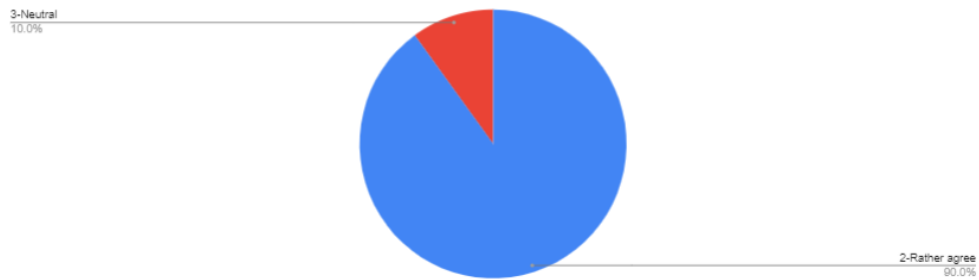


Figure 11: Payment systems

90% mentioned that they can use different payment systems to make payments online.

I understand that the cloud is a way that I can store information and content in a remote location]

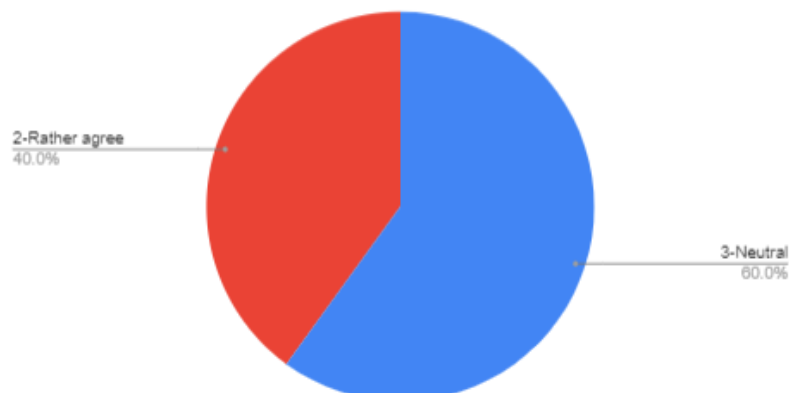


Figure 12: Cloud

60% responded with neutral to the sentence I understand that the cloud is a way to store information and content in a remote location.

Count of I know how to set up a text in Microsoft (or Mac) Word

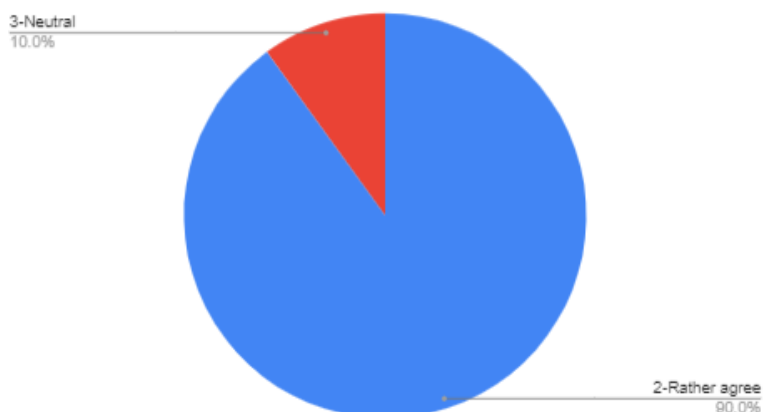


Figure 13: MC word

90% stated that they can set up a text in Microsoft Word.

I know how to set up a spreadsheet in Microsoft (or Mac) Excel

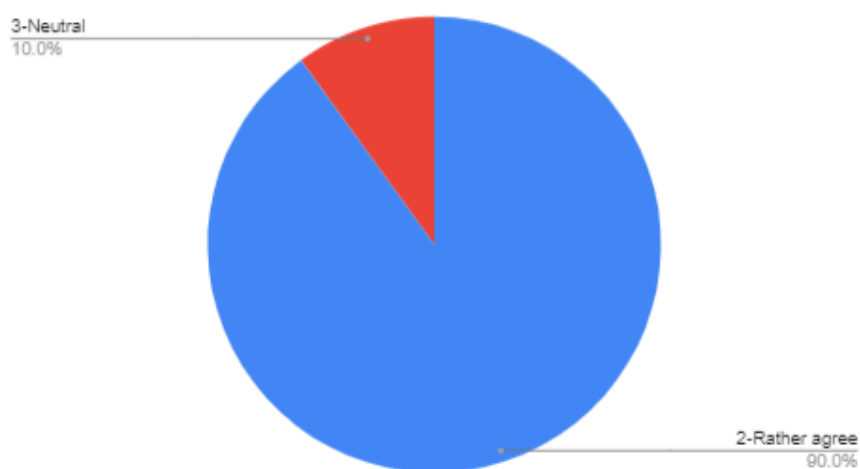


Figure 14: MS Excel

90% stated that they can set up a spreadsheet in Microsoft Excel.

I know how to set up a presentation in Microsoft (or Mac) PowerPoint

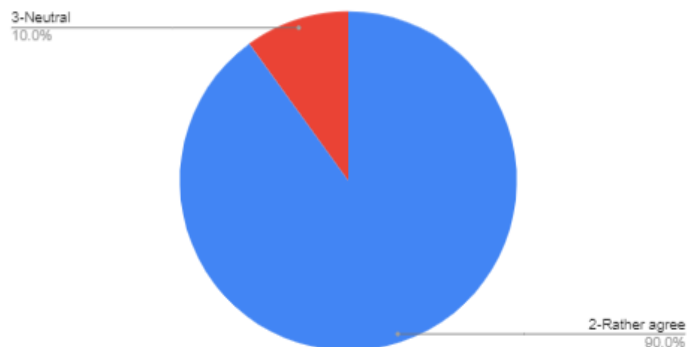


Figure 15: PowerPoint

90% stated that they can set up a presentation in Microsoft PowerPoint.

I know how to edit a photo using software tools such as Paint, Canva or others

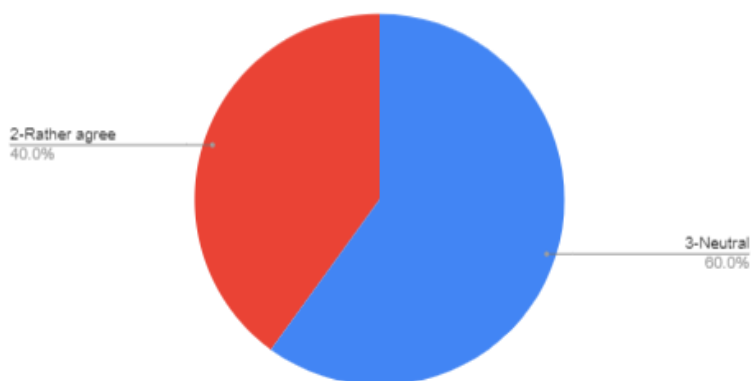


Figure 16: Software tools

60% remained neutral to using software tools such as paint or Canva.

Count of I know how to shop safely and securely online (e.g. checking reviews)



Figure 17: Online shopping

Regarding online shopping half of the respondents rather agreed and the rest remained neutral.

Count of I know what things can share or not online



Figure 18: Sharing information online

Half of the respondents agreed that they know what things to share or not online whereas the other half stayed neutral to this question.

Count of I know how to identify potentially harmful spam emails



Figure 19: Harmful emails

50% of the respondents agreed that they know how to identify harmful emails whereas, 50% stayed neutral to this question.

Count of I know how to connect to WIFI network

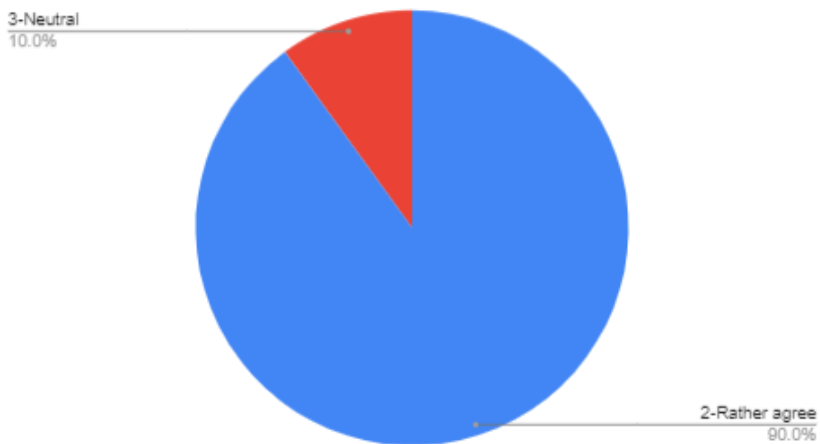


Figure 20: Wifi Connection

Almost all of the respondents (90%) know how to connect to a Wifi network.

Count of I can use the internet to find sources of help for a range of activities

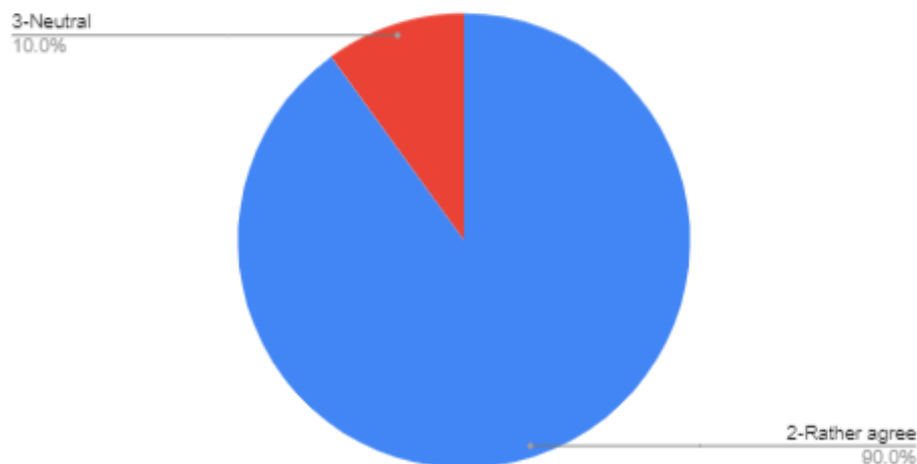


Figure 21: Finding sources

Majority of participants (90%) can use the internet to find sources online.

Count of I can use chat facilities (where available) on websites to help me solve problems

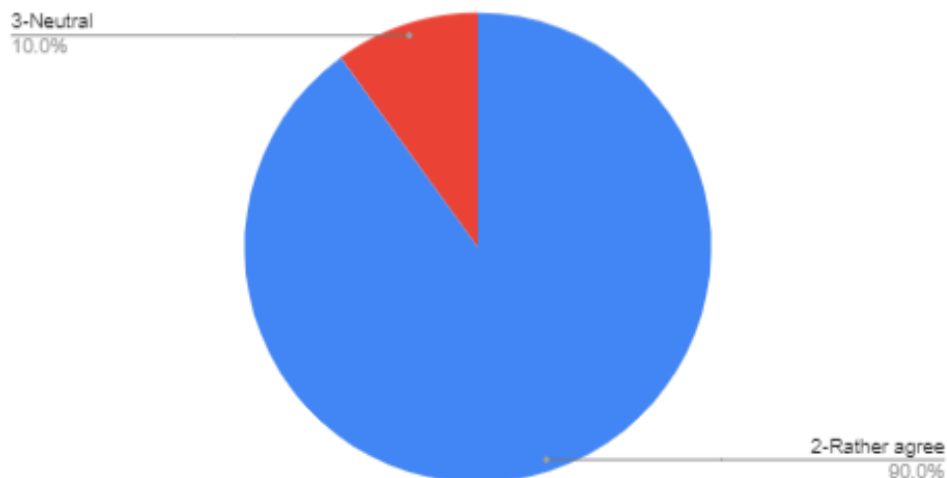


Figure 22: Chat facilities

Majority of participants (90%) can use chat facilities on websites to solve problems.

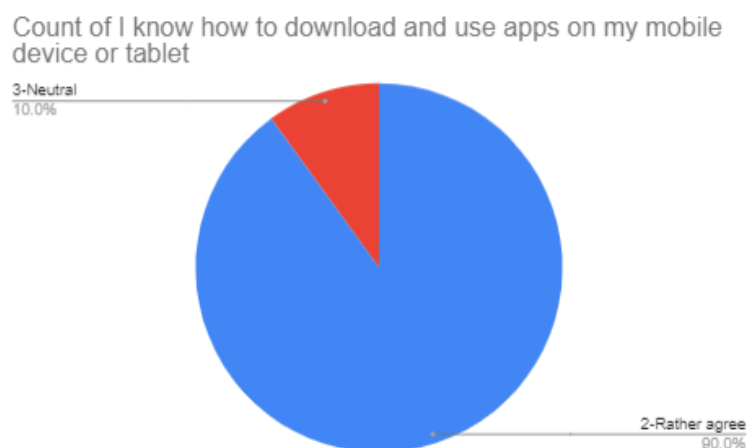


Figure 23: Downloading apps

Majority of participants (90%) know how to download and use apps on mobile devices and tablets.

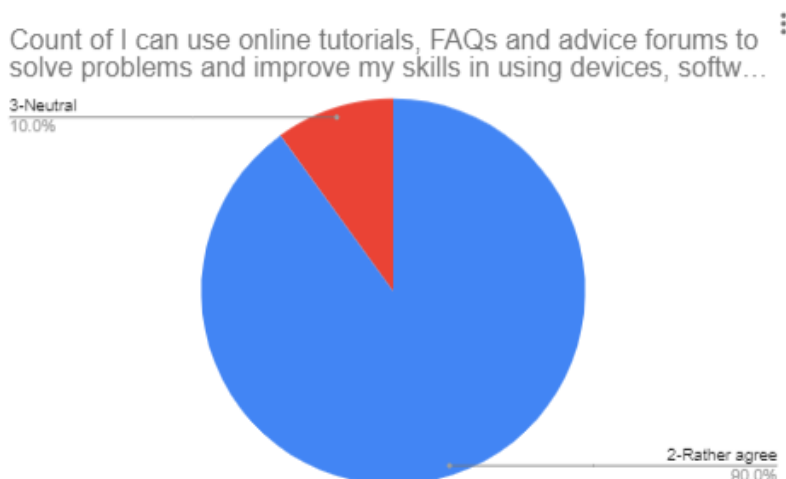


Figure 24: Online tutorials & FAQ

Majority of respondents (90%) can use online tutorials, FAQ and advice forums to solve problems and improve their skills on using devices and software.

4. Conclusion/ Summary

To sum up, 22 adult trainers participated in the questionnaire for adult trainers in Cyprus. The majority of the respondents have 1-5 years of experience or more than 5 years and have a background in Computer science and education. Through the survey answers the participants validated that the challenges that affect them the most in adult education are the following:

- Lack of motivation
- Lack of equipment
- Level of education and basic skills
- Lack of self-confidence in digital skills
- Social isolation

Moreover, the responses indicated the following competences as the most necessary for teaching digital skills:

- Empowerment and support
- Patience
- Communication skills
- Problem-solving
- Creativity

Regarding the adult learner questionnaire, 20 people answered the questionnaire in Cyprus. Half of the people went to secondary schools and the rest went to vocational schools. In addition, the vast majority of the adult learners were self-employed and the rest were employees in other companies.

By summarizing the result of the survey, the information shows that the respondents are used to using the following digital tools and software:

- Facebook, Instagram, Twitter
- Messenger, Viber
- Gmail, Google Drive

It is important to note that the majority of them only have access to their mobile phones.

The majority are not confident in their abilities to edit a photo on software like Paint or Canva.

Additionally, the adult learners that participated would like to receive further training on the following topics:

- Safe and secure online shopping
- Sharing appropriate information online
- Identification and protection against spam emails

The above information will be taken into consideration during the next stage of the project and especially the competence framework development.

5. References

Cyprus - european centre for the development of vocational training (no date) Cedefop.

Available at: https://www.cedefop.europa.eu/files/factsheet_cy.pdf (Accessed: January 12, 2023).

Maribelle (2022) *Digital Transformation: How is Cyprus Going Digital in 2022?*, Soft Surge. Soft Surge. Available at: <https://soft-surge.com/digital-transformation-how-is-cyprus-going-digital-in-2022/> (Accessed: January 12, 2023).

Theocharous, A (2020). Vocational education and training for the future of work: Cyprus.

Cedefop ReferNet thematic perspectives series.

http://libserver.cedefop.europa.eu/vetelib/2020/vocational_education_training_future_work_Cyprus_Cedefop_ReferNet.pdf