



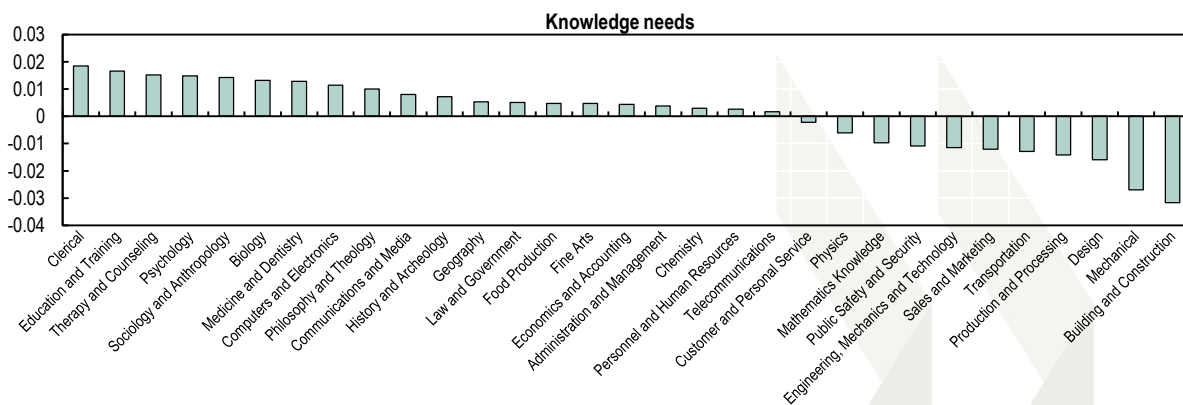
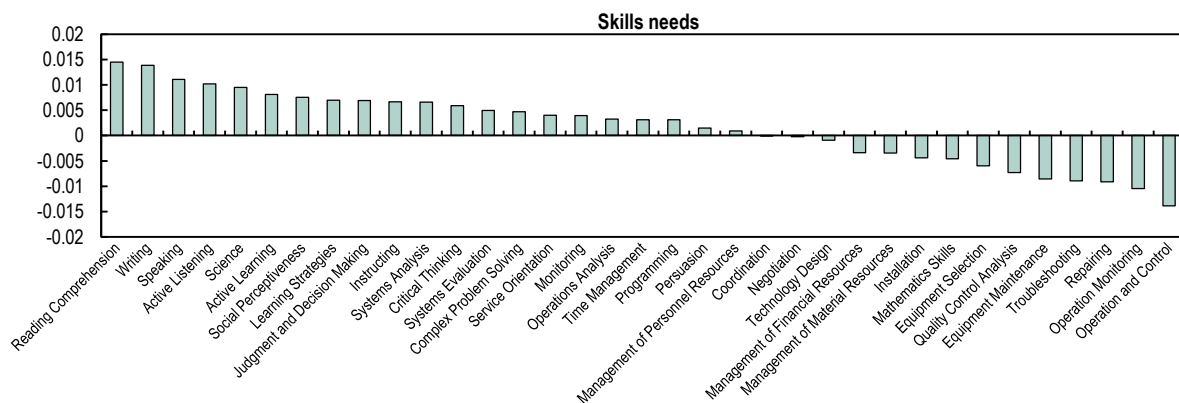
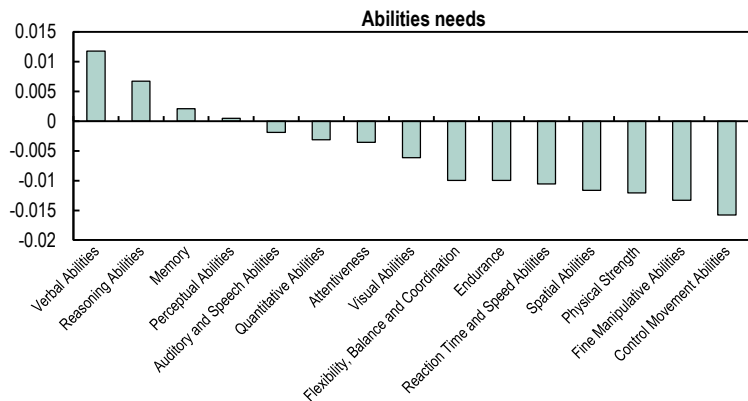
July 2017

<http://www.oecd.org/employment/skills-and-work.htm>

## Cyprus

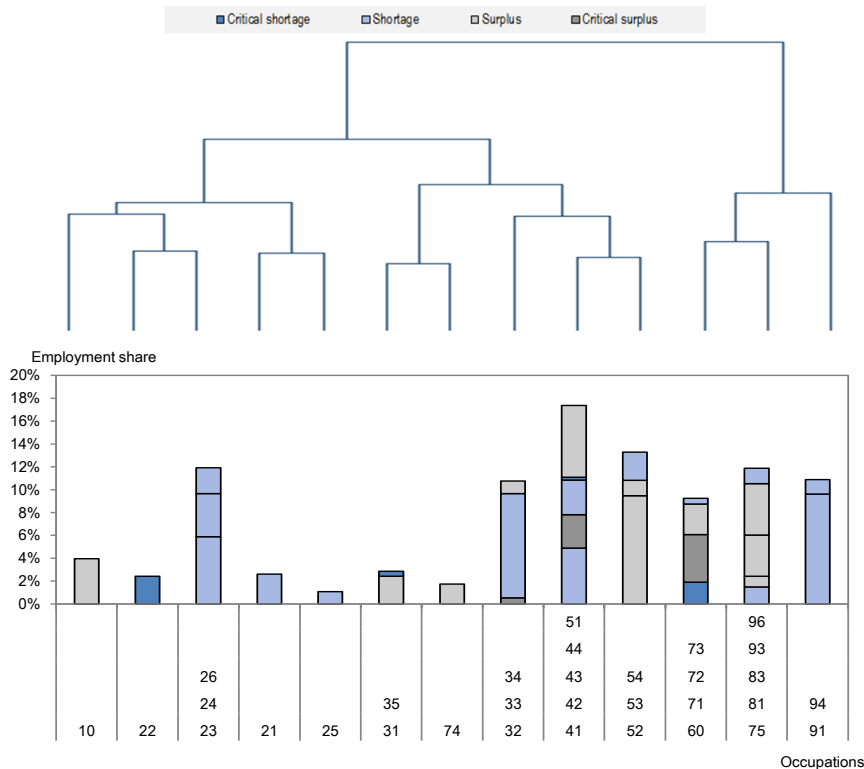
### A. Skill Needs Indicators

Skill shortages occur when the skills sought by employers are not available in the pool of potential recruits, whereas skill surpluses occur when the supply of certain skills is higher than the demand for them. The OECD Skill Needs Indicators measure the degree of shortage (positive values) and surplus (negative values) for a range of dimensions, such as skills, abilities and knowledge.



### B. Occupational clusters

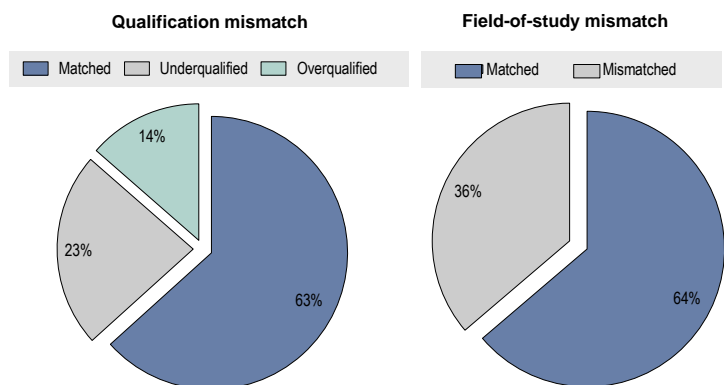
Jobs can be grouped based on the similarities in the intensity and level of skills use (i.e. their skill profiles). Individuals in occupations with similar skill profiles may, nonetheless, have very different labour market outcomes in terms of wages, employment and skill matching, being either in shortage or in surplus. Moderate re-training or up-skilling can help these individuals move from jobs with poor labour market prospects (surpluses) to others with a brighter wage and employment outlook, by filling shortages in the labour market. In Cyprus, for example, Customer services clerks (occupation 42, in surplus) could move relatively easily into General and keyboard clerk jobs (41, in shortage) with moderate training in content (e.g. reading comprehension) and resources management skills. Other career changes, as for instance a switch to Business and administration associate professionals jobs (33, in shortage), are possible although requiring more substantial training.



Note: The occupation labels are stacked to reflect the stacked bars, i.e. the bottom label (e.g. 23 in the third group) corresponds to the bottom bar, and the top label (e.g. 26 in the same group) to the top bar. The occupation numbers refer to the following occupations: 11: Managers, 21: Science and engineering professionals, 22: Health professionals, 23: Teaching professionals, 24: Business and administration professionals, 25: Information and communications technology professionals, 26: Legal, social and cultural professionals, 31: Science and engineering associate professionals, 32: Health associate professionals, 33: Business and administration associate professionals, 34: Legal, social, cultural and related associate professionals, 35: Information and communications technicians, 41: General and keyboard clerks, 42: Customer services clerks, 43: Numerical and material recording clerks, 44: Other clerical support workers, 51: Personal service workers, 52: Sales workers, 53: Personal care workers, 54: Protective services workers, 60: Skilled agricultural, forestry and fishery workers, 71: Building and related trades workers, excluding electricians, 72: Metal, machinery and related trades workers, 73: Handicraft and printing workers, 74: Electrical and electronic trades workers, 75: Food processing, wood working, garment and other craft and related trades workers, 81: Stationary plant and machine operators, 82: Assemblers, 83: Drivers and mobile plant operators, 91: Cleaners and helpers, 93: Agricultural, forestry, fishery, mining, construction, manufacturing and transport labourers, 94: Food preparation assistants, 96: Street and related sales and service workers; Refuse workers and other elementary workers.

### C. Mismatch Indicators

Individuals can be mismatched to their job in terms of qualification level and field of study. Qualification mismatch describes a situation for which a worker has qualifications that exceed (over-qualification) or do not meet (under-qualification) those generally required for the job. Field-of-study mismatch arises when workers are employed in a different field from what they have specialised in.



#### Useful links

Mismatch dataset – <http://dotstat.oecd.org/Index.aspx?QueryId=77595>  
 Skill needs dataset – <http://dotstat.oecd.org/Index.aspx?QueryId=77642>  
 Skills for Jobs web tool – <http://oe.cd/skills-for-jobs>

#### Further information

Data for skill imbalances refer to year 2013, data on qualification and field-of-study mismatch refer to year 2015.

See also: *OECD (2017), Getting Skills Right: The OECD Skills for Jobs Indicators*, OECD Publishing, Paris.  
<http://dx.doi.org/10.1787/9789264277878-en>

#### Contact

OECD Skills and Employability Division, Directorate for Employment, Labour and Social Affairs  
 ✉ [Fabio.MANCA@oecd.org](mailto:Fabio.MANCA@oecd.org)  
 🐦 [@OECD\\_Social](https://twitter.com/OECD_Social)

Note by Turkey: The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.