Arts and Cultural Education at School in Europe

Cyprus

2007/08
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1. Responsibility and purpose

The Cyprus Ministry of Education and Culture is responsible for setting the aims for cultural and creative dimensions of education. Decisions about the creation of the curriculum related to culture and creativity within education, as well as the arts curriculum are made at a central level. Each level of education functions under a different director and department of the Cyprus Ministry of Education (Director of Primary Education, Director of Secondary education, Director of Secondary Technical and Vocational Education, Director of Higher and Tertiary Education) with the exception of pre-primary education which is administered by the Department of Primary Education. Each department has specialized and highly experienced staff responsible for the general supervision of the function of education in different areas. The Inspectors of the different subjects for primary and secondary education, as well as the Inspector of Pre-primary Education, and the Inspectors of Special Education can make suggestions and proposals for changes in the curriculum. Major suggestions for setting aims for cultural and creative dimensions of education and forming the arts curriculum made by either the Department of Primary Education (through the Inspector of Pre-primary Education, the Inspector of Art in Primary Education, the Inspector of Music in Primary Education) or the Department of Secondary education (e.g. through the Inspector of Art in Secondary education or Inspector of Music in Secondary education) need to be approved first by the Minister of Education, then by the Ministry Council and finally by the House of the Representatives before they are officially set and stated. However, decisions made about the implementation of the arts curriculum can be made at school level but it is the responsibility of the Inspectors of the different areas to ensure the direct connection between theory and practice. The preschool schedule is specifically flexible and pre-primary teachers have the ability to choose their topics, change the daily program according to the needs and interests of the children in their classrooms and the particularities of the school unit. It is noted, however, that an important concern of the pre-primary teacher is the balanced distribution of subjects across units in order to achieve the general aims and purposes of education.

Cyprus has specified aims for the whole curriculum, which include cultural and creative aims. In general, Greek Cypriot Education aims to help the young generation of children:

- to absorb the mental, cultural and other achievements of the past;
- to use all the possibilities of the present;
- to develop attitudes and skills for acquiring physical and mental health;
- to move forward toward new achievements in every domain of social activity and maximize their contribution to the development of a better world;
- to form internal conditions of permanent empowerment of their struggling morale.
In terms of Intercultural Education, the general aim of the Ministry of Education and Culture is the smooth inclusion and not the assimilation of all Turkish Cypriots and foreign students in the Cypriot Educational System, without exclusion of any population group. A specific action plan for Intercultural Education has been designed by the Ministry of Education and Culture with the purpose of:

- Offering reinforced and differentiated programs of Greek language learning to foreign children, for more effective communication and social integration.
- Protecting the freedom and rights of all members of the Cyprus society from any racial discrimination and social exclusion tendencies.
- Forming, adopting and applying an established educational policy of Intercultural Education.
- Improving the quality of education offered to children that speak a foreign language.
- Offering reinforcement related to the Greek language to children with a foreign language.

**Pre-primary education** is viewed as a function of crucial importance for the qualitative improvement of primary education. In the pre-primary curriculum the general aims that are more directly related to culture or creativity are stated as follows:

- advancement of creative expression and thinking;
- development of creativity and skills for expression;
- development of right attitudes towards the basic values of social, moral, national, cultural and religious life.

More specific aims on culture and creativity refer to the development of positive attitudes towards work, creative activity, obtaining responsibility and completing tasks.

A basic goal of **primary education** (ISCED 1) is to organise, assure and offer each child – regardless of age, sex, country of origin, family and social status, and mental capabilities – opportunities for balanced development in the cognitive, emotional and psychomotor domain. More specifically, the primary school curriculum has set general goals which are more analytically supported by particular aims that include cultural and creative positions:

- Gradual familiarization of the students with the moral, religious, national, socioeconomic, political, aesthetic and other values, such as patriotism, humanistic ideals, democratic beliefs, love and respect towards work, conscious discipline, and practising their rights as basic asset of the citizen.
- Gradual introduction of the student to the cognitive domain, which includes the development of research skills, critical thinking, creative mental activity and self-learning.
- Gradual development of students’ basic psychosocial skills, which include the development of interests, aptitudes, skills, talents and other special skills.
- Gradual socialization of the student, which aims at helping the students understand as deeply as possible and respect the people of their own ethnicity and the people of different ethnic, religious, social and cultural groups, with the purpose of developing communication and elaboration. The primary curriculum also aims at helping students acquire knowledge, attitudes and behaviour that would contribute to the preservation and enhancement of the natural environment, our cultural heritage and quality of life.

The Department of Primary Education aims at constant improvement and enhancement of primary education through continuous education of the teaching staff, as well as revision and completion of new text books that would be in accordance to the needs of the curriculum and the society in general. The primary school curriculum and the teaching methods used in the classroom give emphasis on the
learning process and are centred on strategies that help students learn and develop critical and creative thinking. A basic effort of primary education is also to introduce children to their national heritage in order to realize, understand and love their national identity, including the Greek language, the Greek-Orthodox religion, the Cypriot history, civilization and traditions. At the same time, baring in mind that primary education is responsible for following the tendencies that are developed in the contemporary world of globalization, the primary school curriculum aims at helping children acquire intercultural consciousness through the development of attitudes of acceptance and respect towards the difference of other ethnic group members. In primary education emphasis is given in the harmonious coexistence of all students in a school in order to develop early awareness of the students’ European identity.

The general aim of secondary education is also to develop the cognitive, emotional and psychomotor domains of students and grant them the knowledge and skills acquired for continuing their studies or affiliating in the socioeconomic life of the country. Based on the socioeconomic, cultural and ethnic needs of Cyprus, the public secondary schools’ goal is to offer equal opportunities of education. It aims at the advancement and development of healthy and ethical personalities with the purpose of creating capable, democratic and law-abiding citizens. It also aims at establishing ethnic identity, cultural values, global ideals for freedom, justice, peace, and at developing love, respect and appreciation for other people. Lower secondary education (ISCED 2) is mainly oriented towards a general humanitarian education.

2. Organisation and aims of arts education

2.1 Organisation of arts curriculum

Cyprus arts curriculum is organized as separate subjects in all three levels of compulsory public education. The pre-primary curriculum differs from the primary and lower secondary education art curriculum in the sense that it includes distinct subjects but it suggests interdisciplinary procedures. It is problem-centered and aims at achieving goals in all domains through activities that draw from different subject matters. It calls for the active and creative participation of children in the educational process and the beginning of maturation and individual differences are respected. The area called Free Activities (Ελεύθερες Δραστηριότητες) in the pre-primary curriculum, for example, includes social-collaborative-creative activities such as painting, moulding, collage, role playing, experimenting, observing, early literacy and mathematical activities, activities for developing skills, activities in permanent corners etc. It is recommended that all Free Activities organized by the teacher are somehow connected and each child is encouraged to try more than one activity each day and different types of activities everyday. Pre-primary curriculum additionally includes separate subjects for the Visual Arts, Music, Language, which includes dramatic play and Physical Education, which includes dance. The arts curriculum at both primary and a lower secondary level is organized as separate subjects: Art, which includes visual arts, crafts and art history and Music.

Art subjects are compulsory for all students of pre-primary age (4 8/12 – 5 8/12), primary age (5 8/12 – 12) and lower secondary age (12 – 15).

At the pre-primary level of education the total teaching hours per year are 600. Two hours per day are devoted to the arts, which constitute a total of 360 hours per year and a 60 % of the total taught time. In elementary education the total teaching hours per year are 840. 160 minutes per week are devoted to arts education, which constitute a total of 96 hours per year and an 11.43 % of the total taught time. In secondary education the total teaching hours per year are 895.33. In the first two years of secondary education a total of 180 minutes per week are devoted to the arts, that is, 11.4 % of the total taught time. In the third year of secondary education a total of 90 minutes per week are devoted to the arts and that constitutes the 5.7 % of the total taught time.
2.2 Aims of arts curriculum

In **pre-primary education** the general aim of **Free Activities** is the round development and education of the child with his/her free participation in learning activities in a pleasant, natural and unconstrained manner in a secure, trustful atmosphere of acceptance and a rich learning environment that satisfies his/her needs and maximizes his/her abilities. Specific goals related to the visual arts and crafts aim at:

- Achieving personal development and independence, developing a positive attitude towards work and creative activity, assuming responsibility and completing tasks.
- Developing children’s mental skills, focused attention, listening, understanding, memory, critical thinking, imagination, creativity, analytical and configurative thinking.
- Achieving children’s physical and kinaesthetic development in terms of controlling large and small movements, coordinating eyes and hands, balance and easiness of movement, perception of space and direction, skills in using objects means and materials.

Pre-primary visual arts education general goal is to enrich the round development of the child through his/her creative work, the development of his/her artistic aptitudes and abilities, the development of love, respect and sensibility towards creative and artistic expression. More specifically, visual arts in pre-primary education, help children to:

- develop a positive attitude towards the visual arts and will to express themselves through artistic activities;
- discover and develop their creative and expressive abilities through the use of several means, materials and techniques in a variety of activities;
- be introduced to the attributes of means, materials and tools offered to them and develop skills for creative expression;
- improve and coordinate their basic kinaesthetic movements;
- organize and classify their experiences, learn concepts such as line, colour, shape, form, texture, pattern and strengthen their learning;
- develop and activate their observational skills in order to enrich their personalities and achieve tight and more complete communication with their environment;
- get to know themselves, their abilities and interests, feel the feeling of success and invigorate their self confidence;
- cultivate an attitude for research, invention, discovery and develop their imagination and creativity;
- develop their sensibility towards the aesthetics of the environment and participate in its transformation, preservation and improvement;
- appreciate tradition and cultural heritage;
- develop positive attitude towards every artistic creation;
- develop sensibility in terms of artistic creations.

The general aim of **Music** in pre-primary Education is the development of the musical sensor of children, which is considered an important element for the development of their inner strengths and natural music abilities, in order to contribute to their balanced psychological and mental development by enjoying and creating music. The aims of Music education in the preschool are:
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- enjoyment of music;
- children’s practice for singing correctly and with pleasure;
- development of the acoustic skills of children;
- encouragement for creative work;
- child appreciation and response to aesthetic elements of music (e.g. humour, melancholy, joy, enthusiasm etc);
- knowledge and understanding of basic elements and concepts from the theory and morphology of music;
- introduction to our national musical tradition (folk songs, Byzantine music) and development of positive attitudes towards it;
- introduction to the musical heritage of other countries;
- development of children’s musical sensibility;
- development of individual musical skills of each child;
- connection of music with other arts and subjects of the curriculum;
- usage of music for developing a collaborative spirit among children with responsibility, discipline and communication, all essential for their socialization.

Language is another subject of the pre-primary education curriculum with the general purpose of contributing to the linguistic development of the child, acquisition and correct use of language, effective communication and development of emotional, mental and intellectual functions, attainment of knowledge and acquisition of proper attitudes. More specific Language aims that are related to drama are:

- enabling children to use oral language to express themselves with imagination and creativity (in symbolic play, puppetry, drama etc)
- helping children discover their abilities for dramatic expression through enacting roles from everyday life, fairy tales, stories etc
- encouraging children to improvise, create and enact their own imaginary roles and setting the plot for drama stimulated by an idea, crisis or incident

The general aim of Physical Education in pre-primary curriculum is to help children develop their physical skills and psychosomatic growth, contributing to a round development and personality advancement. Pre-primary physical education includes dance activities and more specifically helps children to:

- contribute to the physical functions, specifically the functions of breathing and circulation
- develop muscular strength, endurance, flexibility, agility
- develop movement coordination
- use movement to express themselves freely and creatively with the help of music, rhythm, dance, drama
- realize the great importance of exercise and develop a disposition for exercising
• develop positive relationships and spirit of collaboration with other children and adults in their environment
• develop positive self image
• develop spirit or responsibility, acceptance and recognition of the skills and disadvantages of other children

The general aim of Art in primary education is to enrich the lives of the students with aesthetic experiences to enjoy and be moved by them, which would satisfy their need for exploration, study and discovery of the world around them and themselves. The goals of Art in primary education are set as aesthetic, procedural, emotional, personality and technical skills goals aiming towards helping the students to:

• deepen into the artistic language
• nourish their aestheticism and ability to be aesthetically affected when they view a work of art
• develop sharp perception, thought, knowledge, distinction and critical skills in visual arts
• develop their creativity through opportunities for original and personal problem solving
• realize the aesthetics of the environment and the possibility of contributing to its protection and transformation
• understand and appreciate their artistic heritage and tradition
• develop personal perception of the world and themselves
• enrich their lives with aesthetic experiences
• enjoy, being touched and satisfied by the need for investigation
• develop the ability of rich and sensitive use of materials and means of expression with the purpose of creative creation.

In primary education the general aim of Music is to help students to gradually enter the world of sounds, develop their musical sensor through understanding and using sound sets, which is a necessary element for the development of their inner strengths and natural musical skills, in order to enjoy and create music and contribute to their own musical development and that of the community. More specifically, through music in primary education it is expected that students will:

• develop their acoustic ability
• sing correctly and with pleasure
• learn music symbols and use them to reproduce and create music
• express their inner selves by reproducing and creating music in the level of their abilities in multiple ways (voice, improvised instruments, traditional instruments, movement etc) for personal satisfaction and communication with others
• be introduced and understand the basic elements and concepts of the theory, morphology and history of music
• enjoy, respect and accept good music and seek listening to it
• be introduced to and develop respect towards our national musical tradition (folk songs, Byzantine music), recognize its role and present presence and also preserve and disperse it
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- appreciate the music heritage of other countries
- develop their ability to assess and select compositions from folk and light music
- develop their individual musical skills
- connect music to other subjects of the curriculum
- use music to develop a collaborative spirit, responsibility, discipline and communication
- be introduced to, familiarize themselves with and use contemporary technology in aspects of music

Physical Education activities in both primary and secondary education focus on athletics and include some teaching of folk dancing and expressive dancing, having as a main aim the round development of students, the enhancement and reinforcement of their health and their smooth integration in society and as a more specific aim the development of aestheticism and expression through rhythmic movement, dance and music.

The aims of Art in lower secondary education are classified in 6 categories (1. creative expression – development of abilities, 2. means – techniques, tools, materials – development of skills, 3. artistic language, 4. art history, art criticism, aesthetic appreciation, 5. evaluation, 6. terminology). More specifically the aims are:

- Gradually more complex and sensitive expression of personal experiences, based on inquiry, observation, memory and creative imagination.
- Introduction to, sensitization towards and experimentation with the means of artistic expression (materials, tools and techniques) and their expressive possibilities, and the gradually growing skill in using them in healthy and safe conditions.
- Introduction to, sensitization towards and experimentation with the elements and principles of the artistic language and their expressive possibilities through studies and applications.
- Introduction to and study of works and forms of art in the context of space, time and intentions of the creator, in relation to student individual work or class work as well as independently.
- Teaching approaches and appropriate terminology for critical and aesthetic appreciation of art with the purpose of forming informed personal opinions.
- Update and exchange views on art and culture matters (updating sign board, presentations, debates, small studies, projects, artists’ visits, projections, exhibitions and museum visits).
- Development of self assessment criteria and evaluation of different forms of art in general; ability of written or oral expression and explanation of personal views.
- Use of correct terminology.

The general purpose of Music Education in secondary education is to offer students experiences based on interesting quality activities of composition, audition and performance in order to stimulate their imagination and creativity and discover themselves, find ways to communicate with others around them and experience stronger and richer emotions. Music in lower secondary education aims at:

- Use of materials and means for developing technique and skills through investigating sound, use of voice, and use of instruments.
- Expression of emotions, ideas, thoughts and solutions to musical problems through creation and musical planning, communication and musical presentation.
• Evaluation and recognition through observing, auditing, describing and reacting.

Music activities offered in levels in secondary education through collaborative work and problem solving aim at giving all students equal opportunities for development in a democratic environment.

2.3 Cross-curricular links between arts and other subjects

There are no cross-curricular links between arts and other subjects made at central level in Cyprus education.

3. Special provision with a focus on art education

In the Cypriot compulsory education (4 8/12 – 15) there is no special provision for the arts in the form of separate publicly-funded or publicly-subsidised schools that have a focus on arts education.

4. Assessment of pupils’ progress and monitoring of standards in the arts

4.1 Pupils’ assessment

At both ISCED level 1 (primary education) and ISCED level 2 (lower secondary education) pupils are assessed in arts subjects on a formative basis. Teachers decide freely on methods of assessment, which are based on their predefined goals for each lesson or unit. Teacher assessment consists of a judgment in relation to curricular content. Assessment mainly aims at identifying whether the teaching processes have the specific expected outcomes for each pupil. It also aims at evaluating progressive learning and teaching. No external test or examination is used at either ISCED level.

Assessment is continuous and/or final during a lesson or unit at ISCED level 1 (primary education) and pupils are informed about their progress during group discussions and presentations of work or through teacher’s oral or written comments on each pupil’s individual work whenever the teacher thinks it would be beneficial to them. Pupil assessment is descriptive and informal at ISCED level 1. The outcome of teacher assessment is not recorded.

At ISCED level 2 (lower secondary education), pupils’ assessment is more formal. The subjects assesses are the visual arts and music during the three years of ISCED level 2. Assessment in arts activities is highly descriptive during the academic year in order to inform the pupils about their progress and results on a summative grade at the end of every trimester of each academic year. Assessment in the visual arts and music activities is similar to that used in other subjects in the sense that it results in a grade at the end of every trimester. However, continuous assessment in the visual arts and music during each trimester differs from that used in other subjects since it does not necessarily need to be based on written tests or quizzes. The outcome of teacher assessment is recorded in the form of a grade in an A-E scale every trimester in the students’ school reports.

At both ISCED level 1 and level 2 there are no consequences if a pupil fails to meet the teachers’ expectations and standards in an art subject. If a pupil exceeds a teacher’s expected standards in the visual arts, his/her specific work might be sent to the Ministry of Education and Culture for further study or exhibition.

4.2 Monitoring of standards

Since 2000 no monitoring has been carried out particularly in art subjects in Cyprus.
5. Teacher education in the arts

5.1 Initial teacher education

Teachers at primary level

General teachers at ISCED level 1 can teach all arts subjects. An individual intending to teach at ISCED 1 should have a university degree in elementary education. If an appointed teacher at a school expresses personal interest in teaching an arts subject and has some kind of specialization in it (e.g. post-graduate degree or other diploma or specialization), he/she might assume more hours teaching the specific subject than other subjects. It is up to schools to decide if a teacher would teach all subjects of a specific class group or fewer subjects of different class groups.

Individuals that had received a Bachelors degree in elementary education from an accredited higher education institution recognized by KY.S.A.T.S.: Cyprus Council for the Recognition of Higher Education Qualification, are considered qualified as elementary teachers and they do not receive other preparation for teaching. Based on the standards set by the University of Cyprus, the following arts subjects are compulsory in general teacher education:

- Visual arts (including crafts);
- Music;
- Physical education, (including dance);

Both at the University of Cyprus and other private universities in Cyprus, students in the program of elementary education are required to take classes in visual arts education and music education which include aspects related to child development in the arts, arts curriculum content, arts pedagogy, arts history, and personal arts skill development of the prospective teacher. Art history courses offered at the universities are optional as electives for students.

Visual arts (including crafts) and music at ISCED level 1 can also be taught by specialist or semi-specialist teachers. They have to have studied the arts as part of their professional teacher preparation and they have to demonstrate that they have achieved a certain level of skill in a particular art form. Semi-specialist teachers also have to demonstrate their skills in an art form but exceptions can be made upon specific school needs based on a teacher’s personal interests.

Teachers at lower secondary level

Visual arts (including crafts) and music at ISCED level 2 are taught by specialist teachers. Every teacher at ISCED 2 is required to have at least a Bachelors degree in the subject that he/she intends to teach, including visual arts and music.

By studying the prospectus of the Department of Education’s elementary school education program of the University of Cyprus and that of other private universities in Cyprus it is demonstrated that specialists or semi-specialist teachers are offered a very general, shallow preparation in the following areas during their initial teacher education, due to the fact that these areas are fields studied in compulsory courses of art education and music education:

- Child development in the arts;
- Arts curriculum content;
- Arts pedagogy;
- Arts history;
- Personal arts skill development of the prospective teacher.
**Professional artists** cannot be recruited as teachers of arts subjects at ISCED level 1. They can teach at ISCED level 2 only if they have acquired at least a Bachelors degree in the field that they are going to teach. Professional artists can contribute to the education of prospective arts teachers at ISCED 1 if they are invited by instructors of university art education courses to demonstrate practical skills and techniques or give lectures on theoretical aspects of their work either at a university’s premises or in the context of their own studios.

### 5.2 Continuing professional development

Continuing professional development (CPD) of teachers in Cyprus is regulated centrally either by the Supervisor of Art of the Department of Elementary Education or the Supervisor of Art of the Department of Secondary Education of the Ministry of Education and Culture. CPD can also be organized by the Cyprus Pedagogical Institute of the Ministry of Education and Culture. CPD takes the form of seminars, in which general teachers and specialist teachers in the arts at each ISCED level can participate separately.

The duration and content of the CPD programs are based on the needs and goals of general education and art education specifically each academic year and they, therefore, differ from year to year. At ISCED level 2 the art teachers (all specialists) attend two compulsory seminars in September and February at their vicinity, which consist of 3-4 2-hour meetings. All other seminars organized are recommended but not compulsory. Teachers are not required to undertake specific periods of training per year.

This academic year, a recommended CPD program for teachers of both ISCED level 1 and level 2 is: Innovative approaches to music education (5 meetings of 2.5 hours each). A CPD program for ISCED level 1 music teachers (both general and specialists) is: Music lessons and the new text books (5 meetings of 2.5 hours each). Some available CPD programs for ISCED level 2 teachers (specialists) are: Free perspective drawing (8 meetings of 2.5 hours each), Art Issues (5 meetings of 2.5 hours each. Also, through the Pestalozzi program, a planned conference titled, Teaching, managing and enhancing diversity: Intercultural approaches and challenges in the curriculum and the hidden curriculum, offers a chance for CPD for general teachers and specialists of both ISCED levels.

Professional artists are involved in CPD for specialist and general teachers. At ISCED level 1 their involvement takes place mainly at a local level, when school principals invite them to present their work. At ISCED level 2, artists’ involvement takes place at a regional level, when the Supervisors of each subject invite artists to organize specific seminars or workshops for teachers. The Supervisor of visual arts for ISCED level 2 for example, decided that teachers need further professional development in specific art form in order to reach the goals of this academic year, therefore he invited local artists to talk about Street art, and aesthetic analysis of art works.

### 6. Initiatives

Standard arts curriculum is often complemented by various extracurricular activities. For example, **museum education for primary schools** has been developed in Cyprus for more than ten years. The museum educators of the Cyprus Ministry of Education and Culture are in close collaboration with the Department of Antiquities of the Ministry of Communications and Works in order to produce material for primary children and educators, organize, design, implement and interpret seminars and educational programs based on cross-scientific and interdisciplinary approach, experiential and active learning, collaborative group work, observation, investigation, discovery and development of critical thinking. All museum activities aim at strengthening and enriching primary children’s knowledge, emotions and skills. Ongoing educational programs take place in all non-occupied cities of Cyprus and include programs in the Byzantine Museum, State Gallery of Cyprus Art, Levention Museum of Folklore, Cyprus Archaeological Museum in Nicosia, the Archaeological Museum and the Medieval
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Museum in Limassol, the District Museum and the Pieridi Museum in Larnaka, and the Archaeological Museum in Paphos. Each program is designed for a specific grade of primary school, includes guided tours and on-site activities, and focuses around topics of interdisciplinary importance.

Alongside, primary schools can organize students’ attendance of art or drama performance outside the school premises during school time, once every trimester. The content of performance should be approved by the Director of Primary Education and should promote or consort with school aims.

**Free Activities** are organized in secondary education 3-4 times during the school year. Free Activities aim at employing students with creative activities related to their personal interests during school time, which would either function as extensions of courses or be independent from them. Appropriate preparation leads to organizing a detailed program based on which the students enroll in clubs or groups and undertake a variety of activities. Special consideration is given in forming small groups.

7. Ongoing reforms and proposals

The source of the information given above is the latest edition of the primary curriculum (2002) and the lower secondary school curriculum (1999). No recent changes have been made to the arts curriculum; however, additions and recent issues concerning the arts and cultural and creative education are stated in the Cyprus Ministry of Education and Culture web page. The Ministry of Education and Culture is constantly considering updating the curriculum in order to reflect social changes. As society changes, not only due to Cyprus recently becoming an EU member but also due to the constantly increasing migration of foreign workers and their families, educators develop the need for a curriculum that would focus more on cross-cultural education and form cultural identity. No official planned changes and proposals for the arts curriculum and/or in relation to cultural and creative education have been stated at central level.

Unrevised English.

The content is under the responsibility of the Eurydice National Unit.

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For detailed information on the educational system and teacher education, please see Eurybase on [www.eurydice.org](http://www.eurydice.org)