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Siandou, E.**

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A value-based approach to modern architectural  
heritage in Cyprus

Schools in Larnaka, 1945-1963

Emilia Siandou

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## ABSTRACT

Cyprus, the easternmost island of the Mediterranean, is faced with the challenge of addressing the heritage assets of its modern architectural heritage. Emerging scholarship has indicated the wealth and the complexity of modern architecture in Cyprus as heritage. Nevertheless, modern architecture in Cyprus, developed during the most turbulent periods of the twentieth century in the island, has been linked with processes of colonialism and post-colonialism, independence, nation-building and conflict. Hence, by being explicitly involved in identity politics and conflict modern architecture in Cyprus constitutes contested heritage. In this context the mobilisation of modern architecture in Cyprus as heritage in favour of the construction of a peaceful and democratic society presents many challenges.

Over the last twenty years, the concept of heritage has gradually expanded to encompass a wide typological range of objects, as well as a wide range of time periods. At the same time, more and more disciplines have been involved in the study, safeguarding, promotion and management of heritage. Furthermore, as the participation and access to heritage is now recognised as a human right, the heritage processes involve more stakeholders, including groups which value the heritage object in different ways. These are some of the fundamental changes that characterise a 'new paradigm' in the heritage field. In light of this 'new paradigm' the consideration of heritage values has gradually shifted from the periphery to the epicentre of conservation theory and practice.

As heritage has been increasingly accepted as the source of important benefits to society the need to protect more complex layers of our heritage and to mobilise them in favour of sustainable development is today more urgent than ever.

This thesis argues that value-based approaches present opportunities for addressing complex heritage questions and mobilising heritage towards sustainable development in conflict-affected contexts. The heritage values of the modern architectural heritage of Cyprus, as well as the opportunities in the value-based approaches are addressed through the examination of the case study of post-WWII schools built in the city of Larnaka, Cyprus between 1945-1963.

# List of Contents

<b>ABSTRACT</b>	<b>I</b>
<b>LIST OF CONTENTS</b>	<b>II</b>
<b>LIST OF TABLES</b>	<b>IV</b>
<b>LIST OF FIGURES</b>	<b>V</b>
<b>LIST OF ABBREVIATIONS</b>	<b>XXIII</b>
<b>ACKNOWLEDGEMENTS</b>	<b>XXIV</b>
<b>1. INTRODUCTION: DEFINING THE RESEARCH CONTEXT</b>	<b>1</b>
1.1. DEFINITIONS OF THE KEY RESEARCH COMPONENTS	1
1.2. INTERRELATIONS BETWEEN THE KEY RESEARCH COMPONENTS	17
1.3. THE RESEARCH PROBLEM: MODERN ARCHITECTURE IN CYPRUS AS HERITAGE	45
1.4. THE RESEARCH QUESTIONS	49
1.5. RESEARCH AIMS	50
1.6. METHODOLOGY	50
1.7. RESEARCH LIMITATIONS	51
1.8. THESIS STRUCTURE	51
<b>2. THE HERITAGE FIELD IN THE TWENTY-FIRST CENTURY: TOWARDS VALUE-BASED APPROACHES</b>	<b>53</b>
2.1. INTRODUCTION: THE NEW PARADIGM IN THE HERITAGE FIELD	53
2.2. THE DEVELOPMENT OF THE CONCEPT OF HERITAGE VALUES	53
2.3. A CONTINUING RESEARCH INTEREST ON HERITAGE VALUES	60
2.4. CHALLENGES OF INCLUDING HERITAGE VALUES IN THE HERITAGE PRACTICE	63
<b>2.5. VALUE-BASED METHODOLOGIES IN HERITAGE POLICY AND STUDIES</b>	<b>76</b>
2.6. CONCLUSION	84
<b>3. RESEARCH METHODOLOGY: DEVELOPING A VALUE-BASED APPROACH FOR ADDRESSING THE MODERN ARCHITECTURAL HERITAGE IN CYPRUS</b>	<b>87</b>
3.1. INTRODUCTION	87
3.2. WHY A VALUE-BASED APPROACH FOR ADDRESSING THE RESEARCH PROBLEM IS BEING USED	87
3.3. MODERN SCHOOLS IN LARNAKA: DEVELOPING A RESEARCH METHODOLOGY	90
<b>4. MODERN SCHOOLS IN LARNAKA: A CASE STUDY RESEARCH</b>	<b>118</b>
4.1. INTRODUCTION	118
4.2. AGIOS GEORGIOS ELEMENTARY SCHOOL	120
4.3. AGIOS IOANNIS ELEMENTARY SCHOOL	166



4.4.	DROSIA MIDDLE SCHOOL _____	202
4.5.	AGIOS GEORGIOS HIGH SCHOOL _____	247
4.6.	PRODROMOS ELEMENTARY SCHOOL _____	291
<b>5.</b>	<b>CASE STUDY RESEARCH FINDINGS: THE RANGE AND NATURE OF HERITAGE VALUES ASSOCIATED WITH MODERN SCHOOLS IN LARNAKA _____</b>	<b>329</b>
5.1.	INTRODUCTION _____	329
5.2.	THE RANGE OF HERITAGE VALUES LINKED WITH THE CASE STUDY _____	329
5.3.	THE NATURE OF HERITAGE VALUES LINKED WITH THE CASE STUDY _____	341
5.4.	FURTHER THAN THE RESEARCH QUESTIONS _____	347
5.4.1.	USER ATTITUDES TOWARDS THE SCHOOLS' PROTECTION _____	347
5.4.2.	USERS' WILLINGNESS TO BE INVOLVED IN DECISION MAKING PROCESSES FOR THE FUTURE OF THE BUILDING _____	349
5.5.	CONCLUSION _____	349
<b>6.</b>	<b>A VALUE-BASED APPROACH FOR MOBILISING MODERN ARCHITECTURAL HERITAGE IN CYPRUS TOWARDS SUSTAINABLE DEVELOPMENT _____</b>	<b>351</b>
6.1.	OPPORTUNITIES IN A VALUE-BASED APPROACH FOR THE PROTECTION OF MODERN ARCHITECTURAL HERITAGE IN CYPRUS AND ITS MOBILISATION TOWARDS SUSTAINABLE DEVELOPMENT: LESSONS FROM THIS RESEARCH _____	351
6.1.1.	A VALUE-BASED APPROACH FOR MODERN ARCHITECTURAL HERITAGE IN CYPRUS _____	351
6.1.2.	CONCLUSION _____	356
<b>APPENDIX _____</b>		<b>357</b>
	DOCUMENTS SUBMITTED TO INTERVIEWEES _____	358
	INTERVIEW QUESTIONS _____	360
<b>LIST OF REFERENCES _____</b>		<b>364</b>
<b>LEGISLATION (REPUBLIC OF CYPRUS) _____</b>		<b>381</b>

## List of Tables

Table 1- 1 Charters ratified by Cyprus

Table 2- 1 Overview of the use of the term of 'values' in international conservation documents

Table 3- 1 School buildings included in the case study

Table 4- 1/AGES Site Identification

Table 4- 2/AGES Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

Table 4- 1/AIES Site identification

Table 4- 2/AIES Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

Table 4- 1/DMS Site identification

Table 4- 2/DMS Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

Table 4- 1/AGHS Site description

Table 4- 2/AGEH Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

Table 4- 1/PES Site Identification

Table 4- 2/PES Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

# List of figures

## Chapter 1

Il. 1- 1 The Value and Impact of Heritage and the Historic Environment Infographic.....	9
Il. 1- 2 The different subdomains identified in the collected studies mapped in the holistic four domain approach diagram. Figure from (CHCFE Consortium, 2015).....	10
Il. 1- 3 Cyprus today.....	14
Il. 1- 4 The Loyds building by Sir Edwin Cooper .....	18
Il. 1- 5 The Loyds building by Richard Rogers.....	18
Il. 1- 6 The Bracken House .....	18
Il. 1- 7 Robin Hood Gardens .....	21
Il. 1- 8 Robin Hood Gardens exterior showing section acquired by the V&A.....	21
Il. 1- 9 The Cyprus archaeological museum.....	23
Il. 1- 10 The Presidential Palace.....	23
Il. 1- 11 The Forest Park hotel in Platres .....	24
Il. 1- 12 The Rialto Theatre.....	24
Il. 1- 13 The General Hospital in Nicosia .....	25
Il. 1- 14 The English School in Nicosia .....	25
Il. 1- 15 Nicosia's urban development from 1930 to 1960.....	26
Il. 1- 16 View towards the south façade of the Lykavittou Elementary School.....	27
Il. 1- 17 Pallouriotissa High School, View form the street .....	27
Il. 1- 18 The Sömek House and Clinic, Nicosia.....	27
Il. 1- 19 Golden Sands Hotel, Famagusta.....	29
Il. 1- 20 Amathus Hotel, Limassol.....	29
Il. 1- 21 The Nicosia International Airport's latest terminal .....	29
Il. 1- 22 The refuggee settlement in Strovolos, Nicosia by the architects cooperative CAEC .....	32

## Chapter 2

Il. 2- 1 The overview of heritage value typologies as collated by Fredheim and Khalaf (2017: p.468) .....	79
Il. 2- 2 Provisional typology of heritage values proposed by (Mason, 2002: p.10) .....	79
Il. 2- 3 The value assessment process as proposed by (Mason, 2002: p.7) .....	80
Il. 2- 4 The Cultural Values Model (Stephenson, 2008: p.136) .....	82
Il. 2- 5 The value-based heritage assessment process proposed by Fredheim and Khalaf (2017: p.472) .....	83
Il. 2- 6 The Nara Grid (Van Balen, 2008: p.40) .....	84

## Chapter 3

Il. 3- 1 (left) Pancyprian Gymnasium (former Greek school), the first secondary school in Cyprus, 1893, Nicosia .....	94
Il. 3- 2 (right) Phaneromenis Gymnasium, 1924, Nicosia.....	94
Il. 3- 3 Idadi School, Nicosia .....	95
Il. 3- 4 (left) Morphou Teachers' Training College .....	97
Il. 3- 5 (right)The Trainers College (currently part of the University of Cyprus) as a representative example of the 'Cypriot Melange' architectural style, 1958, Nicosia.....	97
Il. 3- 6 (left) the Atatürk Elementary School in Nicosia.....	98
Il. 3- 7 (right) The A' Elementary School in Limassol.....	98
Il. 3- 8 (left) The Technical School in Nicosia.....	100
Il. 3- 9 (right) The Technical School in Limassol.....	100
Il. 3- 10 (left) The Dasoupoli Elementary School in Nicosia .....	102
Il. 3- 11 (right) The plan of the Dasoupoli Elementary School .....	102
Il. 3- 12 (left) Entry point to one of the enclaves, 1965 (0731-001-YV) .....	103
Il. 3- 13 (right) Map of the distribution of the Turkish Cypriot enclaves in 1973 (the Turkish Cypriot enclaves are indicated in purple) .....	103
Il. 3- 14 (left) Lefkosha Turkish Boarding School for Girls in Nicosia, 1962 by Ahmet Bahaeddin .....	104

Il. 3- 15 (right) Kykkos High Schools in Nicosia .....	104
Il. 3- 16 The Burra Charter process .....	111
Il. 3- 17 The 'toolbox' synthesised for the case study.....	115

## Chapter 4

Il. 4- 1 The position of Larnaka on the map of Cyprus, and the location of the case study schools on the map of Larnaka @ author, 2018.....	119
Il. 4- 1/AGES The main façade of the AGES school building @ Author, March 2018 .....	120
Il. 4- 2/AGES Football match at the school's sport field @ Agios Georgios Elementary School archive .....	122
Il. 4- 3/AGES School celebration @ Agios Georgios Elementary School archive.....	122
Il. 4- 4/AGES Student photo at the entrance's staircase @ Agios Georgios Elementary School archive .....	123
Il. 4- 5/AGES School celebration @ Agios Georgios Elementary School archive.....	123
<i>Il. 4- 6/AGES School celebration @ Agios Georgios Elementary School archive.....</i>	<i>124</i>
Il. 4- 7/AGES Archive photos key map @ Author .....	124
Il. 4- 8/AGES Aerial orthophoto of the area, 1963. The school site of AGES has been marked in red boundary and has been enlarged by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	125
Il. 4- 9/AGES Physical Education class on the roof of the D' Urban Elementary School in Limassol (10C-70-003) @ Press and Information Office, Republic of Cyprus .....	127
Il. 4- 10/AGES Photo of students working at the school garden @ Agios Georgios Elementary School archive.....	128
Il. 4- 11/AGES Photo of students and school staff working on the school garden @ Agios Georgios Elementary School archive .....	128

Il. 4- 12/AGES Aerial orthophoto of the area, 2014. The school site of AGES has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.....	130
Il. 4- 13/AGES Photo of the current state of the school. In red are marked the later additions to the initial phase of the school @ author, March 2018.....	131
Il. 4- 14/AGES Photo of the current state of the school. In red are marked the later additions to the initial phase of the school @ author, March 2018.....	131
Il. 4- 15/AGES South façade of the school’s initial building @ Author, March 2018.....	133
Il. 4- 16/AGES West façade of the school’s initial building @ Author, March 2018 .....	133
Il. 4- 17/AGES West façade of the school’s more recent wing (east wing) @ Author, March 2018 .....	134
Il. 4- 18/AGES (left) The school’s initial entrance, still used as main entrance to the building @ Author, March 2018 .....	134
Il. 4- 19/AGES (middle) The school’s initial entrance, still used as main entrance to the building @ Author, March 2018.....	134
Il. 4- 20/AGES (right) South façade of the south wing of the school’s initial building @ Author, March 2018.....	134
Il. 4- 21/AGES (left) The initial staircase @ Author, March 2018.....	135
Il. 4- 22/AGES (middle) The corridor of the initial building on the ground floor @ Author, March 2018.....	135
Il. 4- 23/AGES (right) The interior of one of the classes on the first floor @ Author, March 2018 .....	135
Il. 4- 24/AGES The interior of the assembly hall @ Author, March 2018 .....	135
Il. 4- 25/AGES Current state photos key map @ Author.....	136

Il. 4- 26/ AGES & Il. 4- 27/AGES Dianellios Technical School, 1962, Larnaka @ I. Perikleous personal archive.....	137
Il. 4- 28/AGES Agios Georgios High School, Larnaka, 1962 (0402-001-YV) @ Press and Information Office, Republic of Cyprus.....	137
Il. 4- 29/AGES & Il. 4- 30/AGES D' Urban school in Limassol, 1950-51 (10C-029) @ Press and Information, Republic of Cyprus.....	137
Il. 4- 31/AGES A' Urban school in Limassol, 1954-55 @ I. Perikleous personal archive.....	138
Il. 4- 32/AGES E' Urban school in Limassol, 1958 @ Pattichion Municipal Museum, Historical Archive and Research Centre.....	138
Il. 4- 33/AGES The School Garden of the new school of Agios Loukas, c. 1956 (10C-004) @ Press and Information Office, Republic of Cyprus.....	138
Il. 4- 34/AGES Stavros Elementary School in Famagusta, c. 1956 (10C-026) @ Press and Information Office, Republic of Cyprus.....	138
Il. 4- 35/AGES School facilities in Lefka, c. 1956 (10C-016) @ Press and Information Office, Republic of Cyprus.....	139
Il. 4- 36/AGES Agios Ioannis Elementary School @ Author, March 2018.....	139
Il. 4- 37/AGES The School Assembly, 1958-59 @ Agios Georgios Elementary School archive	143
Il. 4- 38/AGES The School Assembly, 1959-60 @ Agios Georgios Elementary School archive	143
Il. 4- 39/AGES Year Photo, 1958-59 @ Agios Georgios Elementary School archive .....	144
Il. 4- 40/AGES Participation of AGES students at student parade for Greek National Holiday, 1958-59 @ Agios Georgios Elementary School archive.....	145
Il. 4- 41/AGES School celebrations for Greek National Holiday estimated circa 1960 @ Agios Georgios Elementary School archive.....	145
Il. 4- 42/AGES School celebrations for Greek National Holiday estimated circa 1960 @ Agios Georgios Elementary School archive.....	145

Il. 4- 43/AGES School celebrations for Greek National Holiday 1958-1959 @ Agios Georgios Elementary School archive .....	145
Il. 4- 44/AGES The light fencing which was referred to by the interviewees is visible at this photo from the school archive @ Agios Georgios Elementary School Archive .....	148
Il. 4- 45/AGES Masking tape visible on the window glass at the background of the student photo @ Agios Georgios Elementary School Archive .....	149
Il. 4- 46/AGES Cadastral map of the area. The school sites of AIES and AGES have been marked in red boundary by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	150
Il. 4- 47/AGES A class photo at the front steps from the first years of the school's operation @ Konstandina Olympiou personal archive .....	151
Il. 4- 48/AGES The school during construction @ Mary Solomou personal archive .....	151
Il. 4- 49/AGES & Il. 4- 50/AGES Photos from Mary's Solomou personal archive where the AGES is visible at the back. The original name of the school is visible (Larnaka Mixed School [Μικτή Σχολή Λάρνακος] @ Mary Solomou personal archive .....	152
Il. 4- 51/AGES Photo from Mary's Solomou personal archive where the assembly hall and lavatories are captured from the west @ Mary Solomou personal archive .....	152
Il. 4- 52/AGES Photo from Mary's Solomou personal archive where the AGES is visible at the back. The original name of the school is visible (Larnaka Mixed School [Μικτή Σχολή Λάρνακος] @ Mary Solomou personal archive .....	152
Il. 4- 53/AGES The initial part of the AGES demonstrated on the current state of its buildings ....	160
Il. 4- 54/AGES The initial part of the AGES demonstrated on the current state of its buildings ....	161
Il. 4- 55/AGES The exterior staircase and main entrance of the AGES demonstrated on the current state of its buildings.....	161
Il. 4- 56/AGES The initial staircase of the AGES demonstrated on the current state of its buildings .....	162



Il. 4- 57/AGES The assembly hall of the AGES demonstrated on the current state of its buildings .....	162
Il. 4- 1/AIES The Agios Ioannis Elementary School @Author, March 2018.....	166
Il. 4- 2/AIES Tuzla and Larnaka on the Kitchener Survey map, 1887-1883 @ 2016. Sylvia Ioannou Foundation.....	167
Il. 4- 3/AIES Cadastral map @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. The school site of AIES has been isolated and marked in red boundary by the author...	168
Il. 4- 4/AIES Aerial orthophoto of the area, 1963. The school site of AIES has been isolated and marked in red boundary by the author. The AGES site is also visible on the lower left side of the photograph @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	169
Il. 4- 5/AIES A school event at the assembly space, 1976 @ Agios Ioannis Elementary School archive.....	170
Il. 4- 6/AIES & Il. 4- 7/AIES Photo from the school album, 1977-1978 @ Agios Ioannis Elementary School archive.....	170
Il. 4- 8/AIES & Il. 4- 9/AIES Photo from the school album, 1977-1978 @ Agios Ioannis Elementary School archive.....	171
Il. 4- 10/AIES & Il. 4- 11/AIES Photo from the school album, 1979-1980 @ Agios Ioannis Elementary School archive .....	171
Il. 4- 12/AIES & Il. 4- 13/AIES Photo from the school album, 1984 @ Agios Ioannis Elementary School archive.....	172
Il. 4- 14/AIES The AIES Archive Photos key map.....	172
Il. 4- 15/AIES Zoom in the Aerial orthophoto of the area, 1963. The school Garden of AIES has been marked in red boundary by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. The school garden continued to exist after 1974 and was maintained by the Greek Cypriot students.....	174
Il. 4- 16/AIES & Il. 4- 17/AIES Photographs at the school garden, 1977-78 @ Agios Ioannis Elementary School archive .....	174

Il. 4- 18/AIES Aerial orthophoto of the area, 2014. The school site of AGES has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	176
Il. 4- 19/AIES & Il. 4- 20/AIES South façade of the school’s initial building @ Author, March 2018 .....	177
Il. 4- 21/AIES & Il. 4- 22/AIES East façade of the school’s initial building @ Author, March 2018 .....	178
Il. 4- 23/AIES North façade of the school from the courtyard @ Author, March 2018.....	178
Il. 4- 24/AIES North façade of the school @ Author, March 2018.....	179
Il. 4- 25/AIES The west façade of the school’s more recent assembly hall @ Author, March 2018 .....	179
Il. 4- 26/AIES East façade of the school’s more recent wing (east wing) @ Author, March 2018 .....	180
Il. 4- 27/AIES & Il. 4- 28/AIES The staircase of the southern wing @ Author, March 2018 .....	180
Il. 4- 29/AIES The northern corridor on the ground floor of the southern wing @ Author, March 2018 .....	180
Il. 4- 30/AIES Current state photos key map .....	181
Il. 4- 31/AIES The AIES @Author, March 2018 .....	181
Il. 4- 32/AIES The AGES during construction @ Mary Solomou personal archive .....	181
Il. 4- 33/AIES A’ Urban school in Limassol, 1954-55 @ I. Perikleous personal archive .....	182
Il. 4- 34/AIES Dianellio Orphanage and Vocational School @ I. Perikleous personal archive ...	182
Il. 4- 35/AIES The Ataturk Elementary School @ Press and Information Office, Republic of Cyprus .....	183
Il. 4- 36/AIES Stavros Elementary School in Famagusta @ Press and Information office, Republic of Cyprus .....	184

Il. 4- 37/AIES The historic Ottoman fountain in Tuzla, at the back the Tuzla hammam is visible @ Author, 2017.....	184
Il. 4- 38/AIES The Tuzla Mosque @ Author, 2017 .....	184
Il. 4- 39/AIES The AIES's old wing .....	194
Il. 4- 40/AIES The AIES's front facade .....	194
Il. 4- 41/AIES The AIES's original doors and windows.....	195
Il. 4- 42/AIES The AIES's new building wing of the school. @ Author, March 2018.....	195
Il. 4- 43/AIES The AIES's new building wing .....	195
Il. 4- 44/AIES The current theatre room of AIES@ Author, March 2018 .....	196
Il. 4- 45/AIES The theatre of the school today .....	196
Il. 4- 46/AIES The AIES's initial 'Sport Salon'.....	196
Il. 4- 47/AIES & Il. 4- 48/AIES Photos from the school archive of the roofed space (Sport Salon) @ Agios Ioannis Elementary School archive.....	197
Il. 4- 49/AIES The classrooms of the AIES .....	197
Il. 4- 1/DMS The Drosia Middle School @Author, March 2018 .....	202
Il. 4- 2/DMS Photograph of the Turkish Cypriot war captives kept at the DMS building in 1974 @ Havadis Kibris. Available at <a href="https://www.havadiskibris.com/bir-varmis-bir-yokmus-111/">https://www.havadiskibris.com/bir-varmis-bir-yokmus-111/</a> [accessed November 2018].....	206
Il. 4- 3/DMS The building plot, part of which was used for the school indicated on the Cadastral map (red boundary) @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	207
Il. 4- 4/DMS Aerial orthophoto of the area, 1963. The school site of DMS has been isolated and marked in red boundary by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.....	208

Il. 4- 5/DMS Photo from the back cover of the school yearbook, 1976-1981 @ Drosia Middle School archive.....	210
Il. 4- 6/DMS Photo from the school album, 1983-1984 @ Drosia Middle School archive.....	211
Il. 4- 7/DMS Photo from the school album, 1977-1978 @ Drosia Middle School archive.....	211
Il. 4- 8/DMS Photo from the school album, 1978-1979 @ Drosia Middle School archive.....	212
Il. 4- 9/DMS Photo from the school album, 1978-1979 @ Drosia Middle School archive.....	212
Il. 4- 10/DMS Photo from the school album, 1979-1980 @ Drosia Middle School archive .....	213
Il. 4- 11/DMS Photo from the school album, 1977-1978 @ Drosia Middle School archive .....	213
Il. 4- 12/DMS Photo from the school album, 24 <sup>th</sup> January 1980 @ Drosia Middle School archive .....	214
Il. 4- 13/DMS Photo from the school album, 24 <sup>th</sup> January 1980 @ Drosia Middle School archive .....	214
Il. 4- 14/DMS Photo from the back cover of the school yearbook, 1987-1988 @ Drosia Middle School archive.....	214
Il. 4- 15/DMS Aerial orthophoto of the area, 2014. The school site of DMS has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	216
Il. 4- 16/DMS & Il. 4- 17/DMS The main entrance at the southwest façade of the school's initial building @ Author, March 2018 .....	217
Il. 4- 18/DMS & Il. 4- 19/DMS The westernmost area of the southwest façade of the school's initial building @ Author, March 2018 .....	218
Il. 4- 20/DMS & Il. 4- 21/DMS The main entrance at the southwest façade of the school's initial building @ Author, March 2018 .....	218
Il. 4- 22/DMS Northwest façade of the school @ Author, March 2018 .....	219
Il. 4- 23/DMS Northeast façade of the school @ Author, March 2018.....	219

Il. 4- 24/DMS Northeast façade of the school @ Author, March 2018.....	220
Il. 4- 25/DMS The southeast façade of the northwest wing of the school @ Author, March 2018 .....	220
Il. 4- 26/DMS East façade of the school’s more recent wing (east wing) @ Author, March 2018 .....	220
Il. 4- 27/DMS The southeast façade of the northwest wing of the school @ Author, March 2018 .....	221
Il. 4- 28/DMS East façade of the school’s more recent wing (east wing) @ Author, March 2018 .....	221
Il. 4- 29/DMS & Il. 4- 30/DMS The westernmost area of the southwest façade of the school’s initial building @ Author, March 2018 .....	222
Il. 4- 31/DMS, Il. 4- 32/DMS & Il. 4- 33/DMS The school corridors @ Author, March 2018 .	222
Il. 4- 34/DMS, Il. 4- 35/DMS, Il. 4- 36/DMS The initial school staircases still in use today @ Author, March 2018 .....	223
Il. 4- 37/DMS The interior of the school’s assembly hall @ Author, March 2018.....	223
Il. 4- 38/DMS Current state photos key map .....	224
Il. 4-39/DMS The Polis Middle School @ UNDP (photograph: Maria Costi de Castrillo, 2017) .....	225
Il. 4-40/DMS The Polis Middle School @ UNDP (photograph: Maria Costi de Castrillo, 2017) .....	225
Il. 4-41/DMS The former Ataturk Primary School, today Larnaka Faneromeni Middle School @ Author, 2018.....	226
Il. 4-42/DMS The Ottoman mansion which accommodated the Bekirpasa Commercial college and the Ataturk Primary School during the period 1964-1974@ Serdar Saydam.....	227

Il. 4- 43/DMS Turkish Cypriots being withheld at the school, 30 <sup>th</sup> September 1974 @ Paraskevas Samaras private archive .....	233
Il. 4- 44/ DMS The old wing of the DMS .....	240
Il. 4- 45/ DMS The front facade of the DMS .....	241
Il. 4- 46/DMS The DMS front façade of the old wing @ Author, April 2018 .....	241
Il. 4- 47/ DMS The assembly hall of the DMS.....	242
Il. 4- 48/ DMS The library of the DMS .....	242
Il. 4- 1/AGHS The Agios Georgios High School @Author, March 2018 .....	247
Il. 4- 2/AGHS Cadastral map @ Department of Lands and Surveys, Republic of Cyprus .....	248
Il. 4- 3/AGHS The Agios Georgios High School @ Technical Services Archive, Ministry of Education and Culture, Republic of Cyprus .....	251
Il. 4- 4/AGHS The Agios Georgios High School on the day of its inauguration, 1962@ Press and Information Office, Republic of Cyprus.....	252
Il. 4- 5/AGHS Archival photos key map .....	252
Il. 4- 6/ /AGHS Aerial orthophoto of the area, 1963. The school site of AGHS has been isolated and marked in red boundary by the author. @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.....	253
Il. 4- 7/AGHS The colonnade of the neighbouring Agios Georgios (Kontos) Monastery @ <a href="https://larnaka.wordpress.com/">https://larnaka.wordpress.com/</a> .....	254
Il. 4- 8/AGHS Drawings of the addition of the northern wing of the school @Technical Services Archive, Ministry of Education and Culture, Republic of Cyprus .....	256
Il. 4- 9/AGHS The AGHS from the school buildings photographic survey by Pefkios Georgiades @ Pefkios Georgiades personal Archive.....	257
Il. 4- 10/AGHS The AGHS from the school buildings photographic survey by Pefkios Georgiades @ Pefkios Georgiades personal Archive.....	257

Il. 4- 11/AGHS Aerial orthophoto of the area, 2014. The school site of AGHS has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	259
Il. 4- 12/AGHS The southeast corner of the school’s initial building, view towards the west @ Author, March 2018 .....	260
Il. 4- 13/AGHS The south facade of the school’s initial building, view towards the south @ Author, March 2018 .....	261
Il. 4- 14/AGHS The north facade of the building, view towards the west @ Author, March 2018 .....	261
Il. 4- 15/AGHS The north facade of the building, view towards the south@ Author, March 2018 .....	262
Il. 4- 16/AGHS The west façade of the building, view towards the east @ Author, March 2018 .....	262
Il. 4- 17/AGHS The west façade of the building, view towards the east @ Author, March 2018 .....	263
Il. 4- 18/AGHS Recent school extension, west of the south wing, view towards the east @ Author, March 2018 .....	263
Il. 4- 19/AGHS The recently added western wing of the school, view towards the northwest @ Author, March 2018.....	264
Il. 4- 20/ AGHS The south facade of the school, view towards the northeast @ Author, March 2018 .....	264
Il. 4- 21/AGHS Sections of the south façade of the school, view towards the north @ Author, March 2018 .....	265
Il. 4- 22/AGHS Sections of the south façade of the school, view towards the north @ Author, March 2018 .....	265
Il. 4- 23/AGHS Sections of the south façade of the school, view towards the north @ Author, March 2018.....	265

Il. 4- 24/AGHS The sports field, view towards the south @ Author, March 2018 .....	265
Il. 4- 25/AGHS View from the balcony towards the school yard, view towards the west @ Author, March 2018 .....	266
Il. 4- 26/AGHS A school corridor @ Author, March 2018 .....	266
Il. 4- 27/AGHS A school corridor @ Author, March 2018 .....	266
Il. 4- 28/AGHS View from the balcony of the north wing towards the school yard, view towards the west @ Author, March 2018 .....	266
Il. 4- 29/AGHS view of one of the staircases @ Author, March 2018 .....	267
Il. 4- 30/AGHS view of one of the staircases @ Author, March 2018 .....	267
Il. 4- 31/AGHS view of one of the staircases @ Author, March 2018 .....	267
Il. 4- 32/AGHS The theatre space of the school @ Author, March 2018 .....	267
Il. 4- 33/AGHS The school library @ Author, March 2018 .....	268
Il. 4- 34/AGHS The school portico@ Author, March 2018 .....	268
Il. 4- 35/AGHS The school portico@ Author, March 2018 .....	268
Il. 4- 36/AGHS One of the school laboratories on the east wing of the school@ Author, March 2018 .....	268
Il. 4- 37/AGHS Current state photos key map.....	269
Il. 4- 38/ AGHS Dianellios Technical School in Larnaka @ I. Perikleous personal archive .....	269
Il. 4- 39/AGHS The Greek Female High School in Limassol @ I. Perikleous personal archive ....	270
Il. 4- 40/AGHS The old building of the Pagkyprio High School (demolished) @ Pangkyprio High School archive.....	270
Il. 4- 41/AGHS The 1967 building of the Pagkyprio High School @ Pangkyprio High School archive .....	270



Il. 4- 42/AGHS President Makarios addressing a speech on the inauguration of the AGHS, 1962 (0402-001-YV) @ Press and Information Office, Republic of Cyprus .....	272
Il. 4- 43/AGHS The visit of Princess Irene, Princess of Greece, at the school in 1962 (0392-001-YV) @ Press and Information Office, Republic of Cyprus.....	272
Il. 4- 44/AGHS The portico of the AGHS.....	284
Il. 4- 45/AGHS The main facade of the AGHS.....	284
Il. 4- 46/AGHS The theatre space of the AGHS .....	285
Il. 4- 47/AGHS The library of the AGHS.....	285
Il. 4- 48/AGHS The laboratories of the AGHS.....	286
Il. 4- 49/AGHS The initial part of the school building .....	286
Il. 4- 1/PES The main façade of the PES school building @ Author, March 2018.....	291
Il. 4- 2/PES Site plan of the school @ Technical Services, Ministry of Education and Culture, Republic of Cyprus.....	294
Il. 4- 3/PES Architectural plans of the school @ Technical Services, Ministry of Education and Culture, Republic of Cyprus.....	295
Il. 4- 4/PES Inauguration day, 25th November 1962 @ Prodromos Elementary School archive	296
Il. 4- 5/PES Inauguration day, 25th November 1962 @ Prodromos Elementary School archive	296
Il. 4- 6/PES Classroom @ Prodromos Elementary School archive .....	297
Il. 4- 7/PES School event, 1966 @ Prodromos Elementary School archive.....	297
Il. 4- 8/PES Christmas school event, 1966 @ Prodromos Elementary School archive .....	298
Il. 4- 9/PES Christmas school event, 1966 @ Prodromos Elementary School archive .....	298
Il. 4- 10/PES Christmas school event, 1966 @ Prodromos Elementary School archive.....	299
Il. 4- 11/PES Archive photos key map.....	299

Il. 4- 12/PES Aerial orthophoto of the area, 1963. The school site of PES has been marked in red boundary and has been enlarged @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.....	300
Il. 4- 13/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive .....	301
Il. 4- 14/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive .....	301
Il. 4- 15/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive .....	302
Il. 4- 16/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive .....	302
Il. 4- 17/PES The PES, 2002 @ Prodromos Elementary School archive.....	303
Il. 4- 18/PES The PES, 2002 @ Prodromos Elementary School archive.....	303
Il. 4- 19/PES Cadastral map @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. The school site of PES has been isolated and marked in red boundary by the author.....	304
Il. 4- 20/PES Aerial orthophoto of the area, 2014. The school site of PES has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	305
Il. 4- 21/PES Aerial orthophoto of the area, 2014. The school site of PES has been marked in red boundary @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. ....	306
Il. 4- 22/PES Southwest façade of the school, view towards the northeast @ Author, April 2018 .....	307
Il. 4- 23/PES Southwest façade of the school, view towards the northeast @ Author, April 2018 .....	308
Il. 4- 24/PES Northwest façade of the school, view towards the west @ Author, April 2018.....	308

Il. 4- 25/PES (left) Northwest façade and east façade of the school, view towards the west @ Author, April 2018.....	309
Il. 4- 26/PES (right) East façade of the school, view towards the north @ Author, April 2018 ....	309
Il. 4- 27/PES East façade of the school @ Author, April 2018 .....	309
Il. 4- 28/PES North and west façade of the school, view towards the east @ Author, April 2018 .....	310
Il. 4- 29/PES & Il. 4- 30/PES North façade of the school, view towards the west @ Author, April 2018 .....	310
Il. 4- 31/PES North façade of the school, view towards the south @ Author, April 2018 .....	311
Il. 4- 32/PES Northwest and east façade of the school, view towards the west @ Author, April 2018 .....	311
Il. 4- 33/PES North façade of the school, view towards the south @ Author, April 2018 .....	311
Il. 4- 34/PES & Il. 4- 35/PES The corridor between the westernmost wing of the school and the new sports hall building @ Author, April 2018 .....	312
Il. 4- 36/PES, Il. 4- 37/PES & Il. 4- 38/PES School corridors @ Author, April 2018.....	312
Il. 4- 39/PES & Il. 4- 40/PES The westernmost staircase of the school @ Author, April 2018.....	313
Il. 4- 41/PES South corridor of the first floor, view towards the west @ Author, April 2018.....	313
Il. 4- 42/PES The garden area southward of the school building @ Author, April 2018.....	313
Il. 4- 43/PES Current photos key map.....	314
Il. 4- 44/PES (left) Agios Epiktitos Elementary School in Kyrenia @ Technical Services, Ministry of Education, Republic of Cyprus .....	314
Il. 4- 45/PES (right) Elementary School in Kyperounta @ Technical Services, Ministry of Education, Republic of Cyprus.....	314

Il. 4- 46/PES & Il. 4- 47/PES Akropolis Elementary school in Nicosia, 1962 @ Technical Services, Ministry of Education, Republic of Cyprus.....	315
Il. 4- 48/PES Construction detail of the ashlar masonry and terrazzo vertical sun breakers for the Akropolis Elementary School @ Technical Services, Ministry of Education, Republic of Cyprus ..	315
Il. 4- 49/PES The Lykavittou Elementary School building in Nicosia, 1958 @ Architektoniki, 1958 .....	316
Il. 4- 50/PES & Il. 4- 51/PES The common meal provided to students of the school @ PES school archive.....	317
Il. 4- 52/PES A class photo in front of the easternmost staircase of the southern wing of the school, 1968-1969 @ Niki Siandou's personal archive.....	321
Il. 4- 53/AGHS The latest additions to the building.....	325

## List of Abbreviations

**AGES** Agios Georgios Elementary School

**AGHS** Agios Georgios High School

**AIES** Agios Ioannis Elementary School

**CIAM** International Congresses of Modern Architecture

**CHCfE** Cultural Heritage Counts for Europe

**DMS** Drosia Middle School

**DOCOMOMO** Documentation and Conservation of buildings, sites and neighbourhoods of the Modern Movement

**EVKAF** The religious and charitable foundations (Pious) foundations in Cyprus (Turkish: vakif or evkaf in plural).

**GCI** Getty Conservation Institute

**HEF** Historic Environment Forum

**ICOMOS** International Council on Monuments and Sites

**ICOMOS ISC20** International Council on Monuments and Sites Twentieth Century Heritage International Scientific Committee

**JPI-CH** Joint Programming Initiative Cultural Heritage and Global Change

**NMP** Nicosia Master Plan

**OUV** Outstanding Universal Value

**PES** Prodromos Elementary School

**PWD** Public Works Department

**RIBA**. Royal Institute of British Architects

**RLICC** Raymond Lemaire International Centre for Conservation

**SPAB** Society's for the Protection of Ancient Buildings

**SRA** Strategic Research Agenda

**TCCH** Technical Committee on Cultural Heritage

**UN** United Nations

**UNESCO** United Nations Educational, Scientific and Cultural Organization

**WHL** World Heritage List

**WWII** World War II

**WWI** World War I

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I declare that all the material contained in this thesis is my own work



# 1. Introduction: Defining the research context

The subject of this study was defined by my combined interests in modern architecture, heritage, and the local context of Cyprus. The interrelations between these three notions constitute the backbone of this study: namely the examination of modern architecture as heritage, modern architecture in Cyprus, heritage in Cyprus and the overarching subject of the examination of modern architecture in Cyprus as heritage. This issue was examined within the general context of the international debates about heritage. Aim of the analysis of the terms (modern architecture, Cyprus, heritage) in this chapter is to clarify how these terms are used and considered in the framework of this thesis.

## 1.1. Definitions of the key research components

### 1.1.1. Modern architecture

The term modern architecture as used in this study refers to the modern architectural movement which developed in the 20<sup>th</sup> century. Nevertheless, important for this research is the acknowledgement of the existence of multiple expressions of modern architecture, corresponding to the multiple architectural movements which developed throughout the modern period.

The word 'modern' has been used since the sixteenth century in a way that, as Raymond Williams (1983: p.209) points out, was close to our current use of 'contemporary'. Since then the use of the word has changed in many ways in relation to the changing socio-political context.<sup>1</sup> During the late nineteenth and early twentieth century and the origins of the modern architectural movement the word 'modern' was widely used in a manner much related to its latter definition, meaning "opposed to the traditional, the backward, and the primitive" (Morris and Sakai, 2005). However, as Gregory (2009) highlighted common to the majority of the historic definitions of the 'modern' is the idea of the new, of change and a break with the past.

The modern movement, one of the most important architectural movements of the twentieth century, originated from processes which date back to the eighteenth century (Frampton, 1999). It developed in line with, or as reaction to, a series of cultural, socio-political, urban and landscape and technical

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<sup>1</sup> For further definitions of the terms modern, modernism and modernisation see Berman, 2010

transformations which characterised a period of 'modernity'.<sup>2</sup> The coordinates of this period according to the Dictionary of Human Geography (1999) included:

"The explosive growth of modern cities and the radical transformation of their built forms, economies and cultures; the restructuring of European capitalism, especially through the Agricultural Depression at the end of the nineteenth century and the intensified technical changes brought about by a new round of industrialization; the aggressive advance of European colonialism and imperialism; and the turbulence of the First World War and the Russian Revolution".

This period created an architectural movement which denounced the use of decorative elements, historicist architectural references and gave emphasis to the pure expression of the geometric form, of structure and to its construction. As Gregory (2009) stresses "L. H. Sullivan's phrase 'form (ever) follows function' (1896) and A. Loos' insistence that 'ornament is crime' (1908) together capture the architects' aspirations materialised in modern buildings".

Nevertheless, the modern architectural movement's roots are traced by architectural historians back to the Arts and Crafts movement, and to the writings of William Morris, John Ruskin and Eugène-Emmanuel Violet-le-Duc (Frampton, 1999: p.48-55; Philippides, 1984: p.29). These writings influenced the work of such defining figures of the movement as the architect Frank Lloyd Wright who worked and created in the United States (U.S.) (Frampton, 1999: p.61-66; Philippides, 1984: p.29).

The decade of 1910-20 is characterised as decisive by Philippides, (1984) for the establishment of the modern movement in architecture in Europe. During that period modern architecture was characterised by an admiration for the machines, their capabilities, their advances but also by an aesthetic admiration towards them, influenced also by the futurism movement in the arts. This admiration was distilled in Le Corbusier's writings in the 1920s and his ideas about housing as "un machine a habiter" (Le Corbusier, *Vers une architecture*, 1923). Le Corbusier's ideas widely influenced architecture worldwide and defined architectural production in the post-WWI period in Europe.

During the same period another influential figure for the development of modern architecture began to produce important work in Germany, Mies Van der Rohe. Mies Van der Rohe's ideas influenced

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<sup>2</sup> For a more detailed analysis of the origins, chronology and characteristics of modern architecture see (Frampton, 1999)

the architectural production in Europe for decades to come (Frampton, 1999: p. 150-154; Philippides, 1984: p.32, 36, 37).

In the early 1920s the building of the Bauhaus school was constructed in Dessau. The building was designed by Walter Gropius as the material manifestation of the modern architecture ideals (Gropius, 1935 cited in Philippides, 1984). The ideas of the school of Bauhaus and the work of Gropius were very influential in the development of modern architecture (Frampton, 1999: p. 118-123).

During this period, 'modernity' becomes synonymous with the notion of progress and gradually affects most areas of life, from the medicalization of bodies and environments to the rationalization of urban life through the discourse of planning (Gregory, 2009b). The CIAM (International Congresses of Modern Architecture) established in 1928, rendered architecture as inseparable from the wider issues of politics and economy and defined modern urban planning (Frampton, 1999: p. 241). The CIAM additionally played a critical role in the dissemination of the ideals of modern architecture in Europe but also internationally (Bozdogan, 2001: p.4-5).

The pure expression of the geometric form and of the spatial structure, often cast in the terms of functionalism and structuralism were embraced by an entire generation of architects and defined the modern architectural production after the 1930s (Bozdogan, 2001: p. 5; Gregory, 2009a). These ideas of modern architecture assumed an even wider significance in the post-World War II period and especially in the 1950s and 1960s (Gregory, 2009a).

During the post-WWII period, Le Corbusier's work moved towards a more sculptural approach in architecture and an emphasis on the 'honest' use of the materials, principles on which the movement of brutalism was based (Philippides, 1984: p.36). The architectural movement of brutalism had worldwide influence.

In the 1970s the ideas of progress which defined the modern architectural movement were projected on to the constantly developing technologies and these ideas materialised through the High-tech architecture movement (Philippides, 1984: p.42-43). This was the period when a process of reflective appraisal of modern architecture was initiated and it eventually led to the end of the modern period and to the beginning of what is known as the post-modern period in architecture (Philippides, 1984: p.44-45).

Modern architecture in the framework of this thesis is considered the architectural style which developed and defined the international built landscape over the first parts of the 20<sup>th</sup> century—in the West between early twentieth century until approximately the 1970s— which, less importantly than being characterised by specific morphological characteristics, it constitutes the result of the modernisation processes which defined the socio-political conditions over that period. In the next parts of this chapter it is highlighted how the period of the development of the modern movement but also the morphological characteristics of the movement slightly vary in the context of Cyprus in relation to the main axes to the development of the movement in the West see 1.2.2.

### 1.1.2. Heritage

This research focuses on the examination of the immovable heritage and most specifically architectural heritage. The historic development of the concept of heritage was examined in the framework of this study, focusing mostly on how the conservation movements of the twentieth century defined the way heritage is considered today.

Jokilehto (1986) identifies four main historic periods in regard to European philosophies and approaches towards historic structures. Namely, the traditional approach, the 'romantic restoration', the conservation movement and the modern conservation theory. As Jokilehto notes, the traditional approach "has probably existed as long as society" (1986: p. 6). The 'romantic restoration' according to Jukilehto was established amidst the French Revolution, from the end of the eighteenth century and through the nineteenth century, and is represented by the writings of George Gilbert Scott, Eugene Viollet-le-Duc and others (1986: p. 4,7). Nora (1989: p.7), attributes the beginnings of the concept of heritage in the Western culture to this period and to the "irrevocable break marked by the disappearance of peasant culture that came with the apogee of industrial growth". According to Nora, with the 'acceleration of history' came the need for history and the subsequent need for museums, archives and monuments as material connections with the past. In such manner the relationship of society with historic places irrevocably changed.

The beginnings of the conservation movement are identified by Jokilehto in the nineteenth century. The origins of the movement are connected with the theories of Ruskin as expressed in his book *The Seven Lamps of Architecture* (1849) and later with the ideas of William Morris expressed in the

manifesto of the Society for the Protection of Ancient Buildings (SPAB) in 1877.<sup>3</sup> This was the first major statement on conservation philosophy in the United Kingdom and one of the first internationally (Pendlebury, 2001, p289-314). Jukilehto (1986) highlights how these ideas influenced greatly the development of the conservation movement in the whole of Europe.

Furthermore, according to Jukilehto (1986) the modern conservation theory, which is mainly considered and examined in this thesis, was born through the shock of WWII and it led to the establishment of international guidelines for conservation.

The physical and cultural devastation of WWII highlighted the need to protect and preserve what was cherished on the national scale, artworks and buildings linked with the identity of communities and nations. At the same time the idea of heritage, as a shared commodity for mankind, for the protection of which international co-operation was necessary, was cultivated as way to overcome divisions and to foster understanding and co-operation between previously warring nations. This was reflected in *Recommendations on International Principles applicable to Archaeological Excavations*, included in the Records of the General UNESCO Conference, held in New Delhi in 1956 (p. 40-41). The idea of heritage as shared and/or common was also promoted through the Council of Europe's *European Cultural Convention* in 1954 (article 1), and was later reiterated through many of the Council of Europe's charters and conventions (Council of Europe, 1969; 1975; 1985; 1992; 2000; 2005). Within this framework, in 2005 the Council of Europe through article 3 of the Convention on the Value of Cultural Heritage for Society, also known as Faro Convention, promoted an understanding of the common heritage of Europe, which consists of:

“a) all forms of cultural heritage in Europe which together constitute a shared source of remembrance, understanding, identity, cohesion and creativity, and,

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<sup>3</sup> The Society for the Protection of Ancient Buildings (SPAB) was founded by William Morris in 1877 to counteract the highly destructive 'restoration' of medieval buildings being practised by many Victorian architects and it constitutes the predecessor of the preservation societies of the twentieth century in England. For more information see (The Society for the Protection of Ancient Buildings, 2017). Since the creation of the SPAB the amenity movement has played an important role in shaping the public perception in England on what constitutes heritage and it was so influential that it affected the development of conservation legislation and practice in England in the twentieth century. For more on the role of the societies on the development of conservation legislation and practice in England see (Stamp, 1996, p77-98).

b) the ideals, principles and values, derived from the experience gained through progress and past conflicts, which foster the development of a peaceful and stable society, founded on respect for human rights, democracy and the rule of law.”

### *The concept of heritage and the new paradigm in the heritage field in the twenty-first century*

An important milestone for the field of conservation in the twentieth century was the adoption of the *International Charter for the Conservation and Restoration of Monuments and Sites*, known as the ‘Venice Charter’ in 1964 (ICOMOS, 1964b). According to the Venice Charter (ICOMOS, 1964: art. 1):

“The concept of an historic monument embraces not only the single architectural work but also the urban or rural setting in which is found the evidence of a particular civilisation, a significant development or an historic event. This applies not only to great works of art but also to more modest works of the past which have acquired cultural significance with the passing of time”.

More than fifty years after the adoption of the Venice Charter fundamental transformations in the field have challenged basic assumptions of what is and what should be the object of the conservation practice, as well as why and how the conservation practice is applied in the twenty-first century (Avrami, Mason and De la Torre, 2000).

The ever -expanding concept of heritage over the past fifty years has gradually increased its spectrum to encompass a much wider typological range of objects over a wider range of time periods, coming closer to the present.<sup>4</sup> This expansion can be observed through the study of the international heritage documents. The European Charter of the Architectural Heritage adopted by the Council of Europe in Amsterdam, in 1975, stated that architectural heritage “consists not only of our most important monuments: it also includes the groups of lesser buildings in our towns and characteristic villages in their natural or manmade settings”. Feilden and Jokilehto (1998: p.11) defined the expansion to the concept of cultural heritage as follows: “The tendency today is to understand cultural heritage in its broadest sense as containing all the signs that document the activities and achievements of human

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<sup>4</sup> This was reflected in various charters beginning from the *Venice Charter* (ICOMOS, 1964), the *Amsterdam charter* (Council of Europe, 1975), the *Lausanne charter* (ICOMOS and ICAHM, 1990), but also in various national policy documents as in the *Conservation Principles* (English Heritage, 2008), as well as in various national designation decisions, World Heritage List listings etc.

beings over time". This was later reflected in international heritage documents, as in the Faro Convention which in 2005 included one of the broadest definitions for cultural heritage (Council of Europe: article 2):

"cultural heritage is a group of resources inherited from the past which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time;"

At the same time, far more disciplines gradually became involved in the study, safeguarding, promotion and management of heritage. Over and above, the heritage processes of identification, evaluation and management involved more stakeholders, including groups which value the heritage object in different ways. Additionally, the intangible aspects of heritage became increasingly recognised.

These transformations were characterised as "fundamental for the field of conservation" by Avrami, Mason and De la Torre (2000: p.68) in the Research Report *Values and Heritage Conservation* for the Getty Conservation Institute(GCI):

"The field of conservation itself is undergoing fundamental transformations [...]. This report [Values and Heritage Conservation] has proposed a new definition of conservation: it should be understood as a social process [... in which] values are an important, determining factor in the current practices and future prospects of the conservation field"

As democratisation processes have fundamentally transformed the heritage field, heritage has been reconceptualised as a social process (Avrami et al., 2000: p. 68, Council of Europe, 2005; De la Torre, 2002: p. 3, 9,17,109; Bold and Pickard, 2013: p. 106; Smith, 2017) and access and participation to cultural heritage are recognised as a civil responsibility and a human right (Bold and Pickard, 2013: p. 106; ICOMOS, 1998; 2017; 2018).

These fundamental changes were also identified and characterised as a 'new paradigm' by Araoz (2011):<sup>5</sup>

"Based on observations and discussions in various international fora, it is argued that alongside traditional heritage places, a new paradigm for heritage sites has emerged whose

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<sup>5</sup> Gustavo F. Araoz was the elected President of the International Council of Monuments and Sites between 2008-2018.

values no longer rest entirely on material culture, but on intangible concepts for which traditional conservation practice often is neither effective nor applicable”.

The “traditional conservation practice” was being challenged for decades before Araoz’s characterisation of the ‘new paradigm’. In 1975, the Council of Europe introduced in the international conservation policy document the term ‘integrated conservation’ through the *European Charter of the Architectural Heritage*. The first interpretations of the term it referred to the integration of conservation in planning and legislation (Council of Europe, 1975: introduction, article 8; Council of Europe, 1985: article 10). Later interpretations of ‘integrated conservation’ included the integration of various professional disciplines in the conservation processes (Council of Europe, 2005: article 13c), the integration of all stakeholders in the process including the public (Council of Europe, 1975: article 9; Council of Europe, 2005: section 3), the integration of all the steps of the heritage process from identification to safeguarding and maintenance (Council of Europe, 1975: article 8; Council of Europe, 1985; Council of Europe, 2005: article 7d), and an overall more holistic approach to heritage which takes into account its complexity (Council of Europe, 1975: article 7, Council of Europe, 2005: 8b).<sup>6</sup> In 2000, the Getty Conservation Institute introduced values and valuing processes as a key concept to the integration of the field of conservation (Avrami et al., 2000: preface). In 2011, the UNESCO Recommendation on the Historic Urban Landscape proposed an integrated approach to urban heritage conservation in order to achieve greater goals of overall sustainable development (UNESCO, 2011: p.2). All the above developments have been reflected in the 2014 European Commission communication paper *Towards an integrated approach to cultural heritage for Europe*. The report reflected also the recognition of role and impact of cultural heritage as a shared resource for sustainable development and refers to heritage values, namely social, societal, economic, cultural. Overall aim of the communication is support progress towards a more integrated approach to heritage at national and EU level (European Commission, 2014). The reports made the link between the two very influential concepts which shifted conservation theory and practice from the ‘traditional model’ to the ‘new paradigm’, namely integrated conservation and sustainable development.

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<sup>6</sup> For further analysis of how the term ‘integrated conservation’ was previously used in various International conservation charters also see (Bell, 1997: p.35).



### *The recognition of cultural heritage as a key resource for sustainable development*

In the current climate heritage is widely accepted as the source of important benefits for society, culture and economy. In 2005, the Faro Convention emphasized “the value and potential of cultural heritage wisely used as a resource for sustainable development and quality of life in a constantly evolving society” in one of the first acknowledgments of the value of cultural heritage to society in international documents (Council of Europe, 2005: preamble). Since then, significant research efforts have supported the much-needed articulation of the role, impact and potential of cultural heritage for sustainable development by providing quantitative and qualitative evidence for this.<sup>7</sup>

Since 2002, Historic England on behalf of the Historic Environment Forum conducts the annual audit of England's heritage, named Heritage Counts (Historic England, n.d.). A series of reports published annually comment on different issues every year. In 2014, the report explored the value and impact of heritage on many factors including growth, the economy, wellbeing and sense of place attempting to answer the question “can heritage really contribute to sustainable development?” (Historic England, 2014). The report when discussing ‘value’ focused on an economic approach of measuring the value of heritage, while at the same time it examined three different types of heritage impacts: individual impacts, community impacts and economic impacts.

On the parallel, yearly studies analysing specifically the importance of heritage to individuals and communities (Historic England, n.d.), as well as the economic impacts of heritage in England (Historic England, no date), are published within this scope. Over this period of approximately 20 years since this initiative began, a significant number of data have been gathered from government and leading heritage sector bodies and have been analysed. These data provide a significant body of evidence, which promoted not only the local understanding of the social and economic benefits of heritage, but also the international understanding on these issues.

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<sup>7</sup> This research acknowledges the fleeting nature of the concept of ‘sustainability’, as this is reflected in discourses of political ecologies (Worster, 1993: p.132-145). Similarly, the challenges of using generic terms such as ‘heritage’ and ‘heritage value’, are acknowledged. The use of the term within the framework of this thesis focuses on how the term has infiltrated cultural heritage policy documents based mostly on the definition of sustainable development coined by the ‘Brudlant Report’ (United Nations, 1987). Sustainable development is defined by the report as follows: “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations, 1987: article 1).



11. 1- 1 The Value and Impact of Heritage and the Historic Environment Infographic (Historic England, 2014)

In 2013, the two-year EU-funded research project *Cultural Heritage Counts for Europe: Towards a European Index for Cultural Heritage* was launched (CHCfE Consortium, n.d.). The research was conducted by the Cultural Heritage Counts for Europe (CHCfE) Consortium comprised of six partner institutions, namely Europa Nostra, the European Network on Cultural Management and Cultural Policy Education (ENCATC), the European Association of Historic Towns and Regions (Heritage Europe), the International Cultural Centre in Krakow (ICC), the Raymond Lemaire International Centre for Conservation (RIICC) at KU Leuven, and The Heritage Alliance, England.



**FIGURE C.** THE DIFFERENT SUBDOMAINS IDENTIFIED IN THE COLLECTED STUDIES MAPPED IN THE HOLISTIC FOUR DOMAIN APPROACH DIAGRAM

11- 2 The different subdomains identified in the collected studies mapped in the holistic four domain approach diagram. Figure from (CHCFE Consortium, 2015).

The project aimed to collect and analyse existing and accessible evidence-based research and case studies regarding the economic, social, cultural, and environmental impacts of cultural heritage for Europe. In 2015 the *Cultural Heritage Counts for Europe* executive summary and strategic recommendations was published supporting the wide-ranging benefits of cultural heritage in Europe as a key component in attracting investment, producing revenue through cultural tourism, creating jobs and in heritage-led regeneration (CHCFE Consortium, 2015). The research programme through its findings highlighted the benefits of heritage in building identities, in the promotion of creativity and innovation, in energy-saving, in improving quality of life and well-being, in promoting life-long

learning, in developing shared feelings of pride and belonging, promoting co-operation and personal development, and in this way building social capital and promoting social cohesion and fostering integration.

The importance of this research was paramount since based on its results the EU Council of Ministers, on the 21<sup>st</sup> of May 2014 recognised "cultural heritage as a strategic resource for a sustainable Europe"(Council of the European Union, 2014a). EU Council's conclusions recognised that that "cultural heritage plays a specific role in achieving the Europe 2020 strategy goals for a 'smart, sustainable and inclusive growth because it has social and economic impact and contributes to environmental sustainability" (article 7). The Council's conclusions further emphasised the important role, capacity and impact of cultural heritage and called on the EU member states and the Commission to recognise this, to reinforce dialogue with cultural heritage stakeholders, to promote collaboration and synergies, to mobilise available resources and funding for the support, promotion and enhancement of cultural heritage following an integrated holistic approach, to promote education and raising awareness on the potential of cultural heritage for sustainable development and to develop and implement policies on the above (Council of the European Union, 2014: articles 1-18). Furthermore, the outcomes of this research were mobilised for the European Commission's proposal to organise a European Year of Cultural Heritage in 2018. *The European Year of Cultural Heritage 2018* has considerably raised public and political awareness about culture and heritage in Europe.

In order to make use of the momentum created by the European Year of Cultural Heritage and to reflect the findings regarding the value of cultural heritage in EU policies the European Commission published in 2019 the *European Framework for Action on Cultural Heritage* (European Commission, 2019).

At the same time there were developments in the further recognition and wide acceptance of the value of cultural heritage for society as a key resource for sustainable development outside the English and European context.

In 2013 UNESCO adopted the Hangzhou Declaration stressing the need for:

“new approaches [towards mounting international challenges] should fully acknowledge the role of culture as a system of values and a resource and framework to build truly sustainable development, the need to draw from the experiences of past generations, and the recognition of culture as part of the global and local commons as well as a wellspring for creativity and renewal” (p.1).

The Hangzhou Declaration was succeeded by the *Policy for the Integration of a Sustainable Development Perspective into the Processes of the World Heritage Convention* published by UNESCO in 2015. The policy adopted the three dimensions of sustainable development from the conceptual framework adopted at the wider UN level through the 2030 Agenda for Sustainable Development, namely inclusive economic and social development and environmental sustainability, complemented by the fostering of peace and security (United Nations, 2015: article 2).<sup>8</sup>

For the integration of cultural heritage in the context of the UN 2030 Agenda for Sustainable Development, also ICOMOS has published in 2016 the Concept Note *Cultural Heritage, the UN Sustainable Development Goals, and the New Urban Agenda*. The Concept Note argues for the positive integration of culture and cultural heritage into urban development plans and policies as a way to enhance sustainability of urban areas through heritage (ICOMOS, 2016: p.2). Within this framework ICOMOS published also an Action Plan in 2017 for Cultural Heritage and Localizing the UN Sustainable Development Goals (SDGs) (ICOMOS, 2017b).

Most recently, in December 2017, ICOMOS adopted the *Delhi Declaration on Heritage and Democracy* acknowledging Heritage and Democracy as “key ingredients in a people-based approach to sustainable development”. The Delhi Declaration reflects many of the principles of the Faro Convention in being founded on the respect for human rights and democracy and promoting a people-centred approach. Nevertheless, the Delhi declaration reflects the widening of the concept of heritage, reflects the recognition of heritage as a fundamental right and responsibility of all and

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<sup>8</sup> The UN 2030 Agenda for Sustainable Development has introduced the fifteen Sustainable Development Goals (SDGs) which have been currently adopted by many organisations as a way of evaluating sustainable development.

reflects also the knowledge built regarding the benefits of cultural heritage in recent years. The document highlights the link between involvement of the community in the planning process in the framework of an integrated approach to conservation and the pursue of sustainability as did also other international documents during the last decade (UNESCO, 2011; Council of the European Union, 2014b; Council of Europe, 2017). Nevertheless, ICOMOS through this document goes one step further to recognise heritage conservation as “a condition of sustainable development” while it emphasized that “The protection and sustenance of heritage resources should be the basis of development policies and planning programmes, integrating heritage-conservation strategies within the larger goals of sustainable development” (ICOMOS, 2017a: articles 3 and 4).

### 1.1.3. Cyprus

The island of Cyprus is located in the Eastern Mediterranean, strategically positioned at the crossroads of Africa, Asia and Europe. Its history has been defined by the interactions of the major civilisations which historically developed in the area.

For the purposes of this study Cyprus is considered and examined as the whole geographic area of the island including the sovereign area of the Republic of Cyprus in the south, the British sovereign bases, the UN military buffer zone and the northern part of the island.<sup>9</sup>



*Il. 1- 3 (left) The position in Cyprus in the Mediterranean @ Author*

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<sup>9</sup> When discussing about policy and legislation I have focused on the policies and legislations which apply in the sovereign area of the Republic of Cyprus (see also 1.7).

This research has been concentrated on Cyprus in the twentieth century and on the current socio-political context which determines both the local consideration of modern architecture as heritage and the planning for the sustainable development of Cyprus for the future.

### *Brief historical overview of the twentieth-century history of Cyprus*

The main historical periods of the twentieth century in Cyprus are broadly defined as follows: (i) the colonial period from the beginning of the twentieth century to the declaration of the island's independence and the inauguration of the Republic of Cyprus in 1960, (ii) the period between the Declaration of Independence and the island's division after the Turkish military operation in Cyprus in 1974,<sup>10</sup> and (iii) the period following the division in 1974 until the end of the twentieth century.<sup>11</sup>

Cyprus shifted from the Ottoman administration to the British administration in 1878 but it was not until 1914 that it was officially annexed to Britain, and officially granted a colony status in 1925 (Hunt, 1990 cited in Georghiou, 2013: p.25). These changes in the political status of Cyprus were accompanied by reforms "launching a process of economic modernization and urbanization" (Pyla and Phokaides, 2009: p.36). A local population uprising against the colonial administration in 1931 caused a shift in the British administrative style towards a more authoritarian leadership (Hadjidemetriou, 2007: p.328-336; Panteli, 1990: p.108-121; Rappas, 2008). In parallel, events with impact on the international scale, such as World War I and World War II influenced the local conditions; for example, after the end of WWII the strategic military importance of Cyprus in the Eastern Mediterranean increased and the colonial government applied a ten year development programme to reflect its interests in the island (Georghiou, 2013: p.26; Panteli, 1990: p.135-136).

This was a period when anticolonial feelings gained ground within the local communities. During this period the irredentist spirit of the Greek Cypriot community was at its peak. The Dodecanese islands were granted to Greece by Italy, at the same time that independence was granted to many other parts of the British Empire. Concurrently, irredentist ideas started gaining ground within the Turkish Cypriot community after the inauguration of the Republic of Turkey in 1923 (Panteli, 1990: p.140-

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<sup>10</sup> The 1974 Turkish military operation in Cyprus is naturally an issue of dispute in the framework of the Cyprus conflict. Turkey refers to it as a 'peace operation' implemented for the protection of the Turkish Cypriots in contrast to it being more widely referred to as an 'invasion' by the Greek Cypriot community and other international actors.

<sup>11</sup> For a wider overview of Cyprus' history see (Mallinson, 2010), and (Hadjidemetriou, 2007). For a more detailed historic account of the period of modernity in Cyprus see (Panteli, 1990).

141). The strong anticolonial feelings of the Greek Cypriot community materialised with the formation of the guerrilla group EOKA (Ethniki Organosis Kyprion Agoniston) in 1955 which fought for 'Enosis' (unification with Greece). A few years later the Turkish Cypriot TMT (Turk Mukavemet Teskilati) was created as a reaction to the creation of EOKA to fight for the Turkish Cypriot demand for 'Taksim' (the division of the island into a Greek and a Turkish part).

The Republic of Cyprus was inaugurated on the 16<sup>th</sup> of August 1960, with a constitution based on the co-operation of its two more populous communities, Turkish Cypriot and Greek Cypriot, and with the contribution of three guarantor powers: Greece, Turkey and the United Kingdom. The Republic of Cyprus was established as a unitary state with bold elements of federal operation regarding its administration. It established the cooperative management of the state's authorities by the two biggest communities (Greek Cypriots and Turkish Cypriots) in all the pyramid levels. This was realised through the almost autonomous function of two national assemblies: the Greek Cypriot national assembly and the Turkish Cypriot national assembly. At the time the island's main communities were five, Greek Cypriots, Turkish Cypriots, Maronites, Armenians and Latins. Under the 1960s constitution the three less populous communities were recognised as religious groups and they had to choose to officially belong to either the Greek Cypriot or the Turkish Cypriot community (Republic of Cyprus, 2012). All three selected the most populous Greek Cypriot community.<sup>12</sup> The two national assemblies reported respectively to the Greek Cypriot President and the Turkish Cypriot Vice President of the Republic (as defined by the constitution), who signed and referred the laws voted by each national assembly. This regulation preserved each community's autonomy and at the same time it extended the segregation up to the higher levels of the Republic, to its President and Vice president. Each of the national assemblies had the full responsibility for matters related to religion, education, and other cultural matters of its community. In such manner, the island entered its postcolonial period.

The period between the declaration of the island's Independence in 1960 and the Turkish military operation in 1974 was a turbulent period when many events with impact on the national scale took place. Cyprus gained its independence at a period when both its main communities were at the peak of their competing nationalistic tendencies while at the same time, the complexity of the postcolonial constitution was reflecting a range of outside interests and institutionalized ethnic rivalries.

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<sup>12</sup> For more information of the Republic of Cyprus religious groups see (Press and Information Office, 2012), (Press and Information Office, 2016), (Press and Information Office, 2017).



A constitutional crisis between the island's main communities occurred in 1963 in the aftermath of which the Turkish Cypriots withdrew from all state institutions and retreated into enclaves (Hadjidemetriou, 2007: p.348-349). The constitutional crisis was followed by an outburst of violent occurrences between the two communities and resulted in the establishment of the United Nations Peacekeeping Force in Cyprus in 1964 (UNFICYP, n.d.). In the years that followed rising tensions between the two communities and a failure to resolve what was by then internationally acknowledged as the 'Cyprus problem' escalated to a Turkish military operation in 1974, following a failed coup d'état by Greek Cypriot nationalists in co-operation with the Greek junta (Hadjidemetriou, 2007: p.351-366). The military operation resulted in the de facto division of the island; a situation still ongoing.

## **1.2. Interrelations between the key research components**

### **1.2.1. Modern architecture as heritage**

When considering modern architecture as heritage, there are important links to be drawn between the development of the modern architectural movement and the conservation movement.<sup>13</sup> As aforementioned, Jokilehto (1986) highlighted how influential were the writings of Violet-le-Duc, Ruskin, Morris and others in the development of the conservation movement in the whole of Europe. The same writings were identified by Frampton (1999: p.48-55) as influential in the development of the modern architectural movement.

Furthermore, the wide scale demolitions which were taking place in the post-WWII period to make way for reconstruction were much associated with the modern architectural movement and they constituted the impetus for the development of modern conservation theory (Bullock, 2002; Pendlebury, Erten and Larkham, 2015). In that context the popularity of the conservation movement rose rapidly, in a parallel manner to the rise of criticism and contempt towards modern architecture.

Post-WWII reconstruction rapidly changed the European built landscape, prompting adverse responses from those who blamed the modern architectural movement for the destruction of their

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<sup>13</sup> The conservation movement constituted the basis on which the concept of heritage was developed.

'familiar and cherished' spaces (Powers, 2004: p.12).<sup>14</sup> Characteristic is the example of the development of the conservation movement in England during that period.



*Il. 1- 4 (left) The Lloyds building by Sir Edwin Cooper @ <http://archiseek.com/2013/lloyds-leadenhall-st-london/> [accessed 15 January 2019]*

*Il. 1- 5 (middle) The Lloyds building by Richard Rogers @ Charles Watson at <https://historicengland.org.uk/listing/the-list/list-entry/1405493> [accessed 15 January 2019]*

*Il. 1- 6 (right) The Bracken House @ Roger Bowdler from <https://historicengland.org.uk/listing/the-list/list-entry/1262582#commentSection?commentID=22136>*

One of the most distinctive cases of this phenomenon was the public reaction to the proposal to replace Sir Edwin Cooper's monumental classical building for Lloyds of London with a new structure by the architect Richard Rogers in 1979 (Il. 1- 4, Il. 1- 5). The public reaction to this proposal was the immediate catalyst for the establishment of one of the most important specialised conservation societies for "the safeguarding of the heritage of architecture and design in Britain from 1914 onwards", the Thirties Society (The Twentieth Century Society, n.d.).<sup>15</sup> The ever-changing nature of heritage and the expansion of perception of what constitutes heritage in the recent decades is reflected in the fact that the Lloyds building by Rogers was one of the first postmodern buildings to be listed Grade I, by English Heritage (now Historic England) in 2011 (Historic England, n.d.).<sup>16</sup>

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<sup>14</sup> This phrase is used in heritage policy documents in the United Kingdom (The Planning Service, 1999). It was first used in the speech of Lord Sandford in the house of Lords in 1973: "The new approach [...] should take into account of the growth of public opinion in favour of conserving the familiar and cherished local scene" (Mynors, 2006: p.4).

<sup>15</sup> Today known as the Twentieth Century Society

<sup>16</sup> The grade of a listed structure is intended to be an indication of its special interest in a national context. Scheduled monuments are not graded, but listed buildings and registered landscapes are graded I (exceptional interest), II\* (particularly important, of more than special interest) or II (of special interest) (Historic England, 2019b).

### *Studying the example of twentieth-century heritage protection in England*

Within the framework of this research, the development of the conservation movement in England in the twentieth century and the statutory protection of twentieth-century architectural heritage in England have been studied. The example of twentieth-century heritage protection in England was selected for two reasons; firstly, prompted by the influence of the English twentieth-century conservation movement on the development of the conservation movement in Cyprus (through the colonial rule) and secondly because of its current status as an advanced system in the promotion, safeguarding and management of architectural heritage.<sup>17</sup>

The protection of the best examples of twentieth-century architecture in England, including modern architecture and the broader acceptance of the fact that architecture from this period also constitutes part of the English heritage has been the result of a persistent effort and systematic work from various interest groups since the 1970s. Statutory protection was long established by this time but a new impetus was provided by such statutory and non-statutory groups as the Twentieth Century Society (previously named The Thirties Society), Historic England (previously named English Heritage), SAVE Britain's Heritage and Docomomo UK, each in their own way contributing greatly to the promotion and protection of twentieth-century architecture in Britain as heritage. The first listing of modern buildings in England took place in January 1970 with thirty-seven modern movement buildings dating between 1919-39. Fifty had originally been proposed by a sub-committee of the Historic Buildings Council which included the German architectural historian Sir Nikolaus Pevsner (Sharp, 2001, p257-264). In the years that followed many more pre-WWI and inter-war buildings were listed.

The first listing of a post-WWII building in England happened in 1987 in response to the threat to Bracken House in the City of London (Il. 1- 6), the former home of the Financial times, one of the finest modern buildings in the country and a significant architectural expression (Stamp, 1994, p. 75-78).<sup>18</sup> The same year, the Department of the Environment decided that post 1939 buildings should for the first time be considered for listing. This was the point when the Department introduced the 'thirty-year rule'; buildings would be eligible to be considered for listing if they were at least thirty years old. Additionally, to the 'thirty year rule' a 'ten year rule' was also introduced for buildings that were

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<sup>17</sup> For more information on the development of the conservation movement in England in the twentieth century and the statutory protection of twentieth century architectural heritage in England see (Harwood and Powers, 2004), (Pendlebury, 2001, p289-314), (Stamp, 1994, p75-78), (Stamp, 1996, p77-98), (Sharp, 2001, p257-264).

<sup>18</sup> For the List entry for the Bracken House see (Historic England, 2019a)

threatened and deemed to be of exceptional importance (Kay, 1996, p9-12). During the last decade Historic England has launched a campaign for the examination and promotion of post-WWII architecture (or post-war architecture as it is referred to by Historic England) which is extensively threatened (Historic England, 2015). The post-WWII optimistic visions of the period, the social ideas which are reflected in the architectural projects of the period (mostly through public and institutional projects), the technological advances, the economic considerations which led to innovative architectural solutions all underpinned the architecture which has been promoted through the recent publications and campaigns by Historic England and the specialized societies and organisations in order to underline its value as heritage. More recently, Historic England has proceeded to listing postmodern sites (Historic England, 2017). Today in England a broad concept of heritage is considered.

Nevertheless, despite the achievements of the promoters of the value of modern architecture in the country, twentieth-century heritage remains underrepresented in the National Heritage List for England,<sup>19</sup> and often valued modern buildings are threatened with unsympathetic alterations or even demolition. One of the most recent and much disputed cases of a modern site demolition was the case of the post-WWII East London estate of Robin Hood Gardens. The estate's demolition commenced in 2017 despite the many years of campaigning and the appeals to prevent its demolition supported by individuals, groups and heritage bodies (The Twentieth Century Society, 2017). In response to the public reaction regarding the demolition of the estate the Victoria and Albert Museum controversially acquired a three-storey section of the building with the aim to preserve and exhibit it as "an important piece of Brutalism, worth preserving for future generations". The Keeper of the V&A's Design, Architecture and Digital Department further commented: "It is also an object that will stimulate debate around architecture and urbanism today - it raises important questions about the history and future of housing in Britain, and what we want from our cities" (Victoria and Albert Museum, 2019).

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<sup>19</sup> According to information by Docomomo UK (Docomomo UK, 2017) only 3% of the listed buildings in the UK date between 1900-1944 and only 0.2% date later than 1945.



*Il. 1- 7 (left) Robin Hood Gardens@ Historic England Archive. Retrieved from <https://www.themodernhouse.com/journal/alison-and-peter-smithson/> [15 January 2019]*

*Il. 1- 8 (right) Robin Hood Gardens exterior showing section acquired by the V&A @ Victoria and Albert Museum, London. Retrieved from <https://www.vam.ac.uk/articles/robin-hood-gardens> [accessed 15 January 2019]*

The study of the example of modern architecture protection in England has highlighted important contemporary issues for the heritage field.

Firstly, how the need to protect buildings and sites of more recent historic periods, as in the case of modern architecture, enabled the development of a broader concept of heritage and challenged the traditional systems of identifying, evaluating, protecting and managing heritage. The increasing recognition of twentieth century, and of even more recent, architecture as heritage has contributed to the shift of the field towards the concept of heritage significance and towards value-based approaches as it has been mentioned above and as it will be further developed in Chapter 2.

Today modern architecture is being increasingly recognised as heritage internationally. In 2016, seventeen representative architectural works of Le Corbusier located in seven countries have been recognised for their outstanding contribution to the modern movement and have been added to the World Heritage List (UNESCO, 2016). During the last decade international guidelines for the recognition, safeguarding and promotion of modern architectural heritage have been published by such national and international heritage bodies as Historic England (Historic England, 2015; 2019), The Getty Conservation Institute (Macdonald and Ostergren, 2011; 2013), the International Council on Monuments and Sites (ICOMOS) (Szymgin and Burke, 2017) etc. At the same time such international organisations as Docomomo International (Docomomo International, n.d.) and the ICOMOS Twentieth Century Heritage International Scientific Committee (ISC20) (ICOMOS

Twentieth Century Heritage International Scientific Committee, n.d.) played an important role in the recognition of modern architecture as heritage.

Nevertheless, many challenges remain for the protection of modern architecture as heritage. As Szmygin has highlighted “even setting straight the typology and terminology for the heritage of the twentieth century evokes discussion” (Szmygin and Burke, 2017: p. 7-8).

### *Challenges in the protection and management of modern architecture as heritage*

One of the major obstacles in safeguarding modern architecture as heritage is raising awareness about its value.

Developing the knowledge necessary for the identification, evaluation protection and management of modern architecture is another challenge for the establishment of modern architecture as heritage. Although much knowledge has been developed regarding the variety of technical characteristics, new materials (often experimental), and typologies (buildings, sites, areas and urban planning) which differentiate modern architectural heritage from historical monuments from other periods, nevertheless, the need for robust thematic analysis to provide an international context for comparative analysis to guide the identification, evaluation protection and management of modern architecture is still required as highlighted by the ISC20 in 2017 (Szmygin and Burke, 2017: p.9).

Furthermore, one of the major challenges in the protection of modern architectural heritage is the fact that modern heritage places are under intense pressure for constant adaptation or destruction. Currently, the distance-memory aspect as identified by Nora (1989) is under a lot of pressure as the process of creating and destroying the product of the material culture has accelerated considerably. This is causing the need to identify and evaluate the heritage objects more quickly (Stamp, 1996, p. 77-98). Additionally, another reason for the pressure on modern heritage sites is the fact they are often unprotected by heritage legislation. Over and above the fact that modern heritage sites are, in most cases, living sites and are in use, brings additional pressure to them to adjust in their contemporary uses and current needs (Szmygin and Burke, 2017: p.7-8).

An additional challenge regarding the perception of modern architecture as heritage is its link with processes of conflict which negatively affected and defined the worldwide history of the twentieth century (Forbes et al., 2009).

### 1.2.2. Modern architecture in Cyprus

The development of the modern architectural movement in Cyprus is closely related to the local main historic periods of the twentieth century and the socio-political conditions which defined them, as briefly explained above (see subchapter 1.1.3).

#### *Modern architecture during the colonial period*

During the first half of the colonial period in Cyprus (between 1878-1930) according to Fereos and Phokaides (2006: p.15) “no single trend characterized the architectural production in the island”. Characteristic typologies of buildings of this period were the traditional vernacular houses, the neoclassical schools and residences of the elite, colonial government police stations and other colonial administration buildings. Noteworthy buildings of this period are the Cyprus archaeological



*Il. 1- 9 (left) The Cyprus archaeological museum @ Petros Phokaides, 2008*

*Il. 1- 10 (right) The Presidential Palace@  
[http://www.presidency.gov.cy/presidency/presidency.nsf/prc29\\_en/prc29\\_en?OpenDocument](http://www.presidency.gov.cy/presidency/presidency.nsf/prc29_en/prc29_en?OpenDocument)*

museum (Il. 1- 9) and the Faneromeni High School,<sup>20</sup> both situated in Nicosia. The museum’s architect was the British architect and Curator of Ancient Monuments of Cyprus at the time George Jeffery,<sup>21</sup> and the architect of the Faneromeni High School was Theodoros Fotiadis, the first Cypriot educated

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<sup>20</sup> More extensive reference to the Faneromeni High School will be done in subchapter 3.3.2.

<sup>21</sup> George Jeffery was in important figure for the development of the conservation movement in Cyprus. For more details see subchapter 1.2.3

architect (Pyla and Phokaides, 2009: p. 38). Before Fotiadis the work of the architect in Cyprus was in the hands of the 'master builders' (Ionas, 1992, p. 759-774).

The ideas and practices of modern architecture were introduced in Cyprus in the 1930s. Before the 1930s modern architecture in Cyprus appeared only in a few sparse examples (Docomomo Cyprus, 2014). Researchers attribute the introduction of modern architecture in Cyprus in the 1930s to two main reasons: firstly, to the increasing number of professionally trained architects in the island and secondly to the shifting political and social conditions (Fereos and Phokaides, 2006: p. 15; Pyla and Phokaides, 2009: p.36). After WWI and with the new emphasis of the Cypriot society towards educating its new generation and moving away from its agricultural past, more Cypriots started travelling abroad for studies. By the 1930s Cypriot architects had returned to Cyprus to practice architecture. Educated mostly in Western academic institutions Cypriot architects were deeply influenced by the modern architectural ideals which prevailed at the time in the Western world introducing them to the Cypriot built environment.<sup>22</sup>



*Il. 1- 11 (left) The Forest Park hotel in Platres @ The Forest Park Hotel*

*Il. 1- 12 (right) The Rialto Theatre @ Rialto Theatre. Retrieved from <https://rialto.interticket.com/articles/5> [accessed 15 January 2019]*

Concurrently, as previously mentioned, during this period there were several noteworthy examples of foreign architects practising in Cyprus, either through the colonial Public Works or privately, playing important roles in the development of modern architecture in the island. Noteworthy is the work of Maurice Webb, working for the colonial government and architect of the Presidential Palace (Il. 1- 10). The Presidential Palace building replaced the Government House building which was

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<sup>22</sup> For an overview of the idea of the West, see (Derek et al., 2009)



burned down following the 1931 peoples' uprising against the colonial administration. Another foreign architect who had a major role in the introduction of modern architecture in Cyprus was Benzion Ginzburg, the Jewish architect of such important buildings as the Forest Park hotel in Platres (Il. 1- 11), and the Rialto Cinema in Limassol (Il. 1- 12) (Department of Town Planning and Housing, 2009: p. 118, 127, 134; Docomomo Cyprus, 2014).

From 1930 onwards, the colonial government undertook the "role of a modernizing agent that imported innovation from the West into the colonies" (Pyla and Phokaides, 2009: p. 42). Within this framework a series of public works along the lines of international modernism was realised during the 1930s. Works that dealt with public health, such as the Nicosia General Hospital (1935-1939) (Il. 1- 13) and the Kyperounta Sanatorium (1936-1940), or education, such as the new buildings at the English School (1936-1939) (Il. 1- 14) —an educational institution which had a central role in British education in Cyprus—, as well as other public buildings, such as the Larnaka Municipal Market (1936). The General Hospital, the Kyperounta Sanatorium, as well as the Larnaka Municipal Market were works of one of the main contributors to the introduction of modernism in Cyprus the Cypriot architect Polys (Polyvios) Michaelides (Georghiou, 2013: p.183-184; Pyla and Phokaides, 2009: p.42), while the new buildings of the English School in Nicosia were designed by another important

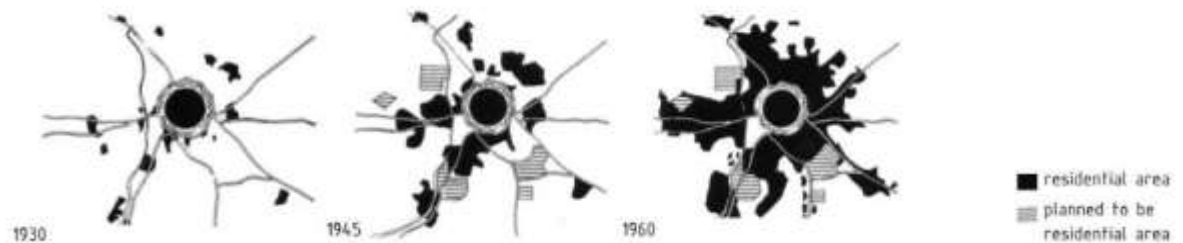


*Il. 1- 13 (left) The General Hospital in Nicosia @ Retrieved from [https://issuu.com/docomomo.cyprus/docs/\\_importantbuildingsdocomomocy\\_18\\_04](https://issuu.com/docomomo.cyprus/docs/_importantbuildingsdocomomocy_18_04) [accessed 15 January 2019]*

*Il. 1- 14 (right) The English School in Nicosia @ Retrieved from [https://issuu.com/docomomo.cyprus/docs/\\_importantbuildingsdocomomocy\\_18\\_04](https://issuu.com/docomomo.cyprus/docs/_importantbuildingsdocomomocy_18_04) [accessed 15 January 2019]*

Cypriot architect, Odysseas Tsangaridis (Georghiou, 2013: p. 206, 278; Pyla and Phokaides, 2009: p.40).<sup>23</sup> These modern public buildings constituted the backdrop to glorious inauguration ceremonies in the years that followed, through which the colonial agenda was promoted to the public (Pyla and Phokaides, 2009: p. 42).<sup>24</sup>

The period after WWII was a period of rapid change for Cyprus. The international geopolitical transformations at the end of the war assigned to the island renewed strategic importance. These changes had impact on the policies and strategies implemented by the British rulers of the island. The public projects during this period reflected the new role and goals of the British administration.



*Il. 1- 15 Nicosia's urban development from 1930 to 1960 @ (Kesisian, 1989: p.29)*

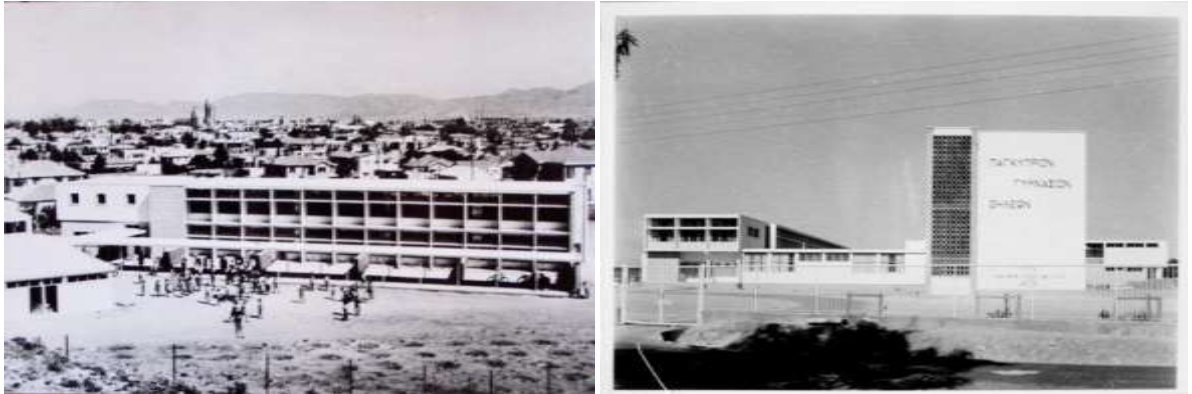
The post-WWII period brought with it also industrial development and new modern industrial buildings were added to the Cypriot built environment. Inextricably linked with the industrial development was also the building of workers' housing during this period (Docomomo, 2014). The appearance of subsidized low-income housing for workers in the Cypriot cities was influenced by the 'war welfarism' subsidized housing programmes implemented in Britain a few years earlier (Georghiou, 2013: p. 230-233, 239-242; Schaar et al., 1995: p.100).

During this period, the urbanisation processes which affected most Western cities after WWI also affected the Cypriot cities. Modern architecture in the 1930s also influenced the residential architectural production, initially in the expanding cities (Il. 1- 15). The expansion of the population created the need for such public facilities as school buildings, outside city centres (Pyla and

<sup>23</sup> For more works by Polyvios Michaelides see (Department of Town Planning and Housing, 2009: p. 81; Docomomo, 2014; Fereos & Phokaides, 2006: p. 15). For more works by Odysseas Tsangarides see (Department of Town Planning and Housing, 2009: p. 63, 83, 161; Docomomo, 2014).

<sup>24</sup> For a more detailed survey of the work of foreign and Cypriot architects during the Colonial period in Cyprus see (Georghiou, 2013; 2018).

Phokaides, 2009: p. 42). The architect Demetris Thymopoulos made notable contributions to school buildings during this period: the Lykavittou Elementary School in Nicosia (1955-57) (Il. 1- 16) and the Pallouriotissa Girls' School (Il. 1- 17) (Sierepeklis, 1997; Department of Town Planning and Housing, 2009: p. 69, 85; Pyla and Phokaides, 2009: p. 42; Docomomo, 2014). Through these processes, citing Fereos and Phokaides, (2006: p.16), "the country moved away from an anonymous vernacular production to take part in international trends".



*Il. 1- 16 (left) View towards the south façade of the Lykavittou Elementary School @ D. Thymopoulos Personal archive*

*Il. 1- 17 (right) Pallouriotissa High School, View form the street @ D. Thymopoulos Personal archive*



*Il. 1- 18 The Sömek House and Clinic, Nicosia @ Retrieved from [https://issuu.com/docomomo.cyprus/docs/\\_importantbuildingsdocomomoc\\_18\\_04](https://issuu.com/docomomo.cyprus/docs/_importantbuildingsdocomomoc_18_04) [accessed 15 January 2019]*

At the same time the new technological achievements in construction provided new possibilities to architects and an answer to the unprecedented urban sprawl; high-rise buildings, with reinforced concrete frames were erected throughout the Cypriot cities. The new high-rise buildings were accommodating new types of habitation, as well as offices and banks, products of the new corporate transformation of the economy (Fereos and Phokaides, 2006: p. 16; Pyla and Phokaides, 2009: p.37).

Local architects produced important work during this period. One of the most well-known and much appreciated Cypriot modern architects, Neoptolemos Michaelides, while still an architecture student in Milan, in 1950 designed the Theodotos Kanthos Residence in Nicosia, one of the first residential buildings built in modern architectural vocabulary in terms of style (Sierepeklis, 1997; Fereos and Phokaides, 2006: p. 17; Department of Town Planning and Housing, 2009: p. 57; Docomomo, 2014). An architect whose work is very often parallelised with the work of Neoptolemos Michaelides is the Turkish Cypriot Ahmet Vural Bahhaedin (Pyla and Phokaides, 2009: p. 44). The Sömek House and Clinic constitutes of his most representative projects of the period expressing his ideas for modern inhabitancy (ll. 1- 18) (Docomomo, 2014).

Concurrently, another phenomenon of the time which marked a departure from the traditional local lifestyle was the phenomenon of leisure which was introduced into the lives of the Cypriots through cinemas, public beach facilities, travel and hotels. These first hotels and public leisure facilities preceded the defining change of the local built environment which came later, with the boom of mass tourism in the 1960s and 1970s.

This was a transitional period for the traditional Cypriot society which viewed modernity “as a goal that Cyprus had yet to achieve” (Papadakis, Peristianis and Welz, 2006: p.17). In this general climate, the modern architectural style was the style of preference and it gradually transformed the Cypriot built environment.

### ***Modern architecture during the first period of independence: 1960 - 1974***

The socio-political conditions in Cyprus changed drastically in the period after 1960. Cyprus entered its independence period, administered for the first time by its local communities, with optimism and local aspirations for economic development and nation building. The independence period in Cyprus was characterized by a prevailing modernization process. During this period modern architecture was attributed new meaning. For a young state such as Cyprus: “modern architecture became more

important as a symbol and an instrument of both decolonization and modernization” (Pyla and Phokaides, 2009: p.37). As Pyla (2009: p. 33) explains “modernization, constituted a wider ideal of the post-war period”. Modern architecture played a critical role to the postcolonial processes which came with the granting of independence to the colonised countries. Kusno (2013) notes that architecture in the postcolonial context was used as a technology of power, particularly in terms of the visualisation of the national ‘geo-body’, and perhaps the very notion of the national subject. The built environment became an instrument of modernity which had an important role in nation building and the construction of national identities in the post-WWII period.<sup>25</sup>

In this postcolonial context public works became a very important axis of development, an instrument for nation building. The Public Works Department (PWD) of the Republic of Cyprus was in charge of the construction of the public buildings which now, in the post-independence period, for the first time were in the hands of Cypriot citizens. The new-found Republic wanted to disassociate itself from its colonial past and to form its own identity and this was reflected in its public works ( Department of Town Planning and Housing, 2009: p.59; Tzirtzilakis, 2010; Pyla and Phokaides, 2011).



*Il. 1- 19 (left) Golden Sands Hotel, Famagusta @ Retrieved from [https://issuu.com/docomomo.cyprus/docs/\\_importantbuildingsdocomomocy\\_18\\_04](https://issuu.com/docomomo.cyprus/docs/_importantbuildingsdocomomocy_18_04) [accessed 15 January 2019]*

*Il. 1- 20 (middle) Amathus Hotel, Limassol @ F. Colakides personal archive*

*Il. 1- 21 (right) The Nicosia International Airport’s latest terminal @ Press and Information Office, Republic of Cyprus*

<sup>25</sup> For a more extended analysis of this issue see (Bozdogan, 2001), (Chrysler et al., 2013, p198-273), (Deriu, 2013, p497-527).

During this period, the tourist sector became another very important driver for the local development. With the shift towards mass tourism in the 1960s Cyprus constituted a popular tourist destination due to the natural beauties of the island. This gave a strong boost to the Cypriot development in the years of independence and the construction industry expanded in order to accommodate the new client base, the tourist industry. The economy of tourism was supported by both the state and the private sector (Fereos and Phokaides, 2006: p.18). Important modern buildings related to the tourism industry at the time were Golden Sands Hotel in Famagusta (1969) (Il. 1- 19), the Hilton Hotel in Nicosia (1969), the Salamis Bay hotel in Famagusta (1971-1973), designed by Stavros Economou (Docomomo 2014), and the Amathus Hotel in Limassol (1970-1973) designed by the Cypriot architect Fotis Colakides in co-operation with the architectural firm The Architects Collaborative (TAC) (Il. 1- 20) (Phokaides and Pyla, 2012; 2016; Daskalaki, 2017). Another very important architectural project related to the tourism industry was the first International Airport Terminal of the new republic, the Nicosia International Airport new terminal building (1968) designed by the foreign engineering firm Dorsch-Gehrmann Engineering Company (Wiesbaden, Germany) (Il. 1- 21).

Concurrently, modern architecture started invading traditionally more conservative social institutions as education and religion. As mentioned previously, modern architecture was introduced to school buildings towards the end of the colonial period in Cyprus but during the independence period modernism became the prevailing architectural style for school buildings. The first modern churches were constructed at the beginning of the 1960s.<sup>26</sup>

Cypriot architects seemed to be aware of and influenced by the international post-WWII rethinking of modernism (Pyla and Phokaides, 2009: p. 37).<sup>27</sup> Local architects were informed about the international architectural developments through their studies abroad but also through architectural magazines and journals which contributed greatly to the international dissemination of modern architecture. The study of the archives of the architectural bureaus of the time has revealed that the Cypriot architects subscribed to such architecture journals as *Architecture d'aujourd'hui*, *The*

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<sup>26</sup> For a more extensive overviews of modern architectural projects in Cyprus see (Department of Town Planning and Housing, 2009), (Docomomo Cyprus, 2014), (Docomomo International, 2015), (Pyla and Phokaides, 2009), (Sierepeklis, 1997).

<sup>27</sup> Locally the post 1945 period is not often referred to as 'post-war modern architecture' due to the fact that the most common reference to the post-war locally is linked to the local 1974 war.

*Architects' Journal, Arhitektoniki (Greek Architectural Journal) etc.*<sup>28</sup> Noteworthy, is a volume of the Greek architectural journal *Arhitektoniki* published in 1966 which was devoted to modern architecture in Cyprus and constitutes a valuable record of several important projects of the period (*Arhitektoniki*, 1966).

The decades of 1960 and 1970 were the decades when modern architecture characterised the built landscape of the island. However, as explained earlier postcolonial Cyprus was not without political tensions. The optimism about the exciting and promising new prospects following independence was being overshadowed by the turbulent political and social realities. Hence, in the context of postcolonial Cyprus “the aspirations of nation-building became entangled with ethnic conflict between the two main communities of the island [...]” and modern architecture was used as a “[...] strategic response to Cyprus’s dystopian realities of the time” (Pyla and Phokaides, 2011: p. 885). In the years that followed the tensions between the two communities were rising, especially due to the restriction of the Turkish Cypriot community within the enclaves, their absence from the administration of the island and their exclusion from the benefits of the local development.

The involvement of modern architecture in processes of conflict and peace were discussed by Phokaides and Pyla (2011; 2012; 2016), while concurrently these intersections were further examined by sociological and anthropological research (Papadakis, Peristianis, and Welz, 2006; Demetriou, 2012).

### *The post-division period: the end of Cypriot modernity*

As it was already stated, the rising tensions between the two communities and a failure to resolve the ‘Cyprus problem’ escalated to the Turkish military operation in Cyprus in 1974 and to the de facto division of the island, a situation still ongoing. The events of 1974 violently modified the social and political conditions of the island.

The island’s division in 1974 diverted the post-colonial routes of development and the transformation of the built landscape in Cyprus after that point focused on updating the urban structures in order to accommodate the relocation of the population from the north to the south and vice versa. Noteworthy

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<sup>28</sup> Within the framework of the research project “Architecture and Modernization Histories of Cyprus: A critical analysis of institutional buildings and landscapes, 1960-74” (University of Cyprus, 2010-2013) architectural archives of Cypriot architects were studied and digitised.

in terms of modern architectural history are the refugee settlements, designed and constructed throughout the southern part of the island after the division (Ministry of Communications and Works, 2009: p.59). Many prominent modern architects were involved in the design of these refugee settlements. Nevertheless, researchers on the architectural history of the island agree that this violent rupture in the socio-political continuum marked the end of the modern period in Cyprus (Sierepeklis, 1997; Fereos and Phokaides, 2006: p.19; Tzirtzilakis, 2010).



*Il. 1- 22 The refugee settlement in Strovolos, Nicosia by the architects cooperative CAEC @ Athos Dikaios + Associates Architects archive. Retrieved from [https://www.facebook.com/photo.php?fbid=682254882167484&set=gm.1883103678651453&type=3&eid=ARCBfOzOEE EBOVI88p345uMvmb2xw3C338v-a7qTBfxiMr-1R\\_wHU41fAyBe1kmsFl35V-fq2gQwqq48&ifg=1](https://www.facebook.com/photo.php?fbid=682254882167484&set=gm.1883103678651453&type=3&eid=ARCBfOzOEE EBOVI88p345uMvmb2xw3C338v-a7qTBfxiMr-1R_wHU41fAyBe1kmsFl35V-fq2gQwqq48&ifg=1) [accessed 15 January 2019]*

### ***Critical issues in examining modern architecture in Cyprus***

As is evident in the brief historical overview of the modern architectural movement in Cyprus, one of the critical issues for this study is the discussion about the geographical considerations of the modern, the issue of local modernism. One of the major preoccupations within recent discourses about modern architecture is the issue of considering the geography of modernism.

Modernism is linked with the West (Europe and U.S.) and the idea of the West as the advanced. According to Morris and Sakai (2005):

“Not only did ‘the modern’ and ‘Western’ become indissociable, with the latter imagined as ‘central’ to a process of world historical development believed to be universal, but people in many parts of the world began to map geopolitical directives on to their pasts and futures, ordering their destinies and desires accordingly. The prescriptive view that to modernize was to Westernize political institutions, social customs, and economic practices formed the basis of modernization theory in C20 sociology missionary force of the modern (Haebich, 1992; Chakrabarty, 2000)”



The issue of how to consider modernism in countries beyond the West constitutes an important part of the discourses about modernism during the last decades (the boundaries of the West are also still disputed). A critical approach to the Western narrative about modernism was developed and currently the existence of multiple modernisms or alternative modernisms within the boundaries of the West and beyond are taken into consideration.<sup>29</sup> In evaluating local modernism as heritage this study considers modern architecture in Cyprus within the framework of alternative or multiple accounts for modern architecture which developed in the periphery of the West, but also considers the manners in which this historic view of the 'modern' and the 'Western' as advanced influenced the local development of modern architecture and defined the built environment in Cyprus in the twentieth century. As Morris and Sakai (2005) note "perhaps the most fruitful experiments in thinking about modernity are emerging in parts of the world where 'the modern' retains its ambivalence -and thus something of its promise".

Furthermore, very important for this research study are the processes linked with the modern architectural movement; colonisation, decolonisation, Westernisation, globalisation, urbanisation, nation-building to name some of the most prominent and relevant to the case of Cyprus as described above. As Pyla and Phokaides (2009: p. 37) highlight modern architecture in Cyprus "became more important as a symbol and an instrument of both decolonization and modernization".

### 1.2.3. Heritage in Cyprus

The case of Cyprus provides a rich context for research on issues of heritage. Archaeological findings link the inhabitancy on the island of Cyprus with the Neolithic age, 9th millennium B.C. (Mallinson, 2010). Throughout its history Cyprus has been conquered by powers that dominated the eastern Mediterranean at various periods: Byzantines, Franks, Venetians, Ottomans and British. At the same time, it has managed to assimilate various cultural influences through its multifaceted interaction with neighbouring countries (Mallinson, 2010). In such manner the built environment of Cyprus was created, dense in historic structures and rich in historic layering.

Furthermore, the case of Cyprus presents additional interest since the different communities and religious groups which constitute the island's local population, having different religious and cultural backgrounds (see subchapter 1.1.3) attach different values to remains of the past. Consequently, a

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<sup>29</sup> For more on this issue see (Tournikiotis, 1999), (Bozdoğan, 2001), (DOCOMOMO, 2007), (Simone, 2013).

study of heritage in Cyprus has the possibility to highlight issues related to cultural differences and values.

Limpouri-Kozakou, (2010) traced the history of the protection of monuments in Cyprus back to the Paleochristian period. Local approaches towards historic structures have been developed and transformed through each of the island's historic periods. Within the framework of this research the development of the concept of conservation in Cyprus in the twentieth century was studied in order to understand how it developed in relation to the international conservation movement and additionally in order to understand the current local approaches to heritage.

The British colonial presence in the island during the first half of the twentieth century defined a new era in regard to the local approach towards historic structures. The British interest in the historic structures of the island allowed for the introduction to Cyprus of the ideas of the conservation movement which was developing at the time in England. As stated prior (see subchapter 1.1.2) the ideas and theories of John Ruskin and William Morris influenced greatly not only the development of the conservation movement in England but in the whole of Europe.

An important thesis which highlighted issues of British conservation practice in the Imperial context is the doctoral thesis of Keith Emerick (2003). Emerick (2003) used the example of Cyprus for the examination of this issue. The contribution of an important figure in conservation practice in Cyprus, the British architect George H. Jeffery, Curator of Ancient Monuments in Cyprus between 1903-1935 and architect of the Cyprus archaeological museum (see subchapter 1.2.2) was underlined by Emerick (2003).<sup>30</sup> Jeffery was a member of the SPAB and according to Emerick (2003: p. 187) "he commenced work on the island using imported, recognisably SPAB techniques, but as he became familiar with the island, its communities, the different cultural demands and new contexts for conservation, his response to the work evolved".<sup>31</sup>

By examining the colonial experience of heritage management in Cyprus, Emerick (2003: p. 211-212), highlights two important issues relevant to this research study. Firstly, how the history of the

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<sup>30</sup> The diaries of Jeffery with valuable information related to the monuments in Cyprus were published in 2009 (Pilides, 2009a; Pilides, 2009b).

<sup>31</sup> For more context information on the SPAB see subchapter 1.1.2.

conservation movement in Cyprus in the twentieth century provides a clear illustration of the conflict that can be generated by the automatic importation and application of a particular idea of heritage on different communities. Furthermore, Emerick (2003) stresses how contemporary preoccupations of the heritage field as the issues of the role of the specialist as authority, of the conflict between the 'experts' and the people and the conflict of opposing cultural values have been historically relevant to the context of the island.

According to Emerick the contribution of Jeffery was essential also to the establishment of one of the first preservation laws in Cyprus in 1891, the law *To Provide for the Preservation of Ancient Buildings in the Town of Famagusta, Cyprus*. Jeffery was stationed in Jerusalem when as a regular visitor to Cyprus he became interested in the case of the walled city of Famagusta, a unique medieval ensemble which was at the time uninhabited, neglected, and in danger of extensive interventions for the purposes of the Famagusta port. The historic monuments of Famagusta were also threatened by the harvesting of stone from their fabric for purposes of reuse for new structures by locals, but also by foreigners (Limpouri-Kozakou, 2010: p.27). According to Emerick (2003: p. 178) Jeffery started a letters and articles campaign to the SPAB, the journal of the Royal Institute of British Architects (R.I.B.A.), and to *The Builder* magazine, regarding "Britain's responsibility as a civilized country to protect the European Inheritance". The attention drawn by Jeffery's campaign led the colonial office in Cyprus to issuing the law. The first law which applied for the whole of Cyprus was the Antiquities Act which was enacted in 1905 and replaced the Ottoman law on Antiquities which was maintained until then (Department of Antiquities, n.d.; Emerick, 2003: p. 180).<sup>32</sup>

The next Antiquities law in Cyprus was enforced in 1935. One of its main aims was to define policies and rules for excavations. During the first half of the twentieth century, Cyprus and its rich history drew the attention of many foreign archaeological expeditions, such as the Swedish Cyprus Expedition which developed extensive knowledge regarding the civilisations of Cyprus and defined the scientific basis for archaeology in the island (Department of Antiquities, 2019). At the same time, the British expressed great interest in the local archaeology and conducted extensive excavations on the island. As Given (1998) highlighted archaeology during this period was used by the British colonial rulers

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<sup>32</sup> The two laws were preceded by a survey of the monuments of Cyprus in 1881 by a special committee of the R.I.B.A., in line with the European practises at the time (Limpouri-Kozakou, 2010: p.28).

as a means towards creating and promoting their own interpretation of the origins and the roots of the Cypriot people with the aim to combat the Greek Cypriot nationalistic narratives.

In 1935, with the introduction of the new law also the Department of Antiquities was established (Department of Town Planning and Housing, 2012). Between the years 1935-1974 conservation in Cyprus was mostly focused on the scope and the activities of the Department.

Tourism became one of the main drives of development of the island in the 1960s and 1970s and the archaeological sites and monuments of Cyprus attracted ever-increasing numbers of foreign visitors. This contributed to the consideration of heritage as a source of economic revenue and, at the same time, it introduced issues of accessibility, visitor management and interpretation of historic sites (Limpouri-Kozakou, 2010: p.61).

Another fact which influenced the practices of the Department of Antiquities during the post-WWII period was the return to Cyprus of the first Cypriots who had been educated in archaeology in Europe, often in the United Kingdom. Some of them worked for the Department and were able to contribute to the expansion of the focus of the Department beyond medieval monuments. During this period the Department of antiquities started to address monuments from more historic periods, including byzantine and classical monuments (Department of Antiquities, 2019). Until that point in time there had been very few interventions on monuments from more recent historic periods.

The operation of the Department of Antiquities continued after 1960 and the Cypriot Independence, under the jurisdiction of the newly constituted Ministry of Transport, Communications and Works of the Republic of Cyprus. A factor which contributed to the advancement of the local conservation practice during this period was the creation of official links between Cyprus and such international organisations as UNESCO and ICOMOS (Limpouri-Kozakou, 2010: p.178). This was a shifting point for conservation planning in Cyprus which started shifting from the British approach to conservation and developed influenced by the international guidelines of organisations as the aforementioned. In 1962 the Cyprus National Commission for UNESCO was created and it continues its operation until today (UNESCO, n.d.). In 1964, the 1935 Antiquities law was adopted as a law of the newly constituted Republic. This law still constitutes today the main law for the protection of antiquities and was most recently revised in 2017 (Republic of Cyprus, 1964).

Between 1960 and 1974 the focus of the Department of Antiquities shifted towards the preservation of Byzantine monuments. Archaeological sites and medieval monuments were also preserved. In a corresponding manner to the European modern conservation movement, the rapid change of the 'familiar' environment brought by the modern development in the 1950s and especially in the 1960s triggered a growing public interest in preserving the vernacular environment.

The division of the island in 1974 caused many crucial changes to the local built environment and had great impact on the island's architectural heritage and its preservation. Firstly, many of the island's monuments were 'caught in the middle of the conflict' situated within the United Nations (UN) buffer zone. Secondly, many historic structures were damaged by the war and the conflict. Furthermore, during the first years after the war the illicit trade of antiquities constituted a serious problem.<sup>33</sup> Over and above, funding for the protection of monuments became scarce since other needs were prioritised. Finally, post-division the Department of Antiquities lost access to the monuments located in the northern part of the island. EVKAF (The Pious foundations in Cyprus) which oversaw many of the Ottoman historic properties of the island since the Ottoman period,<sup>34</sup> also lost access its properties situated in the south.

After the island's division the built environment was changing fast in order to accommodate the new circumstances. Within this context the end of the 1970s was marked by a renewed public interest in the traditional and historic local structures and the need for the protection of the local cultural heritage (Sierepeklis, 1997). The Council of Europe's initiative to declare 1975 European Architectural Year, had impact in Cyprus for raising awareness for the irreplaceable cultural, social and economic values represented by historic monuments, groups of old buildings and interesting sites in both town and country. It also intensified the local discussion regarding the evolving concept of heritage conservation and the necessity to implement measures for the protection of the historic character of the urban and rural environment of the island which was fast changing. By that time the Department of Antiquities had already listed traditional settlements, as monuments. This led to the enforcement of article 38 of the Town and Country Planning Law in 1976 which allowed for the statutory protection of historic buildings through acquiring a Listing status when it is included in a Preservation Order [for

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<sup>33</sup> For an analysis of this issue see (Jansen, 1986, p314-323)

<sup>34</sup> EVKAF was first established during the Ottoman rule in Cyprus by the Sultan and it was were largely responsible for sustainable economic and social development of the island during that period.

Listed Buildings] (Republic of Cyprus, 1972: article 38). According to the law, Preservation Orders were to be issued by the Minister of Interior of the Republic of Cyprus for buildings with special, architectural, historical, social or other special interest or character. Through this law, the protection of historic properties was undertaken for the first time by a different public entity than the Department of Antiquities. The Town Planning and Housing Department became in charge of dealing with Listed Buildings and the dedicated Preservation and Cultural Heritage sector was established with the mission of elaborating a clear policy for the preservation of architectural heritage and constitute preservation as an important chapter in the Development Plans for the island (Department of Town Planning and Housing, 2012: p.69). The first Preservation Order in accordance with article 38 was issued by the Department of Town Planning and Housing in 1979 for the protection of 165 properties in Nicosia walled city (Department of Town Planning and Housing, 2012: p.69). As it is mentioned in the Department's of Town Planning and Housing 2012 publication *Preserving the Architectural Heritage of Cyprus* "at first the reaction of the public was negative to the Preservation Orders. Many owners had unsuccessfully appealed to the Court for the declassification of their properties" (Department of Town Planning and Housing, 2012: p.69).

The gradual raising of awareness of the public regarding heritage conservation and the raising concerns for the fast changing historic character of the built landscape of the island led also to the establishment of the Cyprus Architectural Heritage Organization. The organisation was founded on the initiative of many of the individuals with interest in the protection of architectural heritage among whom were many modernist architects including Neoptolemos Michaelides, Charis Fereos and Pefkios Georgiades (Cyprus Architectural Heritage Organisation, n.d.).

In 1992, the adoption of the Listed Buildings Law introduced a series of economic incentives for the restoration of listed buildings (Republic of Cyprus, 1992; Department of Town Planning and Housing, 2012: p.71). These incentives constitute until today one of the most important contributing factors for the promotion of conservation and restoration of listed buildings in the island.

In 1993, the Department of Town Planning and Housing, Ministry of the Interior of the Republic of Cyprus applied for technical assistance from the Council of Europe for the establishment of a documentation and inventory system for the cultural heritage of Cyprus. The Department aimed to develop an approach to heritage documentation and procedures in accordance with the agreements enshrined within the Granada Convention for the Protection of the Architectural Heritage of Europe. The application of the Department was declared admissible. A team of experts, part of the Working

Group for the Technical Co-operation and Consultancy Programme, responsible for the management of this programme within the Cultural Heritage Committee of the Council of Europe came to Cyprus in 1995. The recommendations of the experts, as these were documented in their report published in 1995, were decisive for the establishment of a more efficient documentation and cataloguing system and the introduction of computer processes (Council of Europe, 1995). Through the incorporation of these recommendations into the operation and processes of the Department the Granada Convention became of the most decisive for the way conservation is practiced in Cyprus even until today.

### *Heritage conservation in Cyprus today*

Currently, the Republic of Cyprus is a signatory to the following international conservation charters.<sup>35</sup>

*Table 1- 1 Charters ratified by Cyprus*

Document	Ratification year
Convention for the protection of cultural property in the event of armed conflict with regulations for the execution of the convention, the Hague, 14 May 1954	1964
European Cultural Convention, Paris, 19 December 1954	1969
Statutes of the International Centre for the Study of the Preservation and Restoration of Cultural Property, as amended on 24 April 1963 (ICCROM), New Delhi, 5 December 1956	1963
Statutes of the ICCROM, as revised by the XXIII session of the General Assembly, Rome, 21 November 2003	
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, Paris, 14 November 1970	1979

<sup>35</sup> Nevertheless, the northern part of Cyprus due to its unsettled political status is exempted from such agreements

Convention for the Protection of the World Cultural and Natural Heritage, Paris, 16 November 1972	1975
Convention for the Protection of the Architectural Heritage of Europe, Granada, 3 October 1985	1989
European Convention on the Protection of the Archaeological Heritage (Revised), Valletta, 16 January 1992	2000
Unidroit Convention on Stolen or Illegally Exported Cultural Objects, Rome, 24 June 1995	2004
Convention for the Safeguarding of the Intangible Cultural Heritage, Paris, 17 October 2003	2006
Charter for the protection and management of the archaeological heritage, Lausanne 1990	
Charter for the conservation of historic towns and urban areas, Washington 1987	
Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society, Paris 2015	2015

Further than the above, on the 11<sup>th</sup> of September 2019, the Council of Ministers has approved the signing of the Faro Convention (Secretariat of the Council of Ministers of the Republic of Cyprus, 2019). Next steps for its ratification are the legislative processing of the Convention, its opening for public consultation and its endorsement by the Parliament of the Republic of Cyprus.

Architectural Heritage in Cyprus today is managed conjointly by the Department of Antiquities and the Preservation and Cultural Heritage Sector.

The Department of Antiquities today, constitutes one of the Departments of the Ministry of Transport, Communications and Works and its operation and responsibilities are defined by the latest (2014) amendment of the Antiquities Law (Republic of Cyprus, 1964). According to the law the Department



is responsible for the conservation, restoration, protection and promotion of Antiquities and of Ancient Monuments in the First and Second Schedule of the Antiquities Law, either be archaeological or architectural (Republic of Cyprus, 1964: article 2). Scheduled Monuments are categorised either as First Schedule, which refers to public properties, or to Second Schedule which includes private properties (including also the properties of the Church and EVKAF) (Republic of Cyprus, 1964: article 2).

According to the most recent amendment of the Antiquities Law (Republic of Cyprus, 1964: article 2), "ancient monument" is defined as:

- (a) Any object, building or site specified in the First or Second Schedule to this Law;
- (b) Any other object, building or site in respect of which the Council of Ministers has made an Order under section 6 of this law.

"antiquity" is defined as:

any object, whether movable or part of immovable property which is a work of architecture, sculpture, graphic art, painting, or generally any form of art which has through human effort been produced, sculptured, inscribed, or painted or generally made in Cyprus in any manner whatsoever and from any material prior to the last one hundred years and which has been found, discovered or excavated in Cyprus or recovered from the sea within the territorial waters of Cyprus and includes any such object or part thereof which has at a later date been added, reconstructed, readjusted or replaced subsequently: Provided that for works of ecclesiastical or folk art of great archaeological, or historical value, the year 1940 A.D. shall be taken into account in place of the one hundred years limit irrespective of the place of manufacture or origin."

It is the responsibility of the Council of Ministers to declare any object, building or site as an ancient monument upon recommendation of the Director of the Department of Antiquities (Republic of Cyprus, 1964: article 6). The Council of Ministers might approve the declaration of an ancient monument if they consider it to be "of public interest by reason of the historic, architectural, traditional, artistic or archaeological interest attaching thereto to be an ancient monument" (Republic of Cyprus, 1964: article 6 (1a)). The declaration becomes official upon its publication in the Official Gazette of the Republic of Cyprus. The Director is in charge of publishing a notice regarding his recommendation at least one month earlier than the proposed declaration in order to provide the opportunity to any person whose interests might be affected to lodge an objection (Republic of Cyprus, 1964: article 6(2)).

As it was previously mentioned, Listed buildings, Areas of Special Character and Historic/Traditional areas, according to article 38 of the Town and Country Planning Law, are the responsibility of Preservation and Cultural Heritage Sector of the Department of Town Planning and Housing, under the Ministry of Interior of the Republic of Cyprus (Republic of Cyprus, 1972). Preservation Orders constitute until today the most important provision for the protection of architectural heritage. According to the legislation the Minister of Interior is responsible for issuing Preservation Orders for "buildings with special architectural, historical, social or other special interest or character" (Republic of Cyprus, 1972: article 38 (2b)). Preservation Orders can be issued for individual buildings or for buildings located within a area of Special Character or a Historic/Traditional area. A building can be recommended for a Preservation Order either upon request of the owner submitted to the Preservation and Cultural Heritage Sector or upon recommendation of the Department of Town Planning and Housing or the Local Authority to the Minister (Department of Town Planning and Housing, 2012: p.73). In the second case, the owner has the right to lodge an objection. For the Preservation Order to become official it also needs the of the Council of Ministers and it is subject to publishing to the Official Gazette of the Republic.

Since 1979 and the first Preservation Order 6,500 buildings have been Listed through Preservation Orders.<sup>36</sup> The state continues to support and promotes conservation through financial and other incentives (Department of Town Planning and Housing, 2012). Orders may not be made "in respect of any immovable property which is an ancient monument or so as to affect the functions of any person or authority under the Antiquities Law" (Republic of Cyprus, 1972: article 38 (5)). Listed Buildings and/or Scheduled Monuments are not classified according to their significance.

For a Preservation Order to be issued for public buildings the Department can make the recommendation directly to the Minister for his approval and no objections process applies.<sup>37</sup>

Once a Preservation Order is issued for a building for any work or alterations on it, further to the Planning and Building Permits required by Law, it is also necessary to obtain a Listed Building Consent. Issuing a Listed Building Consent and defining the accompanying planning obligation which ensure

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<sup>36</sup> According to information provided to the researcher by the Preservation and Cultural Heritage Sector, in March 2020 (Interview with Ms Yiola Kourou, March, 5, 2020).

<sup>37</sup> Ibid.

the preservation of the building's authenticity is the responsibility of the Preservation and Cultural Heritage Sector of the Department of Town Planning and Housing, with the exception of the Nicosia Municipality which has the right to issue consents for Listed buildings within its precinct. Responsibility of the Department is also the monitoring of the works to ensure the project is implemented in line with the Consent provided (Department of Town Planning and Housing, 2012: p.73).

The application of the abovementioned heritage legislation, moreover, is limited to the areas under the administration of the Republic of Cyprus.

### *Critical issues of heritage for this study*

The relation between heritage, conflict and peace in Cyprus is a critical issue for this study.

As Emerick (2013) and Given (1998) have noted conservation, archaeology and politics have been intertwined throughout the twentieth century in Cyprus. The same applies to different types of movable and immovable heritage in Cyprus. Architecture and heritage throughout the island's history have been extensively involved in conflict. In conflict-affected contexts the built environment and especially built cultural heritage becomes the material expression of notions of identity and values ranging from the individual to the pan-national scale. The case of Cyprus offers a variety of examples of the involvement of heritage in conflict.

The role of heritage in post-conflict situations was explored in the 2008-2012 CRIC European research project *Identity and conflict: Cultural heritage and the re-construction of identities after conflict*. Cyprus was one of the countries examined. According to the project: "Recent conflicts have highlighted these connections [between heritage and conflict], making the post-conflict reconstruction of cultural heritage an important cultural, political and socioeconomic concern".

Concurrently, heritage in Cyprus has been historically facilitated in the framework of reconciliation efforts between the island's communities. As Limpouri-Kozakou (2010: p. 178) highlighted the first attempt for re-establishing the connections between EVKAF and the Department of Antiquities took place for the restoration of the Saint Nicolas cathedral (Lala Mustafa Mosque in Famagusta) in 1968.<sup>38</sup> This

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<sup>38</sup> Following the retreat of the Turkish Cypriot representatives from the Republic of Cyprus' government in 1963 the Department of Antiquities remained in the hands of the Greek Cypriots, while EVKAF, as a Turkish Cypriot foundation was dealing with the Ottoman heritage.

effort continued in 1969, when restoration works began at the Agia Sophia cathedral in Nicosia (Selimiye Mosque), supervised by UNESCO experts.

In 1979, the first project of co-operation between Greek Cypriot and Turkish Cypriot authorities after the events of 1974 was initiated under the auspices of the United Nations for the Rehabilitation of the Walled City in Nicosia as a whole. This was the Nicosia Master Plan (NMP). Nicosia in the aftermath of the island's division became a divided city and remains today the only divided capital in Europe. The human habitat of the city and the city's rich heritage were undergoing progressive decay under this turbulent political situation. The project recognised the historic core of Nicosia as common heritage and its protection and rehabilitation as a common aim for the two communities. For the first time since the island's division the two communities co-operated for a sustainable urban development of the city based on restoration and conservation policies for the accomplishment of the revitalization of the historic core. The project was successful in its implementation and it received multiple awards including the 2007 Aga Khan Award for Architecture. According to the Aga Khan Award Committee the NMP project "[...] has been successful in reversing the city's physical and economic decline, using architectural restoration and reuse as the catalyst for improvement to the quality of life on both sides of this divided city".<sup>39</sup>

Encouraging a climate of co-operation between the two communities was one of the objectives of the NMP. However, it was not until 2008 and the establishment of the bicomunal Technical Committee on Cultural Heritage (TCCH) that heritage was officially introduced to the confidence building measures for the Cyprus dispute. The members of the TCCH were appointed by the two leaders with the mandate to increase the trust between the Greek Cypriot and Turkish Cypriot communities through the conservation of cultural heritage all over the island. The TCCH operates with the support of an advisory board of experts from both communities and in communication with the local heritage stakeholders. Nevertheless, the role of the TCCH is considered temporary. The TCCH plans and implements heritage projects with the overall objective "to support the reconciliation process and to increase the trust between the Greek Cypriot and Turkish Cypriot communities" (The Technical Committee on Cultural Heritage in Cyprus, 2018). The TCCH is operating under the UN auspices. The work of the TCCH has received numerous awards including the European Citizen 2015 prize which was awarded to Takis Hadjidemetriou and Ali Tuncay, the respective Greek and

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<sup>39</sup> The project for the Rehabilitation of the Walled City of Nicosia was awarded an Aga Khan award in 2007. For more information see <http://www.akdn.org/press-release/nine-projects-receive-2007-aga-khan-award-architecture>.

Turkish Cypriot representatives of the TCCH for their contribution to European co-operation and the promotion of common values. The work of the TCCH is much based on the concept of 'shared' heritage. The conceptualisation of heritage as a shared resource for has been discussed in section 1.1.2. During the last decade and in the current climate of democratisation of heritage (within the framework of current developments in heritage as these have been presented in subchapter 1.1.2.) the concept has been extended to include all people and it has been adopted also by other organisations as the Council of the European Union (2014a; 2014b), ICOMOS (2014; 2017a), UNESCO (2011; 2015) and the UN (2011) and has been widely used.

Finally, despite the developments in the protection and management of architectural heritage in the island many of the challenges which were identified by the Report established by the experts appointed by the Council of Europe in 1995 apply until today. Namely, there is still "shortage of trained personnel and funds, administrative procedures are cumbersome and there are limitations in research and documentation"(Council of Europe, 1995: p.7). Due to these issues, the implementation of many of the recommendations of the Council of Europe's experts are still in process for their implementation, as for example making available for use of a "heritage layer" in the Department of Land and Surveys information system which is currently ongoing.

### **1.3. The research problem: Modern architecture in Cyprus as heritage**

Cyprus is currently facing the challenge of protecting and managing its modern architectural heritage, a substantial historical layer of which is under great threat.

Recent scholarship regarding modern architecture in Cyprus has made great steps in situating it on the map of the international development of the modern movement, in unfolding its history and in promoting understanding about its local development, about the processes which created and sustained it (see subchapter 1.2.2). Concurrently, the intersections between modern architecture and the island's decolonisation, nation-building, modernisation, conflict and division, its meaning and symbolism as heritage were further examined by sociological, anthropological and ethnological research (Papadakis, Peristianis, and Welz, 2006; Constantinou, Demetriou and Hatay, 2012; Demetriou, 2012; 2015;). This scholarship has indicated the wealth and the complexity of this kind of heritage.

The key moment for the examination of the modern local architectural production in Cyprus as heritage was 2009. In 2009 the European Heritage Days in Cyprus were dedicated to the Cypriot modern movement in architecture, the examination of its value as heritage and the challenge of its protection. These subjects were explored through several seminars, exhibitions, lectures and publications (Cyprus Architects Association, 2009; Department of Town Planning and Housing, 2009). Important is also the establishment of Docomomo Cyprus at the end of 2006 by a local group of people with interest in modern architecture, its protection and conservation.<sup>40</sup> Docomomo Cyprus organised its first scientific meeting in 2008 and in 2014 Docomomo Cyprus has published the list of the “Cyprus 100[most] important buildings, neighbourhoods and sites” (Docomomo Cyprus, 2014).

The designation of several modern buildings by the Department of Preservation of the Town Housing and Planning Department of the Republic of Cyprus within the fifteen years constitutes a victory for the promoters of the value of modern architecture. Nevertheless, the percentage of modern architecture Listed Buildings remains low, with approximately 1% of the overall total number of Listed Buildings by the Republic of Cyprus. According to information provided for this thesis by the Preservation and Cultural Heritage Sector in March 2020 so far Preservation Orders were issued for approximately 65 modern architecture buildings.<sup>41</sup>

Today, modern heritage in Cyprus is under immense pressure of adaptation or destruction due to the contemporary needs and ideas of development. Following the loss of several valuable modern buildings recently and as several more currently remain in danger of demolition or collapse this is now considered a pressing matter.

Some of the main challenges for the identification, evaluation, protection, conservation, management of modern architecture in Cyprus as heritage, as well as for its mobilisation in favour of the construction of a peaceful and democratic society and the promotion of sustainable development are described below.

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<sup>40</sup> Docomomo Cyprus is the Cyprus chapter of the International Committee for Documentation and Conservation of buildings, sites and neighbourhoods of the Modern Movement (Docomomo).

<sup>41</sup> Interview with Ms Yiola Kourou, Senior Officer of the Preservation and Cultural Heritage Sector, March, 5, 2020.

Firstly, there is no systematic thematic analysis regarding the modern architectural heritage of Cyprus. Knowledge on the subject is created and disseminated by current bibliography and research, as this has been mentioned above, but there is need to further develop knowledge and to fully understand its history, its technical characteristics, its materials, its typologies, its development, its influences and furthermore, its value. According to Ms Yiola Kourou, Senior Officer at the Preservation and Cultural Heritage Sector, the lack of extended bibliography on the subject constitutes a challenge for the strategic listing of modern buildings.<sup>42</sup> The lack of information constitutes the task of prioritisation of modern architectural heritage amongst the stock of modern buildings, very challenging.

Objections by owners to recommendations for Preservation Orders for modern buildings are more common in relation to objections by owners of buildings from earlier periods, Ms Kourou mentioned, and this can be attributed to the lack of awareness regarding their value amongst people, professionals and authorities. This constitutes a major obstacle recognised internationally as one of the main challenges in the protection of modern architecture as heritage (see subchapter 1.2.1). Due to the above, the Department really faces challenges in defending recommendations for Preservation Orders for modern building against objections by owners without the sufficient expertise and published material for modern architecture in Cyprus.<sup>43</sup> Under these circumstances the Department currently focuses its efforts for issuing Preservation Orders for modern buildings in convincing first the owners of the buildings regarding their value in order to ensure that they will either apply for a Preservation Order themselves or at least that they will not object in such a recommendation submitted by the Local Authorities or the Department.<sup>44</sup>

An additional challenge for the according to Ms Kourou constitutes the fact that in Cyprus, modern architecture buildings are in most cases individual buildings, dispersed all over the island. The protection of architectural heritage through planning for the protection of Areas of Special Character or Historic Areas are one of the most used practices by the Department the aforementioned fact

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<sup>42</sup> Ibid.

<sup>43</sup> In the case that an objection is submitted by an owner against a recommendation for Preservation Order the Preservation and Cultural Heritage Sector or the local authority need to submit a report to the Minister of Interior defending the recommendation.

<sup>44</sup> Interview with Ms Yiola Kourou, Senior Officer of the Preservation and Cultural Heritage Sector, March, 5, 2020.

means that modern architecture is often excluded from groups of buildings protected under Areas of Special Character or Historic Areas.<sup>45</sup>

The above issues relate to the low level of statutory protection of modern architecture in Cyprus.

Over and above, as previously stated, architecture has always been extensively involved in conflict. Modern architecture in Cyprus developed during the most turbulent periods of the twentieth century in the island. It has been used as form of representation, carrier of ideologies and ideas of national identity, often conflicting, while at the same time it has been also physically involved in the conflict (Demetriou, 2012; 2015; Given, 1997; Sioulas and Pyla, 2015).<sup>46</sup> In such manner, modern architecture in Cyprus constitutes a complex layer of the island's architectural heritage. An additional challenge to addressing it as heritage and to mobilising it towards sustainable development is the contested aspects of modern architecture in Cyprus as heritage.

Finally, as previously mentioned, heritage in Cyprus has been used successfully in the past to bridge societal gaps and to mobilize development towards a peaceful society (see subchapter 1.2.3). For this purpose, religious monuments, hans, communal baths and other characteristic spaces of the past, often related to each of the island's heritage communities, have been restored and positively accepted as common heritage. Nevertheless, modern heritage is as yet untargeted and thus unexploited in the peace and reconciliation efforts. The ways in which this modern architectural heritage could lay down updated benchmarks for the cultivation and transmission of common values and the appraisal and reconciliation of the sometimes-contradictory values which society assigns to it, is yet to be examined.

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<sup>45</sup> The practise commonly used by the Department of Planning and Housing of protecting Areas of Special Character or Historic Areas within the framework of planning strategies (Local Area Plans etc) is based on the recommendations of the *Convention for the Protection of the Architectural Heritage of Europe* (Council of Europe, 1985).

<sup>46</sup> For an analysis of the example of modern schools and how these have been used as form of representation, carrier of ideologies and ideas of national identity, often conflicting and have been also physically involved in the local conflict see Chapter 3.3.2.



#### 1.4. The research questions

Today, heritage has been increasingly accepted as the source of important benefits including sense of identity, stability, understanding, tolerance, recognition of and respect for cultural differences, economic development and has been identified as a critical factor for sustainable development. In the current climate, addressing the assets of Cyprus's modern heritage is more urgent than ever. Within this framework, this research examines modern architectural heritage in Cyprus with a value-based approach aiming to address the following primary question:

**Primary research question:** *Could a heritage value-based approach to modern architecture in Cyprus aid its protection and its mobilization in favour of the construction of a peaceful and democratic society and the promotion of sustainable development?*

In order to address the multiple aspects of the research question in a structured way it was necessary to break the question down into sub-questions. The aim of this approach is eventually to synthesize the answers to these sub questions in order to address the primary question. Accordingly, the primary question was first broken down into two related sub-questions to be addressed through the research. These were:

**Sub-question 1:** *What is the range and the nature of heritage values associated with modern architecture in Cyprus?*

**Sub-question 2:** *How can a value-based approach aid the mobilisation of modern architectural heritage in Cyprus towards sustainable development?*

The first question focuses on the information-gathering process and the creation of a theoretical framework for identifying and understanding the heritage values linked with modern architecture in Cyprus, and the second question focuses on the integration of heritage values in the planning processes aiming towards the promotion of sustainable development. The second is dependent on the first: only by developing a knowledge base on the nature and range of heritage values linked with modern architecture in Cyprus these values can be integrated into the planning process and mobilized in favour of sustainable development.

## 1.5. Research Aims

The main aims of this research are:

- to contribute to the development of knowledge about the value of the modern architectural heritage in Cyprus and to raise awareness about
- to contribute to the development of the traditional planning concepts for heritage towards a more inclusive and integrated approach to heritage management that responds to the challenges of heritage in contexts of conflict and cultural diversity.

This thesis examines opportunities in the integration of new data, as values, in planning for modern architectural heritage in Cyprus. In this way this research aspires not only to expand knowledge regarding the value of modern architecture in areas which are considered as peripheral to its main development axes, but also to inform the heritage discourse about the specific challenges and opportunities of considering value-based approaches in different cultural contexts, and specially in conflict affected contexts.

The research aims are based on the recognition of the value and potential of cultural heritage wisely used as a resource for the construction of a peaceful and democratic society and for sustainable development (Council of Europe, 2005; United Nations, 2011; ICOMOS, 2014; Council of Europe, 2015; ICOMOS, 2017a), and in line with the Recommendation of the Committee of Ministers to member States on the European Cultural Heritage Strategy for the 21st century to "Promote heritage as a meeting place and vehicle for intercultural dialogue, peace and tolerance" (Council of Europe, 2017: p.36).

## 1.6. Methodology

The research was broadly organised in three stages.

The first stage, as described in the previous parts of this chapter, was dedicated to developing the theoretical foundations of this research, understanding the problem field and defining the scope. This part of the research was based mostly on secondary sources of information. At these initial research stage the shift from object-based approaches in conservation to value-based approaches was identified and was further explored. Through a literature review on heritage values and value-based approaches the theoretical framework of the research study was created.

At the second stage of the study, a suitable methodology for addressing the research problem was identified, a suitable case study was selected and fieldwork was conducted in two phases.

At the third and final stage, the researcher analysed the results of the case study research and synthesised the discussion.

The methodological framework of the case study is explained in more detail in Chapter 3.

### **1.7. Research limitations**

The main research limitations are explained below.

Due to the lack of a public architectural archive in Cyprus there is dispersion of archival documents regarding architecture in Cyprus in general and more specifically in regard to the research subject. In order to identify as much information as possible a number of libraries and archives were visited, including the State Archive, the Ministry of Education and Culture archive, the case study schools' archives, and private archives. With the exception of the State archive the documents at the rest of the archives were not archived or catalogued. Thus, in the process of this research I came across much new valuable information which was hitherto unidentified. At the same time that many more valuable information on this matter still remain unidentified, awaiting to be discovered or forever lost. Nevertheless, this applies to most research. This first research obstacle relates also to the low levels of synergy among public, institutional and private actors.

Furthermore, due to the current political situation there are many limitations to research. For a Greek Cypriot researcher to conduct research in the northern part of the island there are often many obstacles. This affected the selection of a case study which was limited to the southern part of the island.

### **1.8. Thesis structure**

The thesis is organised in a corresponding manner to the research methodology. The first two chapters correspond to the first stage of the research.

Chapter 1 introduces the reader to the theoretical framework of the research and to the research problem while concurrently providing an overview of the thesis.

Chapter 2 presents the main theoretical focus of the thesis which is the identified shift of heritage theory and practice from object-based approaches to value-based approaches.

Chapter 3 presents the research methodology for the case study. It explains how it developed and how it was implemented.

Chapter 4 presents the case study fieldwork.

Chapters 5 presents the research findings.

Finally, Chapter 6 presents a critical discussion around the research findings.

## 2. The heritage field in the twenty-first century: Towards value-based approaches

### 2.1. Introduction: the new paradigm in the heritage field

In the previous chapter the fundamental changes which have been characterised as the 'new paradigm' in the heritage field have been discussed (see subchapter 1.1.2). Summarising, the 'new paradigm' is defined by major shifts which determine the way conservation is practiced today, the most important of which being: the conceptualization of heritage as a dynamic process of managing change, its acceptance as a social process and the shift from an object-based approach to a value-based approach. This research study focuses on examining heritage places in light of this 'new paradigm' in the heritage field.

This chapter focuses on the study and analysis of key conservation policy documents of the twentieth and twenty-first centuries in order to trace the increasing importance that values gained in the light of the new paradigm, to comprehend the issues related to heritage value assessment and the incorporation of heritage values in the heritage practice.

### 2.2. The development of the concept of heritage values

The concept of heritage values in the West has been present since the early beginnings of the conservation movement. Alois Riegl, in his 1903 seminal work *The Modern Cult of Monuments*, developed theories already present in Ruskin's work into a systematic categorisation of values to be considered when approaching the preservation and conservation of monuments.<sup>47</sup> Riegl described historical value, artistic value, age value, commemorative value, use value and newness value.<sup>48</sup> His work was based on the concept of the monument as the object of conservation (Riegl, 1982[1903]).

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<sup>47</sup> [...] the basis of today's conservation values, at least in a Western or, more specifically, a northern European context, were articulated in the Victorian period through the writings of William Morris and John Ruskin.' Bond, S. et al., *Managing built heritage: The role of cultural significance*, (Oxford, England: Blackwell Pub., 2008), p.54.

<sup>48</sup> 'Although Riegl's most well-known legacy in the conservation field is the set of values he articulated, one of his major contributions which make him even more relevant today is his examination of how the acceptance of different sets of values inevitably leads to vastly different objectives and results in conservation.' Gustavo F. Araoz. "Preserving heritage places under a new paradigm". *Journal of Cultural Heritage Management and Sustainable Development*. 1(1): 55-60, p.56.

Based broadly on the same concept,<sup>49</sup> the Venice Charter (ICOMOS) drawn up in 1964 established two types of values which were, and in many cases still are, mainly considered for heritage designation: historic value, aesthetic value and archaeological. These were situated within a framework which considered the courses of action that were acceptable in deciding how to protect historic monuments. The Venice Charter had been preceded by The Athens Charter for the Restoration of Historic Monuments published in 1931 (The Athens Charter for the Restoration of Historic Monuments Adopted, 1931) and the European Cultural Convention (Paris) published by the Council of Europe in 1954 (Council of Europe, 1954). The two documents referred to historic value and cultural value respectively in the broader sense of the terms.

The European Charter of the Architectural Heritage adopted by the Council of Europe in Amsterdam in 1975 states that architectural heritage “consists not only of our most important monuments; it also includes the groups of lesser buildings in our towns and characteristic villages in their natural or manmade settings” (Council of Europe, 1975: art. 1). Through the Charter’s article 3 the consideration of economic value is added into the wider heritage discourse: “[...] the architectural heritage is a capital of irreplaceable spiritual, cultural, social and economic value. [...] Far from being a luxury this heritage is an economic asset which can be used to save community resources” (Council of Europe, 1975: art.3).

Fifteen years after the Venice Charter, in 1979, the Australia ICOMOS Burra Charter was adopted by the Australian National Committee of ICOMOS. The Burra Charter, a seminal point for the development of the value-based approaches in heritage, introduced the idea of cultural significance and the concept of its preservation in the core of the conservation practice (Australia ICOMOS, 1979). Cultural significance according to the Burra Charter is defined as the “aesthetic, historic, scientific or social value for past, present or future generations”. According to the Charter conservation is: “a general term for the processes of looking after a place so as to retain its culturally significant qualities”. Within the Charter’s framework all actions on a place should aim at understanding, retaining, recovering or enhancing its cultural significance.<sup>50</sup> Concurrently, actions

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<sup>49</sup> It is acknowledged that the Venice Charter’s definition of the concept of historical monument demonstrates an expansion of the concept in relation to the writings of William Morris and John Ruskin, at the beginnings of the conservation movement.

<sup>50</sup> The term ‘place’ in this paragraph is used according to its definition in the Burra Charter (1979): Place means site, area, building or other work, group of buildings or other works of cultural significance together with pertinent contents and surroundings. This includes structures ruins and archaeological sites and areas.

which distort, decrease, or destroy its cultural significance should be avoided. Worthing and Bond (2008: p.58) suggest that “perhaps more than any other post-WWII Charter, it [the Burra Charter] has helped conservation to evolve”. The 1999 revision of the charter added into consideration also spiritual value (Australia ICOMOS, 1999).

Conjointly, the Charter (and its revisions) contributed towards the recognition of the views and rights of previously unrecognised stakeholder communities in the ‘heritagization’ process. Araoz advocates, in a 2011 article regarding the effects of this democratisation of heritage:<sup>51</sup>

“the official recognition of the places of great significance of smaller groups and minorities as heritage [which previously had gone undetected by official policies and dominant societies] has led not only to a numerical explosion in heritage inventories, but it was also accompanied by qualitative changes in the form of new categories of heritage places.[...] these changes reflect more universally the heterogeneous way in which places can link cultural groups to their ancestral past, to explanations of the present and to their understanding of the cosmos” (Araoz, 2011: p.56, 57).

The international discussion regarding the use and implementation of the concept of cultural significance in different contexts was reflected in charters published in the following years as the Nara Document of Authenticity, published in 1994 (ICOMOS), and The Declaration of San Antonio published in 1996 (ICOMOS National Committees of the Americas).

The Nara Document of Authenticity proposed the concept of ‘authenticity’ as an “essential qualifying factor concerning values” (ICOMOS, 1994b: article 10). More specifically:

“In a world that is increasingly subject to the forces of globalization and homogenization, and in a world in which the search for cultural identity is sometimes pursued through aggressive nationalism and the suppression of the cultures of minorities, the essential contribution made by the consideration of authenticity in conservation practice is to clarify and illuminate the collective memory of humanity” (ICOMOS, 1994b: article 4).

The link between heritage and identity and the need to acknowledge the heritage values of the communities for which the sites are valuable, even if conflicting, was further highlighted in The

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<sup>51</sup> The term ‘democratisation’ is being used according to the definition of the ‘social well-being’ by Derek *et al.*, (2009): The degree to which a population’s needs and wants are being met. In a well society [... people] are treated with equal dignity (ref. to human rights) [...and] have their opinions heard and respected (ref. to democracy). More discussion on the issue of the democratisation on heritage in subchapter 2.4.2.

Declaration of San Antonio deriving from the example of the Americas (ICOMOS National Committees of the Americas, 1996).

The Faro Convention in 2005, made mention of the cultural values of heritage, as inherent to it, and recognized the importance of decisions about change including an understanding of the cultural values involved (Council of Europe, 2005: article 9a). Most importantly, the convention defined 'heritage community' as a group of people who "value specific aspects of cultural heritage which they wish, within the framework of public action, to sustain and transmit to future generations" (Council of Europe, 2005: article 2a).

The *Conservation Principles*, published by English Heritage in 2008,<sup>52</sup> constitutes one of the most comprehensive guides published for the consideration of values in the process of the identification and designation of heritage assets, in national heritage policy.<sup>53</sup> It defines the terms 'heritage', 'conservation', 'designation' and 'harm' as follows:

"Heritage: All inherited resources which people value for reasons beyond mere utility.

Conservation: The process of managing change to a significant place in its setting in ways that will best sustain its heritage values, while recognising opportunities to reveal or reinforce those values for present and future generations.

Designation: The recognition of particular heritage value(s) of a significant place by giving it formal status under law or policy intended to sustain those values.

Harm: Change for the worse, here primarily referring to the effect of inappropriate interventions on the heritage values of a place.

Significant place: A place which has heritage value(s)" (English Heritage, 2008: p.71-72).

The document also defines 'significance [of a place]' as "the sum of its cultural and natural heritage values" and 'value' as "an aspect of worth or importance, here attached by people to qualities of places" (English Heritage, 2008: p.71-72). For the purpose of understanding significance it

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<sup>52</sup> On the 1<sup>st</sup> of April 2015 English Heritage was restructured and its two functions divided. The statutory functions were taken over by Historic England while the properties in care activities remained with the reduced English Heritage, now officially called the English Heritage Trust. The official name of Historic England is the Historic Buildings and Monuments Commission for England (Historic England, 2019c).

<sup>53</sup> The term 'heritage asset' is used according to the definition of the (Ministry of Housing, 2018: Annex 2) "[a heritage asset is] a building, monument, site, place, area or landscape identified as having a degree of significance meriting consideration in planning decisions, because of its heritage interest".



considers four groups of heritage values: Evidential Value, Historical value (incl. illustrative value, associative value), Aesthetic value (incl. design value, artistic value), and Communal value (English Heritage, 2008: p.25-32). Although the importance of taking into account numerous values, when considering decisions about the management and future of a place is acknowledged by the document, at the same time it asserts that “designation necessarily requires the assessment of the importance of specific heritage values of a place” (English Heritage, 2008: p.27). This refers to the statutory designation legislation which takes into consideration particular values, such as ‘architectural or historic interest’ or ‘scientific interest’, as ‘special’ (defined above a threshold of importance) (Department for Culture, Media and Sport, 2010: para. 9).

In 2011, UNESCO published the Recommendation of Historic Urban Landscapes (2011) which considered that “...urban heritage is for humanity a social, cultural and economic asset, defined by an historic layering of values that have been produced by successive and existing cultures and an accumulation of traditions and experiences, recognised as such in their diversity” (UNESCO, 2011: Preamble). The recommendations highlight the need for consideration of the impact of uncontrolled development on community values (UNESCO, 2011: Preamble). The document is values based and it also uses the term cultural significance as per the Burra Charter’s definition.

In 2013, the latest revision to the Burra Charter was adopted by ICOMOS Australia.<sup>54</sup> The revised Charter reflects the expansion of the concept of cultural significance itself since the first adoption of the Charter: “Cultural significance is embodied in the place itself, its fabric, setting, use, associations, meanings, records, related places and related objects” (Australia ICOMOS, 2013). Along these lines, intangible aspects of cultural significance as associations and meanings are included into consideration and the scope of cultural significance is further enlarged by considering related places and objects (Australia ICOMOS, 2013: art. 1.13 - 1.16 ).

The mentions to heritage values as these were identified in international heritage conservation documents and have been discussed in the framework of this subchapter are presented in Table 2-1. This table focused on the use of the term ‘values’ by such documents in order to highlight its increasing use of the term in the latest decades as it is demonstrated. It is acknowledged that other terms such as heritage ‘interest’ which has been used for example by the Council of Europe’s Convention on the Protection of the Architectural Heritage (Granada Convention) are considered in a similar way to

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<sup>54</sup> Minor revisions to the Burra Charter were also made in 1981 and 1988, with more substantial changes in 1999.

'values'(Council of Europe, 1985), but nevertheless they are considered peripheral to the scope of the investigation regarding the development of the concept of heritage values. The definitions of the heritage values used by these documents were also examined and analysed within the framework of this thesis and they were considered in the framework of the examination of the results of the case study (please see subchapter 5.2).

Table 2- 1 Overview of the use of the term of 'values' in international conservation documents

European Cultural Convention (Paris)	International Charter for the Conservation and Restoration of Monuments and Sites (Venice)	Convention Concerning the Protection of the World Cultural and Natural Heritage	European Charter of Architectural Heritage (Amsterdam)	Burra Charter	European Convention on the Protection of the Archaeological Heritage (Revised), (Valetta)	Nara Document on Authenticity	The Declaration of San Antonio	Burra Charter	Council of Europe Framework Convention on the Value of Cultural Heritage for Society (Faro)	ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value	The Paris Declaration on heritage as a driver of development*	UNESCO Recommendation of Historic Urban Landscapes*	Burra Charter	
Council of Europe	ICOMOS	UNESCO	Council of Europe	ICOMOS Australia	Council of Europe	ICOMOS	ICOMOS	ICOMOS Australia					ICOMOS Australia	
1954	1964	1972	1975	1979*	1992	1994	1996	1999	2005	2010		2011	2011	2013
										Tangible values	Intangible values			
Cultural	Historic	Outstanding universal value	Spiritual	Aesthetic	Cultural	Social	cultural	Aesthetic	Cultural*	aesthetic	commemorative	cultural	Community	Aesthetic
	Aesthetic		Cultural	Historic	Scientific	Cultural	testimonial (aesthetic, historic or otherwise)	Historic		archaeological	historical	historical	Shared	Historic
	Archaeological		Social	Scientific		Universal	documentary	Scientific		architectural	social	environmental	Urban	Scientific
			Economic	Social		Heritage*	spiritual	Social		functional	spiritual	aesthetic	Economic	Social
							social	Spiritual		landscape	symbolic	memory	Cultural	Spiritual
							aesthetic			monumental	traditional	social	Natural	
							commemorative			scientific		human	Heritage	
							educational			technological		economic	Social	
							communal						Environmental	
				* Introduction of the concept of cultural significance		*With artistic, historic, social, and scientific dimensions								
									* Values are mentioned in the broader sense of the term				* The document also uses the term 'cultural significance' as per the Burra Charter's definition of the concept	* definitions of the values were included which included the consideration of associations and meanings

Notes:

- It should be acknowledged that more documents as such considered the terms 'heritage values' or 'cultural values' in their broad sense as the Principles for the Recording of Monuments, Groups of Buildings and Sites (ICOMOS, 1996), Declaration of ICOMOS Marking the 50th Anniversary of the Universal Declaration of Human Rights (ICOMOS, 1998), the European Landscape Convention (Florence) (Council of Europe, 2000), Principles for the Analysis, Conservation and Structural Restoration of Architectural Heritage (ICOMOS, 2003), Joint ICOMOS – TICCIH Principles for the Conservation of Industrial Heritage Sites, Structures, Areas and Landscapes « The Dublin Principles » (ICOMOS, 2011) and The Florence Declaration on Heritage and Landscape as Human Values (ICOMOS, 2014).

### 2.3. A continuing research interest on heritage values

As previously mentioned, in 2000 the GCI published the report *Values and Heritage Conservation* (Avrami et al.). The report presents the results of research, undertaken by the GCI, on the subject of the values, as a means of articulating and furthering ideas that had emerged from the conservation field around that time.<sup>55</sup> This report is considered as a reference point in acknowledging the transformations in the conservation field and in further articulating the need for research on values in heritage conservation. In the report, values were acknowledged to “give some things significance over others and thereby transform some objects and places into heritage” (Avrami et al., 2000: p.7). Based on the conceptualisation of heritage as a process “opposed to a static set of objects with fixed meaning”, the report proposed a new definition for conservation as “a social process” and further recognised values as “an important determining factor in the current practices and future prospects of the conservation field” (Avrami et al., 2000: preface). Thus, heritage values were identified as critical to deciding what to conserve, as well as how to conserve it.

The GCI report adopts the assertion of the Burra Charter that the ultimate aim of conservation is not to conserve material for its own sake but, rather, to maintain (and shape) the values embodied by the heritage (Australia ICOMOS, 1979: art. 2). The report advocates that the conservation process is best seen more inclusively, encompassing the creation of heritage, interpretation and education, the many efforts of individuals and social groups to be stewards of heritage, and shifting economic and political tides, as well as the traditional practices of conservators, preservationists, curators, and other professionals.

In order to achieve that end, as such that heritage is meaningful to those whom it is intended to benefit (i.e., current & future generations), the report underlines the “necessity to examine why and how heritage is valued, and by whom” (Avrami et al., 2000: preface). At the same time, it advocates that every act of conservation should be shaped by how an object or place is valued, its social contexts, available resources, local priorities, and so on.

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<sup>55</sup> The report is based on the development of a multiyear enquiry to explore values and benefits of cultural heritage conservation which began by the Getty Conservation Institute in late 1997. The research was launched with a meeting held in Los Angeles and Riverside, California, January 14-16, 1998.

The report proposed a new definition of the concept of 'integrated conservation',<sup>56</sup> according to which all the stages of conservation from the 'creation' of heritage to the intervention are interlinked and values play a significant role at every stage. The innovative element introduced by the GCI report within this framework is the introduction of values and valuing processes as a key concept to the integration of the field of conservation (Avrami et al., 2000: preface).

As aforementioned, in 2000, an unmet need for research which explained how conservation is situated in society, how it is shaped and how, in turn, it shapes society had been identified. Research on values was recognised as a pressing matter in order to advance understanding of conservation's role in society in the beginning of the twenty-first century, to educate the conservation community at large about the potential role of conservation in the future, and ultimately to strengthen the capacity of the conservation field to enrich cultural life and the visual arts in societies worldwide.<sup>57</sup>

Almost fifteen years later, within the framework of European national research programmes the European Joint Programming Initiative Cultural Heritage and Global Change (JPI-CH) defined the continuing need for research on values as one of its priorities. This was expressed in the JPI-CH Strategic Research Agenda (SRA) published in 2014. The legal basis to enhance moveable and immovable cultural heritage of European significance was established by the Maastricht Treaty, which in 1992 established the European Union.<sup>58</sup> The aim of the JPI-CH is to define a common vision between the seventeen participating countries and to address the strong relationships that link cultural heritage, technological innovation and economic development within the dynamic framework of the challenges and competitiveness of an enlarged European Union and by considering this as an

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<sup>56</sup> In relation to previous interpretations of the term as these are discussed on subchapter 1.1.2

<sup>57</sup> The project has been continuing until today under the research program Heritage Values, Stakeholders and Consensus Building by the Getty Conservation Institute, [http://www.getty.edu/conservation/our\\_projects/field\\_projects/heritage/](http://www.getty.edu/conservation/our_projects/field_projects/heritage/) [accessed 28 June 2015].

<sup>58</sup> The Maastricht Treaty is the Treaty under which the European Union was established by the members of the European Community. Cultural heritage was one of the priority areas of the European Union and cultural heritage research featured in all EU Framework Programmes for Research since 1986, with the aim of protecting and rehabilitating the European patrimony and setting up coherent methodologies, technologies and tools.

important step towards the coordination of transnational strategies concerning Cultural Heritage Research.<sup>59</sup>

The lack, or fragmentation, of research across Europe which will enable the development of a deeper and critical understanding of the whole object and the need for a more in-depth collaborative approach led to the creation of the JPI-CH. One of the important outcomes of the JPI-CH programme has been the development of the SRA, as mentioned previously, which identifies four major focus areas, a number of enabling activities and a structured, forward-thinking assessment of the possible future research landscapes. The JPI-CH SRA considers heritage as an important component of individual and collective identity which in both its tangible and intangible forms contributes to the cohesion of the European Union and plays a fundamental role in European integration by creating links between citizens (JPI Cultural Heritage and Global Change, 2014: p.3).

The document also acknowledged the importance of values and how cultural heritage research should reflect values in society. Within its research priorities it encourages researchers to ask the core questions of “what is worth preserving and how to make choices” (JPI Cultural Heritage and Global Change, 2014: p.4). Over and above, the SRA document considers value as one of the Four Strategic Considerations for Cultural Heritage Research Policy (JPI Cultural Heritage and Global Change, 2014: p.28). The SRA considers cultural heritage to exist in tangible, intangible and digital form,<sup>60</sup> and with the term ‘heritage values’ the document refers to “the meanings and values that individuals or groups of people assign to heritage” (JPI Cultural Heritage and Global Change, 2014: p.11).

Within this framework a Europe-wide competition for research activities was launched in January 2013: *The Joint Pilot Transnational Call for Proposals: Funding of Research and Networking Projects*

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<sup>59</sup> For more about the JPI-CH see (JPI on Cultural Heritage, n.d.).

<sup>60</sup> Ibid, p.11. The SRA definition of tangible heritage includes artefacts, buildings, structures, landscapes, cities, and towns including industrial, underwater and archaeological sites. It includes their location, relationship to the natural environment and the materials from which all these are made. Intangible heritage includes the practices, representations, expressions, memories, knowledge and skills that communities, groups and individuals construct, use and transmit from generation to generation. Digital heritage includes texts, databases, still and moving images, audio, graphics, software and web pages. Some of this digital heritage is created from the scanning or converting of physical objects that already exist and some is created digitally, or ‘born digital’.

in *Cultural Heritage*. Through a peer review process ten successful projects were considered suitable for funding.<sup>61</sup> Among these ten projects, two have conducted research on heritage values and value assessment methods. These projects are: (i) the Heritage Values Network a collaboration of the UK, Netherlands, Norway and Spain,<sup>62</sup> and (ii) the SMART Value project (Values and Valuation as Key Factors in Protection, Conservation and Contemporary Use of Heritage) a collaboration of Poland, Lithuania, Italy and Slovenia.<sup>63</sup>

Through the SRA the continuing emphasis on heritage values research is demonstrated. Projects funded by this scheme have identified and aim to address fundamental matters regarding the conservation field which relate to heritage values. According to the Heritage Values Network “there is great ambiguity regarding the term heritage values and how this is conceptualized in different disciplines, practices and countries” (Heritage values network, 2013). Furthermore, the SMART Value research project claims that “conservation theory is unable to define universal rules on what to protect, why and how, and forms of heritage protection according to the new paradigm shift” (n.a., 2013). More recently, Szmygin, the Coordinator of the project,<sup>64</sup> at the presentation for the *Smart Value* European Collaborative Research Project, commented : “Heritage protection - in the light of the new paradigm - is the individual selection of values [as the subject of protection] determining the aims and methodology of the protection” (The Heritage Council, 2014).

## 2.4 Challenges of including heritage values in the heritage practice

It is often argued that the introduction of the concept of cultural significance has slowly but fundamentally transformed the field of heritage from the last quarter of the twentieth century until today (Avrami, Mason, and De la Torre, 2000; Araoz, 2011; Fredheim and Khalaf, 2017). However, one could also claim the opposite; it is the fundamental changes in the heritage field which

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<sup>61</sup> For further details on all the selected projects See <http://www.heritageportal.eu/about-us/the-jpich/jpich-jhep-joint-pilot-call-for-research-proposals.html>

<sup>62</sup> For further information on the *Heritage Value Network* research project see [https://www.youtube.com/watch?v=4nL\\_FnkpE3o](https://www.youtube.com/watch?v=4nL_FnkpE3o) [accessed 15 January 2019].

<sup>63</sup> For further information on the *SMART Value* research project See <http://www.smart-value.eu/index.php> and <https://www.youtube.com/watch?v=Ml1eLe9atY4> [accessed 15 January 2019].

<sup>64</sup> Boguslaw Szmygin is also the General Secretary of the ICOMOS International Scientific Committee Theophilos (International committee on Theory and Philosophy of Conservation and Restoration) and President of ICOMOS Poland.

created the need to define cultural significance, and hence heritage values. Heritage values came to the foreground of the heritage discourse due to the pressing need to redefine the theory and practice of the field. In this shifting landscape redefining heritage values became a pressing matter.

As Avrami et al. (2000: preface) mention in the GCI report on values:

“Values are the subject of much discussion in contemporary society. [...] In the field of cultural heritage conservation, values are critical to deciding what to conserve – what material goods will represent us and our past to future generations – as well as to determining how to conserve”.

In 2002, the GCI published a follow-up report on the assessment of heritage values (De la Torre, 2002). Mason in the framework of the report identified the assessment of heritage values as key for the heritage field.

[...] even though values are widely understood to be critical to understanding and planning for heritage conservation, there is little knowledge about how, pragmatically, the whole range of heritage values can be assessed in the context of planning and decision making (Mason, 2002: p. 5).

Below the main issues of the assessment of heritage values, as these have been identified within literature and policy documents are presented.

#### **2.4.1. Defining value typologies**

As the acknowledged heritage values were proliferating, the need for classification systems in order to make them ‘usable’ in the heritage processes seemed necessary. This is how the several heritage values typologies were developed, some of which were presented previously in this chapter. Nevertheless, concerns about the use of heritage value typologies were expressed by the heritage scholarly community, as well as by practitioners and policy makers.

For many years values were included in conservation charters, relying on the implicit understanding of their definition. The reference to the ‘historical value’ of monuments in The Athens Charter for the Restoration of Historic Monuments in 1931 ( *The Athens Charter for the Restoration of Historic Monuments Adopted*, 1931), and to objects of ‘cultural value’ in the European Cultural Convention (Paris), in 1954 (Council of Europe), as well as to the ‘the aesthetic and historic value of the monument’ in the Venice Charter (ICOMOS, 1964a) relied on a common understanding of these meanings which proved questionable.

Definitions of values used were first introduced in the 1999 revision of the Burra Charter (Australia ICOMOS):



“Aesthetic value: Aesthetic value includes aspects of sensory perception for which criteria can and should be stated. Such criteria may include consideration of the form, scale, colour, texture and material of the fabric; the smells and sounds associated with the place and its use.

Historic value: Historic value encompasses the history of aesthetics, science and society, and therefore to a large extent underlies all of the terms set out in this section. A place may have historic value because it has influenced, or has been influenced by, an historic figure, event, phase or activity. It may also have historic value as the site of an important event. For any given place the significance will be greater where evidence of the association or event survives in situ, or where the settings are substantially intact, than where it has been changed or evidence does not survive. However, some events or associations may be so important that the place retains significance regardless of subsequent treatment.

Scientific value: The scientific or research value of a place will depend on the importance of the data involved, on its rarity, quality or representativeness, and on the degree to which the place may contribute further substantial information.

Social value: Social value embraces the qualities for which a place has become a focus of spiritual, political, national or other cultural sentiment to a majority or minority group”

Nevertheless, even when definitions of values were introduced by the Burra Charter and further increased by various through publications over the next decades (Mason, 2002, p5-30; Docomomo International, 2003; Canadian Register of Historic Places, 2006; English Heritage, 2008; JP - EU - EU/CoE Support to the Promotion of Cultural Diversity in Kosovo, 2012; Australia ICOMOS, 2013) concerns were still expressed regarding the much needed still much disputed use of value typologies.

In recognition of the restrictive nature of value typologies, Australia ICOMOS in the revised version of The Burra Charter published in 1999 accepts that its proposed value categories are “[...] one approach to understanding the concept of cultural significance. However more precise categories may be developed as understanding of a particular place increases” (p.12).

Avrami et al., in the 2000 GCI report acknowledged the usefulness of value typologies but at the same time expressed concerns about the reductionist problems they can cause:

“Through the classification of values of different disciplines, fields of knowledge, or uses, the conservation community (defined broadly) attempts to grapple with the many emotions, meanings, and functions associated with the material goods in its care. This identification and ordering of values serves as a vehicle to inform decisions about how best to preserve these values in the physical conservation of the object or place. Though the typologies of different scholars and disciplines vary, they each represent a reductionist approach to examining the very complex issue of cultural significance” (p. 8).

The same issue was identified by Stephenson (2008) within the framework of her research for heritage values attached to landscapes. Stephenson expresses the concern that an assumption that values always accord with typologies, and that typologies will encompass all values can result in “the acceptance and reinforcement of an impoverished understanding” (Dakin, 2003: p. 190, cited in Stephenson, 2008: p. 128-129). In addition, Stephenson continues “the application of assessment typologies may also fail to reflect the nature and range of values expressed by those who feel they ‘belong’ to the landscape” (Stephenson, 2008: p.128-129).

Additionally, the same issue and the need for more flexible, holistic and inclusive value typologies were expressed by Worthing and Bond (2008: p.74) as follows:

“They [the typologies] should reflect a variety of perceptions of what is valuable and why, and not just reflect how ‘experts’ and professionals view heritage. A value typology therefore needs to acknowledge the range of possible values in a place to the extent that all stakeholders recognise that their interests are represented. [...] there needs to be a development of value categories which is more wide ranging, holistic, pluralistic and inclusive (particularly in acknowledging the views of those who have associations with the site) than the sort of typology that even in recent times favoured the art-historical view of what constituted cultural heritage. [...] Value categories should be conceived of as being fluid and not mutually exclusive. [...] It is also important not to over simplify –complexity needs to be acknowledged and worked with–”.

Almost a decade later, Fredheim and Khalaf (2017: p.476) consider that the aforementioned issues concerning the assessment of heritage values are still pending, that the lack of an effective language to identify and communicate heritage is inhibiting practice and therefore the deficiencies of established typologies must be addressed and a critical review and reframing of the values-based heritage discourse is necessary. More specifically, they added, value typologies are often designed and implemented without understanding the implicit consequences of the inclusion and omission of values and heritage value typologies often fail to prompt the necessary questions to develop satisfactorily detailed understandings of heritage significance resulting in decisions being based on implicit value assessments in practice. The authors additionally highlighted that given the subjective and mutable nature of heritage values, assessments of significance must be recognised as time- and context-specific. Accordingly, typologies must therefore address how past assessments of significance relate to those made in the present. Summarizing, the authors conclude that a value typology should be short, yet inclusive, use accessible language, minimize overlap between values and provide a mechanism for reviewing and integrating past assessments of significance (Fredheim and Khalaf, 2017: p.470, 476).

Heritage values have been recognised to be subjective in nature since the beginnings of the modern approach to conservation. In his 'Kunstwollen' theory, Riegl, already acknowledged the relative and shifting nature of our perception of the past which is reflected also on how we value past artefacts. The subjective nature of values constitutes an additional challenge to their classification and categorisation as noted by Mason in the GCI report in 2002 "the subjectivity and contingency of heritage values make it difficult to establish a clear frame-work or even a nomenclature of values" (Mason, 2002: p.9).

#### 2.4.2. Effective involvement of all stakeholders in heritage

Worthing and Bond (2008: p.74), in the excerpt quoted previously, while discussing the issue of value typologies, also raise the issue of the decentralisation of heritage-making from an 'elite group of experts' and professionals to the multiple stakeholders whose views should be democratically represented by their heritage.<sup>65</sup> This was acknowledged also by Avrami, Mason and De la Torre (2000: p.68), as follows:

"There still are specialists – who are certainly needed—but new groups have become involved in the creation and care of heritage. These groups of citizens (some are professionals from such fields as tourism and economics, others are advocating the interests of their communities) arrive with their own criteria and opinions on how to establish significance, on what merits conservation, and on how it should happen".

In a climate in which heritage conservation has been acknowledged as a social process heritage decisions about heritage today are recognized as complex negotiations to which diverse stakeholders bring their own values (Avrami, Mason and De la Torre, 2000: p.68). Participatory approaches, public participation, community involvement, engaging civil society, heritage communities, etc. are increasingly used expressions in heritage management and conservation (Van der Auwera, Vandesande and Van Balen, 2015).

This gradual democratisation of the heritage processes started being reflected in various policy documents and charters in the early 1970s. Access to knowledge and provision of information in regard to the heritage processes for the general public (individuals and communities) was first

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<sup>65</sup> The term 'their heritage' refers to the heritage the stakeholders have associations with.

included as a critical component of heritage in the UNESCO *Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972). According to the Convention:

“the World Heritage Committee may at any time invite public or private organizations or individuals to participate in its meetings for consultation on particular problems” and “the States Parties to the Convention undertake to keep the public broadly informed of the dangers threatening this heritage and of the activities carried on in pursuance of this Convention” (UNESCO: art. 10, 27).

Subsequently, not only the access to knowledge and information but also the active participation by the general public about heritage making and sustaining were included in the UNESCO policy document *Recommendation on the Safeguarding and Contemporary Role of Historic Areas* (1976).

Nevertheless, as Van der Auwera, Vandesande and Van Balen (2015) highlight, during that time this democratic approach to heritage was not widely implemented:

[...] in reality [at the time the 1976 UNESCO Recommendations were adopted], in different parts of the world such as Africa, America and Australia, indigenous people were still literally excluded from their heritage through processes of dispossession associated with colonialism”.

In fact, the explosion in the number of the places recognised as heritage in many cases created conflict between the indigenous communities which were actively using or had strong associations with these heritage places and the ‘experts’. In 1990, the *Charter for the Protection and Management of the Archaeological Heritage* acknowledged the necessity for the participation of these communities for the protection and preservation of heritage (ICOMOS and ICAHM, 1990):

“Other elements of the archaeological heritage constitute part of the living traditions of indigenous peoples, and for such sites and monuments the participation of local cultural groups is essential for their protection and preservation. For these and other reasons the protection of the archaeological heritage [...] requires the co-operation of government authorities, academic researchers, private or public enterprise, and the general public [...] Active participation by the general public must form part of policies for the protection of the archaeological heritage. This is essential where the heritage of indigenous peoples is involved. Participation must be based upon access to the knowledge necessary for decision-making. The provision of information to the general public is therefore an important element in integrated protection”.

In March 1996, in England, listing recommendations were released for public consultation prior to official listing for the first time. The ministry, through public consultation, aimed to educate the public and to open an early dialogue with owners which led towards greater understanding and co-operation (Kay, 1996, p9-12).

One of the most important developments in regard to these issues was the recognition of the active participation in heritage by all concerned individuals as a human right and responsibility. ICOMOS in the 50<sup>th</sup> anniversary of the Universal Declaration of Human Rights issued a declaration celebrating the recognition of the right of everyone to partake freely in the cultural life of the community, articulated the rights the organisation believed that must be respected in order to preserve and enrich World's cultural diversity and called for international co-operation for the protection of these rights (ICOMOS, 1998).

A milestone for the recognition of every person's "right to engage with the cultural heritage of their choice, while respecting the rights and freedoms of others, as an aspect of the right freely to participate in cultural life" was the adoption of the Faro Convention by the Council of Europe in 2005 (Preamble).<sup>66</sup> The Convention additionally highlighted the need "to involve everyone in society in the ongoing process of defining and managing cultural heritage" (Council of Europe, 2005: preamble). Under its article 4 the Convention described rights and responsibilities relating to cultural heritage as follows:

"The Parties recognise that:

- a. everyone, alone or collectively, has the right to benefit from the cultural heritage and to contribute towards its enrichment;
- b. everyone, alone or collectively, has the responsibility to respect the cultural heritage of others as much as their own heritage, and consequently the common heritage of Europe;
- c. exercise of the right to cultural heritage may be subject only to those restrictions which are necessary in a democratic society for the protection of the public interest and the rights and freedoms of others" (Council of Europe, 2005).

The signatory parties of the Convention undertook the responsibility to ensure that the rights and responsibilities are ensured by legislative provisions (Council of Europe, 2005: article 5). Very important was also article 12 of the convention which refers to "Access to cultural heritage and democratic participation" under which the signatory parties undertake to "encourage everyone to participate in the process of identification, study, interpretation, protection, conservation and presentation of the cultural heritage" and to "take into consideration the value attached by each heritage community to the cultural heritage with which it identifies" (Council of Europe, 2005).

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<sup>66</sup> As these are enshrined in the United Nations Universal Declaration of Human Rights (1948) and guaranteed by the International Covenant on Economic, Social and Cultural Rights (1966).

In 2011, the United Nations Human Rights Council published *the Report of the independent expert in the field of cultural rights, Farida Shaheed*. The report investigated the extent to which the right of access to and enjoyment of cultural heritage forms part of international human rights law and stressed the need for a human rights-based approach to cultural heritage matters (United Nations, 2011). The expert concluded that:

“As reflected in international law and practice, the need to preserve/safeguard cultural heritage is a human rights issue. Cultural heritage is important not only in itself, but also in relation to its human dimension, in particular its significance for individuals and communities and their identity and development processes” (United Nations, 2011: p. 19),

and recommended that “Concerned communities and relevant individuals should be consulted and invited to actively participate in the whole process of identification, selection, interpretation, preservation/safeguard, stewardship and development of cultural heritage” (United Nations, 2011: p. 20).

In 2011, the UNESCO Recommendation on the Historic Urban Landscape proposed an integrated approach to urban heritage conservation in order to achieve greater goals of overall sustainable development “involving a variety of stakeholders, including local, national, regional, international, public and private actors in the urban development process” (UNESCO, 2011: articles 5 and 6). The historic urban landscape approach propose requires the co-operation of public and private stakeholders and the participation of national and international non-governmental organisations and encourages all policies developed within the framework of this approach to be based on a participatory approach by all stakeholders (UNESCO, 2011: articles 22 and 23). Furthermore, the development and use of civic engagement tools is encouraged which:

“should involve a diverse cross-section of stakeholders, and empower them to identify key values in their urban areas, develop visions that reflect their diversity, set goals, and agree on actions to safeguard their heritage and promote sustainable development” (UNESCO, 2011: article 24a).

Access to knowledge and active participation to the heritage processes were recognised as very important in making heritage relevant to society in the latest revision of the Burra Charter (Australia ICOMOS, 2013: article 21). Within this framework, as Bold and Pickard underline in their 2013 article “decision makers must heed the voices of individuals and communities” (p. 106).

Having regard to the increased recognition at international level of a people-centred and culture-based approach to foster sustainable development and the importance of transparent, participatory and informed systems of governance for culture in order to address the needs of all members of

society, the Council of the European Union in 2014 published Council conclusions on participatory governance of cultural heritage. The Council through this document recognised that “participatory governance of cultural heritage offers opportunities to foster democratic participation, sustainability and social cohesion and to face the social, political and demographic challenges of today” and invites State Members to “develop multilevel and multi-stakeholder governance frameworks which recognise cultural heritage as a shared resource” and “to promote the involvement of relevant stakeholders by ensuring that their participation is possible at all stages of the decision-making process” (Council of the European Union, 2014b: articles 8, 13, 14 ).

In 2017, the Council of Europe published *Recommendation of the Committee of Ministers to member States on the European Cultural Heritage Strategy for the 21st century*. The European Cultural Heritage Strategy for the 21st century promotes an inclusive approach involving all heritage stakeholders including authorities, professionals, (international) non-governmental organisations, the voluntary sector and civil society (Council of Europe, 2017: p.5). What is very important about the Recommendation is that one of the three main components of the strategy is the “social” component and through a series of recommended actions it is aimed for each Member State to harness the assets of heritage in order to promote diversity, the empowerment of heritage communities and participatory governance (Council of Europe, 2017: p.6).

Heritage was recognised as a “fundamental human right and responsibility of all” also by the more recent *Delhi Declaration on Heritage and Democracy* (ICOMOS, 2017a). Underlining the shift towards a more people-centred approach to heritage in the current worldwide context the declaration states:

“Heritage belongs to all people; men, women, and children; indigenous peoples; ethnic groups; people of different belief systems; and minority groups. It is evident in places ancient to modern; rural and urban; the small, every-day and utilitarian; as well as the monumental and elite. It includes value systems, beliefs, traditions and lifestyles, together with uses, customs, practices and traditional knowledge. There are associations and meanings; records, related places and objects” (ICOMOS, 2017a: article 1).

Most importantly, the charter encourages the promotion of inclusive democratic community engagement processes, “of all the people, by all the people, for all the people” (ICOMOS, 2017a: article 3). Furthermore, the Declaration brings into the centre of the discussion the democratisation processes which have transformed the field and led to the consideration of heritage “of all the people,

by all the people, for all the people" (ICOMOS, 2017: p.3). Most importantly the declaration promotes inclusive democratic community engagement processes:

"Community participation in planning, the integration of traditional knowledge and diverse intercultural dialogues in collaborative decision-making will facilitate well-reasoned solutions and good use of resources reflecting the four pillars of sustainability" (ICOMOS, 2017: p.3).

In the current climate in which access to cultural heritage is recognised as a civil responsibility and a human right the effective and productive participation of all the relevant individuals in all the stages of heritage identification, protection and management is imperative and one of the major challenges of conducting value assessment.

The critique on value-based approaches as the prevailing method in conservation by Poullos (2010) is noteworthy. Poullos, has identified the concept of stakeholder groups, as it is defined and applied in values-based approaches, being rather problematic. Poullos claims that "the promoted equity of stakeholder groups and values is theoretically debased and impractical" and additionally that although a value-based approach encourages community involvement (through the concept of stakeholder groups), it does not seem to set the terms for this involvement. It does not provide sufficient criteria and ways in which to set priorities in those cases where there are conflicts between the stakeholder groups and between the values. Another weakness of the concept of stakeholders in value-based approaches as identified by Poullos (2010: p.173) is the increased power of one leading managing authority in the entire planning and implementation process. In such manner the conservation professionals have more power in the process, as the managing authority, and not as just one of the stakeholder groups.

### **2.4.3. Interdisciplinarity in the heritage field**

Currently, the heritage field is recognised to be an interdisciplinary field. The heritage theory and practice nowadays entail several disciplines further than the ones traditionally involved in conservation, namely, archaeologists, historians, architects and conservators. Today, professionals from the fields of anthropology, sociology, economics, philosophy, environmental studies, policy and law and geography etc. are actively involved in all heritage processes, from identification to management.



In 1990, the *Charter for the Protection and Management of the Archaeological Heritage* (ICOMOS and ICAHM) acknowledged the need for a wider basis of professional and scientific knowledge and skills in conservation as follows:

“The protection of this heritage cannot be based upon the application of archaeological techniques alone. It requires a wider basis of professional and scientific knowledge and skills. [...] For these and other reasons the protection of the archaeological heritage must be based upon effective collaboration between professionals from many disciplines”.

The integration of different disciplines and professional groups in the heritage field has contributed to the development of the heritage concept and the development of the heritage practices. And it was also defining as far as the assessment of heritage values is concerned. De la Torre, (2002: p.6, 14) in the GCI report *Assessing the Values of Cultural Heritage* proposes:

“[...] no single discipline or method yields a full or sufficient assessment of heritage values; therefore, a combination of methods from a variety of disciplines should be included in any comprehensive assessment of the values of a heritage site; [...] In a survey of these available tools, one recurring theme is the conservation field’s great potential for borrowing or adapting proven value-assessment methods from disciplines such as anthropology and economics”.

Nevertheless, the involvement of more disciplines in the field entails more perspectives which need to be considered in every stage of the heritage process. As (Worthing and Bond, (2008: p.76), explain:

“[...] the credibility and/or the value attached to different types and different sources of evidence may vary between different cultural groups in the community, between the community and the experts and possibly between experts with different backgrounds and perspectives. Different disciplines will give different priorities and see things in different ways”.

Stephenson (2008: p. 128-129) also comments on the challenges of developing integrated understandings of assessment of significance at the same moment that the disciplines involved in value assessment are increasing: “[...] cultural landscape evaluations are commonly set up to provide a series of parallel assessments by different disciplinary experts. What is perceived to be of value will depend on the particular interest of the discipline”. According to Stephenson, this results in a static model of significance, a map of ‘aesthetic’, historic’, and/or ‘ecological’ values, for example, with no way of conceiving of the landscape’s cultural dynamics as a whole. In such manner Stephenson (2008) emphasised the need for integrated significance assessment by all disciplines involved further to the need for integrated assessment of heritage values by all stakeholders as briefly overviewed above.

#### 2.4.4. Taking into account intangible values

Since the need for efficient co-operation among all stakeholders and disciplines involved in the heritage field became acknowledged, the consideration of intangible values in the heritage processes became increasingly important in international discussions. This occurs because intangible values are intrinsically linked with the local communities and the principle subject of study of many of the disciplines which are now involved in the heritage processes. Intangible values have been acknowledged as one of the main characteristics of the 'new paradigm' in the conservation field (Araoz, 2011: p.56).

Awareness regarding the intangible aspects of heritage started being raised in the 1990s through the participation at international heritage gatherings of countries whose traditional culture was defined by spiritual and other intangible values and associations. Countries as such, as Worthing and Bond (2008) explain "were poorly served by the monumental focus of Western dominated thinking on heritage protection". According to Worthing and Bond (2008), this was one of the 'catalysts' which "initiated a period of extensive international debate on intangible heritage issues [...]".<sup>67</sup>

Gibson and Pendlebury (2009: p.7) agree with Worthing and Bond (2008) that intangible values laid outside the Western perception of heritage: "[...] as typologies have evolved, we can see an ever-broadening in terms of their scope, most recently embracing for example, 'intangible values', which have traditionally laid outside Western concepts of heritage value".

Today both intangible heritage and intangible values have been widely accepted internationally and are being increasingly taken into consideration and included in heritage protection and management

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<sup>67</sup> Result of this has been the adoption of the UNESCO *Convention for the Safeguarding of the Intangible Cultural Heritage* (Paris: UNESCO, 2003).

plans.<sup>68</sup> As a recognition of the increasing consideration of intangible values the latest revision of the Burra Charter expanded its scope to include meanings and associations into the consideration of cultural significance (Australia ICOMOS, 2013).

Nevertheless, many are those who advocate that even today the Western approach to heritage has not moved significantly from its original focus on the material aspects of conservation and as a result, there appears to be hesitation in including intangible values into the heritage processes.<sup>69</sup> As Tomaszewski explains, in his 2003 article:

“The great intellectual achievements of European and American scholars concerning the non-material values of cultural property, place the West at the forefront of theoretical reflections on this problem. These achievements, however, have not yet been fully recognised or applied in conservation; there is a great gulf between European humanities and conservation, which remains intellectually backward in its obsession with the material substance and unable to undertake the task of the balanced protection of both material and non-material cultural heritage”.

Tomaszewski (2003) proposes “[...] both material and non-material values should be taken equally into account when assessing cultural property from the point of view of the (to use the phrasing of the Venice Charter) ‘full richness of their authenticity’”.

In line with the above, Poullos (2014b: p.19-24) within the framework of his critique on the prevailing approaches in conservation, affirms that the value-based approach emphasises tangible values (related to the fabric) despite the claims that value-based approaches consider tangible and intangible equally. He suggests that there is need for tangible and intangible heritage expressions to be considered as an inseparable unity.

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<sup>68</sup> According to UNESCO ‘intangible heritage’ is constituted by traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts. The SRA of the JPI also recognises ‘intangible heritage’ as one of the three types of heritage (tangible, intangible and digital). According to the JPI Cultural Heritage and Global Change, Strategic Research Agenda, (JPI-CH, 2014), <http://www.jpi-culturalheritage.eu/2014/02/strategic-research-agenda-sra/> [accessed 28 June 2015], p.11: “Intangible heritage includes the practices, representations, expressions, memories, knowledge and skills that communities, groups and individuals construct, use and transmit from generation to generation”. ‘Intangible values’ are the intangible aspects, meanings and associations, linked with both tangible and intangible heritage.

<sup>69</sup> Further mentions related to this can be found in (Avrami, Mason and De la Torre, 2000) and (Worthing and Bond, 2008).

## 2.5. Value-based methodologies in heritage policy and studies

Within the last twenty years value-based methods have been proposed by various experts in response to the ongoing discussion about heritage values and how to effectively assess them and incorporate them in planning for heritage. Value-based methods which appeared to be potentially relevant to this research study are presented below. The impact of these value-based methods to the heritage field was also taken into consideration. Their impact was evaluated by the spread of their use, or by their influence in other experts' work. The methodologies are presented in a chronological order, related to the period of their development.

### 2.5.1. Statements of significance

Statements of significance were introduced to heritage policy processes as the need to move from the implicit to the explicit understanding of the significance of heritage emerged. As previously explained, the large numeric growth of the heritage objects in the recent decades created the need for understanding the reasons behind heritage significance. The first attempts of using heritage values in conservation charters but also in national policies still relied on the implicit understanding of the meaning of values.

A statement of significance constitutes a concise text providing a distilled summary of the cultural significance of a place. Statements of significance are considered key to the value-led approach and in determining conservation and management strategies and currently constitute an important component of conservation planning in many countries as England, Scotland, Canada, New Zealand and Australia, as well as in the heritage processes for World Heritage Sites.

A statement of significance was included in the first guidelines to the Burra Charter published in 1979 (Australia ICOMOS). In the framework of the guidelines for the implementation of the charter published in 1988, practitioners were encouraged to produce "a succinct statement of cultural significance [...] expressing simply why the place is of value [...]" (Australia ICOMOS, 1999: par. 3.4, p.13).

Assessing a place's cultural significance by developing a statement of significance constitutes the second step in the 'Burra Charter Process' proposed within the framework of the 2013 revised version of the Burra Charter (Australia ICOMOS, 2013: p.9). The latest revision of the Burra charter reflects

the expansion of the concept of cultural significance and it is accompanied by Practice Notes which guide the application of the process.<sup>70</sup> Within this framework establishing cultural significance is considered as “an essential step in developing the best policy for that place” (Australia ICOMOS, 2013: p.1). Additionally, it is recognised that “The statement of significance summarises each aspect, highlighting the aspects of significance that are most important [...] The statement of significance underpins decisions about statutory protection and conservation actions and is therefore of critical importance” (Australia ICOMOS, 2013: p.5). An important element included in the Burra Charter Process in relation to the assessment of a place’s significance is that

“Groups and individuals with associations with the place as well as those involved in its management should be provided with opportunities to contribute to and participate in identifying and understanding the cultural significance of the place. Where appropriate they should also have opportunities to participate in its conservation and management” (Australia ICOMOS, 2013: art. 26.3, p. 8).

Furthermore, it is recognised that “Statements of cultural significance and policy for the place should be periodically reviewed” (Australia ICOMOS, 2013: art. 26.4, p. 8).

Statements of significance entered the World Heritage discourse in 1995 and were introduced to the World Heritage List (WHL) Operational Guidelines in 1997. The Operational Guidelines in 1997 stated that “the Statement of Significance should make clear what are the values embodied by the site[...]”(UNESCO et al., 2013: p.27). In 2000, the ‘Statement of World Heritage Values’ was introduced. At the 25th session of the World Heritage Committee (Helsinki, 2001) this was replaced by the more precise term ‘Statement of Outstanding Universal Value (OUV)’ (UNESCO et al., 2013). According to the current Operational Guidelines of the WHL (2005: par. 51) “It [the Statement of Outstanding Universal Value’ ] allows not only a clear understanding of the property when it was inscribed on the World Heritage List, and why it is considered to have OUV, but it can also give direction to management through indicating what attributes of the property need to be maintained in order to sustain OUV”.

Statements of significance provide a clear, concise and distilled summary of the cultural significance of the place highlighting the aspects of significance that are most important. Cultural significance is considered a monument’s value for past, present or future generations. Aim of the statement of significance is to assess and understand the particular nature of the significance of a monument

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<sup>70</sup> The Practice Notes replace the 1988 guidelines to the Burra Charter.

(expressing simply why the place is of value), the extent of the monument's fabric to which the significance relates and the level of importance of that significance. In identifying the special elements of a monument, the designers must answer the question: What features must be preserved in order to maintain its heritage value?

In some frameworks statements of significance are required to refer to predetermined value typologies, such as in the case of Historic England (Evidential Value, Historical value, Aesthetic value, and Communal value) and World Heritage (Outstanding Universal Value). In other cases, any heritage values are accepted as long as they are clearly explained and supported.

The statements of significance are supported by sufficient graphic material (well-captioned photographs and other illustrations) and bibliographic/ archival sources.

### **2.5.2. Guidelines for assessing values by Randal Mason**

As previously mentioned (see subchapter 2.3), the report *Values and Heritage Conservation* by the GCI is considered as a reference point in acknowledging the transformations in the conservation field in the beginnings of the twenty-first century (Avrami, Mason and De la Torre, 2000). A follow-up to that report, the document *Assessing the Values of Cultural Heritage* (De la Torre, 2002) constituted a valuable contribution to the development of value-based methods for heritage.

Within the report, Mason (2002) proposed a methodological framework for assessing values and making choices in conservation planning. Mason's recommendations aim to provide guidance for "selecting appropriate methodologies (strategies) and tools (tasks) to assess heritage values as part of integrated conservation planning" and for the development of "deliberate, systematic, and transparent process of analysing and assessing all the values of heritage" (2002: p. 5).

Mason (2002) proposes to initiate the process of assessing heritage values by establishing a typology of heritage values, even provisionally. Although the author acknowledges the difficulties and challenges of value typologies, he nevertheless supports that this is the most effective way of treating this issue (Mason, 2002: p. 9). The author provides a provisional typology which he considers as "a point of departure and discussion" and highlights that "value types will have to be adjusted and revised for each project/setting" (Mason, 2002: p. 11).

<b>Sociocultural Values</b>	<b>Economic Values</b>
Historical	Use (market) value
Cultural/symbolic	Nonuse (nonmarket) values
Social	Existence
Spiritual/religious	Option
Aesthetic	Bequest

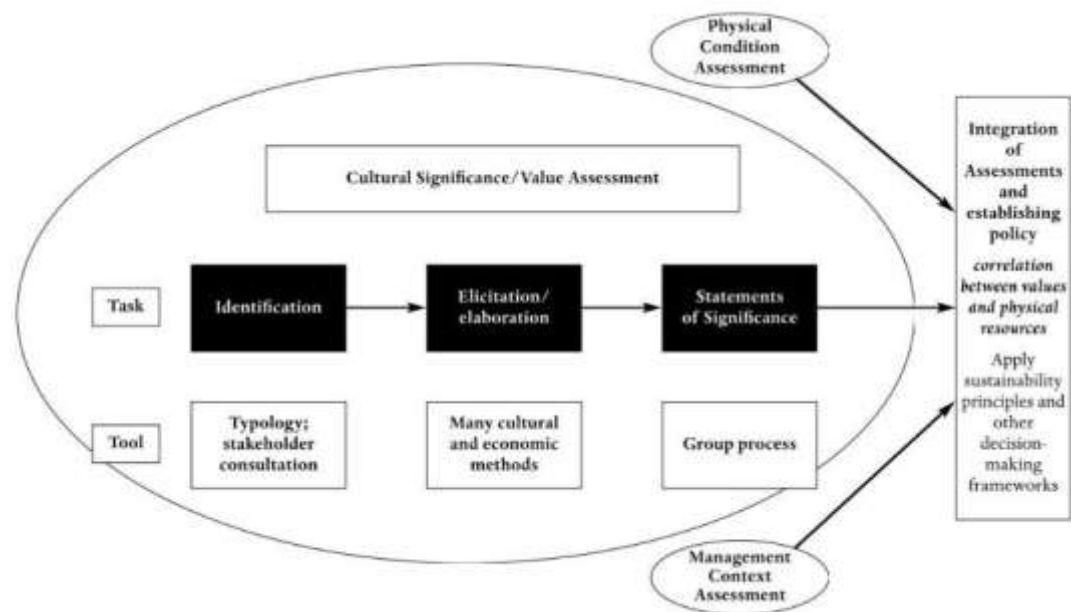
*Il. 2- 1 Provisional typology of heritage values proposed by (Mason, 2002: p.10)*

Mason (2002: p. 11) argues that values reside in two major categories, sociocultural and economic, which are based in different conceptual frameworks (Mason in De la Torre, 2002: p. 11). The author highlights that different methodologies are used for the articulation of these two categories of values and hence in order to assess the heritage values of a place as a whole, a combination of cultural and economic methods is required (Mason, 2002: p. 16). Within this framework, the author considers both qualitative and quantitative research methods to assessing heritage values. More specifically, Mason (2002: p. 16) proposes the use of a 'toolbox approach' for addressing the diversity of heritage values since "the variety of values represented in the typology requires the use of a variety of tools in their assessment".

Mason proposes a two-step process for addressing the participation of all related stakeholders in the process. The first step suggested is a thorough constituency analysis aiming to identify all stakeholders. The author proposes to consider stakeholders groups which can be defined either as 'insiders' or 'outsiders' to the conservation planning and decision-making process. Namely, Mason (2002: p. 17) defines as 'insiders' "those who can participate in the process by right or might—actors with power, such as public officials, bureaucrats, policy makers, those who influence them, and (to an extent) conservation professionals and other experts invited into the process", and as 'outsiders' "everyone else with a stake in the heritage in question but with little or no leverage on the process". Further than these two categories of stakeholders, Mason (2002: p. 18) proposes to consider further categories as for example potential stakeholders. For the second step of the process Mason suggests using this analysis to comprise a project team and establish a consultation process representing as

many different relevant stakeholder positions as possible “. The author recommends that this process should be revisited and updated periodically throughout the project, as new or different groups may come to light.

Finally, Mason (2002: p.23) suggests four steps for integrating value assessments and implementing as part of the planning process: (i) creating statements of significance, (ii) matching values to physical resources and site characteristics, (iii) analysing threats and opportunities, and (iv) making policies and taking actions. Mason (2002: p.27) also highlights the great potential of introducing the concept of ‘sustainability’ as a framing concept for the task of integrating heritage values, yet he recognises that the concept needs to be further developed and to be tested to specific projects.



*Il. 2- 2 The value assessment process as proposed by (Mason, 2002: p.7)*

### 2.5.3. Cultural values model

In the framework of her PhD research, completed in 2005, Stephenson developed a value-based methodology for landscapes, named ‘Cultural Values Model’. More specifically, Stephenson (2005; 2008) produced an integrated conceptual framework for understanding the potential range of values that might be present within a landscape, and the potential dynamics between these values.



As Stephenson (2008: p. 127) explains she produced a model which “emerged out of community-based research undertaken in two landscapes in New Zealand and is discussed in the context of the contribution that landscapes can make to cultural identity and sustainability”.

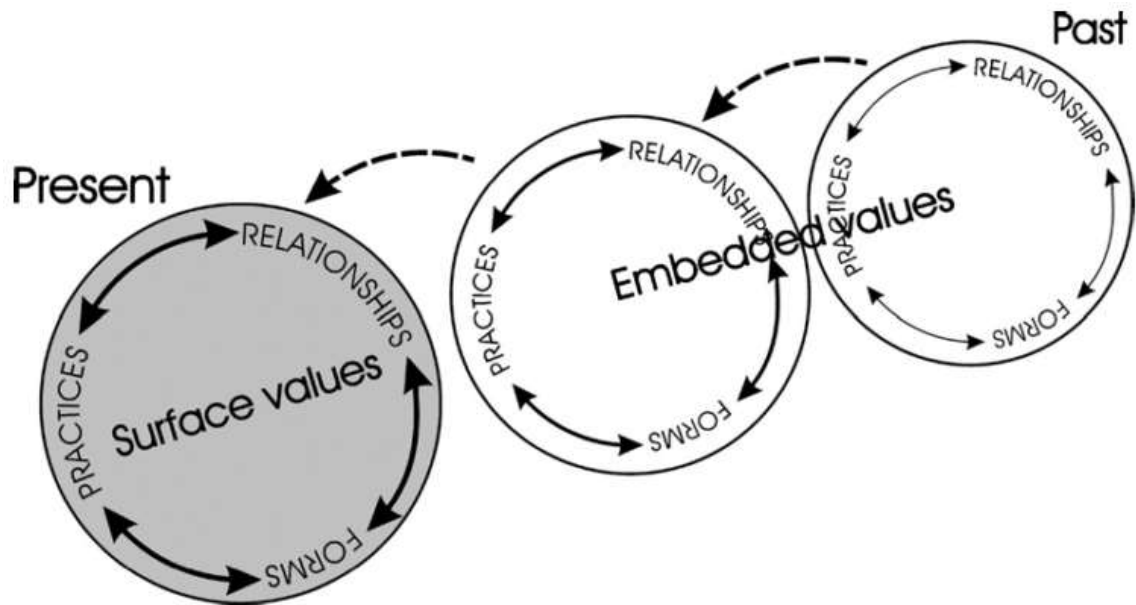
Stephenson (2008: p. 129) avoided starting her research by using predetermined value typologies, and instead used a grounded methodology on the two case studies in an attempt to discover from the communities themselves what it was about their landscapes that they particularly valued and to trace the actual cultural dynamics that exist between communities and their landscapes.

Stephenson (2005: p.94) also used the distinction between ‘insiders’ and ‘outsiders’ in regard to the sites’ stakeholders but in a different manner in relation to (Mason, 2002: p.17). ‘Insiders’, according to Stephenson (2005: p.94), being those for whom a given place or landscape is a lived-in, every day, embedded experience, and ‘outsiders’ being those who ‘view’ a landscape from outside and whose experience of the landscape is fleeting or unidimensional (e.g. experts, agencies, investors and tourists).

The ‘Cultural Values Model’ proposes a conceptual framework for an integrated understanding of landscape and its values. Stephenson (2008: p.135-136) argues that the cultural values in landscapes can be understood in an integrated way through consideration of three fundamental components, namely forms, relationships and practices, in dynamic interaction. The three components were identified by the author to constitute the culturally valued aspects of the landscape on the basis of the clustering of values expressed in the case studies, the commonalities between disciplinary and ‘insider’ perceptions, and the clear synergies between models of landscape, space, and place (Stephenson, 2008: p.134).

Despite the fact that Stephenson’s value-based assessment model is focused on cultural landscapes, nevertheless her research made a valuable contribution to the heritage discourse about value-based methods. The conceptualisation of landscape as the dynamic interactions of forms, practices and relationships, occurring over time is relevant to the current conceptualisation of heritage as a dynamic process in the framework of the new paradigm in heritage (as it was previously described). Additionally, the author’s argument that “landscape values are contingent on elements from both the past and present” supports the contemporary conceptualisation of heritage values as temporal (Stephenson, 2008: p.135). Stephenson also made a valuable contribution to the discourse about ‘intrinsic’ and ‘extrinsic’ heritage values by arguing that “while some values may arise from immediate

responses to the 'surface landscape', the case studies suggest that insider values are particularly associated with the dynamic interactions between these, which create a time-deep 'embedded landscape'" (Stephenson, 2008: p.136).



II. 2- 3 The Cultural Values Model (Stephenson, 2008: p.136)

Recently, Fredheim and Khalaf, (2017) proposed the application of the Cultural Values Model by Stephenson to a wider range of heritage categories, further than landscapes. The authors adopted the Cultural Value Model supporting it provides a balanced and complete understanding of heritage.

The authors proposed that it is possible to extend the application of the Cultural Values Model in wider heritage categories by extending the process through asking "why the identified relationships, forms and practices are significant?". The authors suggest that this is answered by the identification of aspects of value for each feature of significance (Fredheim and Khalaf, 2017: p.473). The authors further propose that it is necessary also to introduce 'qualifiers of value' in the assessment of significance.

Fredheim and Khalaf (2017: p.476) support that "in light of the deficiencies of established typologies and the diversification of conservation practice, the framework for assessing and communicating significance that has been proposed can capture the significance of complex heritage sites".



II. 2- 4 The value-based heritage assessment process proposed by Fredheim and Khalaf (2017: p. 472)

#### 2.5.4. The Nara Grid

The Raymond Lemaire International Centre for Conservation (RLICC) at the Katholieke Universiteit Leuven in Belgium developed a value-based method focusing on the assessment of authenticity. The RLICC developed the *Nara Grid* as an instrument “to help identify different dimensions and aspects that cover the values attributed to the architectural heritage [...and one] that would help better grasp this layered concept of authenticity” (Van Balen, 2008: p.40).

The *Nara Grid* can be used in order to visualise the relationship between aspects and dimensions of heritage in order to make authenticity judgements.<sup>71</sup> Dimensions of heritage in the framework of the *Nara Grid* are considered its values, namely artistic, historic, social and scientific values, and aspects of heritage its form and design, materials and substance, use and function, tradition, techniques and workmanship, location and setting and spirit and feeling, as these are described in the Nara Document on Authenticity:

“Depending on the nature of the cultural heritage, its cultural context, and its evolution through time, authenticity judgements may be linked to the worth of a great variety of sources of information. Aspects of the sources may include form and design, materials and substance, use and function, traditions and techniques, location and setting, and spirit and feeling, and other internal and external factors. The use

<sup>71</sup> The term ‘aspects’ is used differently in the methodology of the Nara Grid proposed by the RLICC in relation to the methodology proposed by Fredheim and Khalaf as it is explained above.

of these sources permits elaboration of the specific artistic, historic, social, and scientific dimensions of the cultural heritage being examined” (ICOMOS, 1994: art.13).

As Van Balen (2008: p. 40, 45) explains the Nara Grid constitutes an interdisciplinary tool which can be used in order to promote discussion and wider understanding of heritage values but it is not meant to be used in a quantitative manner “that would allow ‘measuring’ the level of authenticity”.

**Table 1. The Nara Grid based on the Nara Document on Authenticity**

Aspects ↓	Dimensions →	Artistic	Historic	Social	Scientific
	Form and design				
	Materials and substance				
	Use and function				
	Tradition, techniques, and workmanship				
	Location and setting				
	Spirit and feeling				

*Il. 2- 5 The Nara Grid (Van Balen, 2008: p.40)*

## 2.6. Conclusion

Today the development of widely accepted methodologies for their assessment is still pending. The Getty Conservation Institute in 2000 and 2002 stressed the necessity of a logically constructed research tool in response to the complex matter of heritage values (Avrami, Mason, and De la Torre, 2000; De la Torre, 2002).<sup>72</sup> Although the attempts for the development of such tools have been in the centre of a wide ranging debate over the last fifteen years and more, the Strategic Research Agenda by the JPI in 2015, acknowledges that clear solutions to the issues in value assessment are still pending.<sup>73</sup>

And although, as described above, the acknowledged challenges of including heritage values in heritage practice are many, nevertheless the usefulness of the use of heritage values as an organisational tool and a reference point to inform decisions is acknowledged (Avrami, Mason, and De la Torre, 2000; Worthing and Bond, 2008). In a bottom-up approach, if we consider heritage

<sup>72</sup> The same need has also been identified by several sources, a selection of which was presented earlier in this chapter.

<sup>73</sup> The same did many researchers as (Poulios, 2014) and (Fredheim and Khalaf, 2017).

values as the 'atom' of the 'heritage matter', then if we define, understand and assess heritage values we might be able to answer such fundamental questions as 'What is heritage?', 'How is it formed?' 'How can we assess it?' and finally 'How can we manage it?'.

The urgency in identifying, understanding and assessing heritage values, has intensified as heritage has been widely accepted as the source of important benefits to society, culture and economy over the past two decades, including sense of identity, stability, understanding, tolerance, recognition of and respect for cultural differences, and economic development (Historic England, n.d.; Avrami, Mason, and De la Torre, 2000: p.68; CHCFE Consortium, 2015).

In Cyprus currently there are no legislator obstacles to implementing a value-based approach for heritage since the Town and Country Planning Law (n.a., 1992) although it does not directly recognise heritage values, at the same time it does not obstruct the recognition of multiple types of values neither it does consider some values more important in relation to others.

Furthermore, heritage values have been acknowledged to constitute a valuable component in heritage projects which address cultural heritage as a common asset of all the island's communities and as a resource for sustainable development, as in the work of the Technical Committee on Cultural Heritage. In the latest report by the TCCH about their work since 2008, it is mentioned:

[...] as members of the Technical Committee on Cultural Heritage, we are aware that our work is not just about stones and buildings, but also, and more importantly, about the values they carry from the past and the role they can play in the future (The Technical Committee on Cultural Heritage in Cyprus, 2018).

Within this framework, it is considered that developing a value-based approach for modern architecture in Cyprus as heritage provides many opportunities for addressing its contested and complex aspects and mobilising it towards sustainable development.

Furthermore, the value of cultural heritage has also been identified as a priority research area by National Consultation Panel of Cyprus in the Framework of the JPI-CH, both among research areas that are national priorities and among research areas which would benefit from European Union collaboration (JPI Cultural Heritage and Global Change, 2014: p.38). The research areas of 'Value and memory', 'Changes in the use and role of Cultural heritage', 'Ethics, identity and diversity', and

'Modern and new cultural heritage' also feature among the top twelve research areas (JPI Cultural Heritage and Global Change, 2014: p.38).<sup>74</sup>

At the same time, this study supports that a research on the heritage values linked with modern architecture in Cyprus, due to its complexity, has the potential to constitute a valuable contribution to research on heritage values and value-based approaches more widely. Both these issues will be further discussed in the next chapter.

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<sup>74</sup> The rest of the top 12 ranked (European collaboration) research areas are: - Methods, materials and measurement; - Material change and decay; - Linking CH information through digital means; - Sustainability and energy; - Management strategies and consequences; - Policy, regulations and frameworks; - Modern and new CH; - Conceptual issues; - GIS etc; - Adaptation to and consequences of global change; - Ownership, rights and responsibilities; - Cross-cutting issues.

### **3. Research methodology: Developing a value-based approach for addressing the modern architectural heritage in Cyprus**

#### **3.1. Introduction**

As previously mentioned, modern architecture in Cyprus is linked with one of the most intense and turbulent periods of the history of the island. As explained in Chapter I, it has been related to the processes of decolonization, modernization, Westernization and nation-building of the island. The development and expression of modern architecture locally was influenced by the colonial rule, the anticolonial fight, the Cypriot Independence, local and international ideas of progress and utopias, the tensions between the two larger local communities, Greek Cypriots and Turkish Cypriots and the Turkish military operation which resulted in the ongoing division of the island. In such manner, modern architecture in Cyprus constitutes a complex heritage with many contested aspects.

This study argues that value-based approaches present opportunities for addressing modern architecture in Cyprus, as complex and contested heritage, and mobilising it for peace and reconciliation in a conflict-affected context. This research identified opportunities of value-based approaches for addressing the research problem through the analysis of scientific publications by heritage experts and expert organisations and related policy documents.

#### **3.2. Why a value-based approach for addressing the research problem is being used**

##### **3.2.1. Opportunities in value-based approaches for addressing modern architecture in Cyprus as heritage**

First and foremost, value-based approaches encourage the involvement of all stakeholders in all stages of the heritage process. Access to knowledge and active participation by each individual or group who holds interest in heritage has been stressed as very important in making heritage relevant to society within the framework of the heritage discourse and more recently has been recognised as a human right. In line with the above, value typologies are currently required to be inclusive and democratic (Avrami, Mason and De la Torre, 2000: p.8, 68; De la Torre, 2002: p.14; Stephenson, 2008: p. 129, 136, 137; Worthing and Bond, 2008: p. 74; Fredheim and Khalaf, 2017: p. 470, 47;). In such manner, values of all stakeholders involved with a heritage site, even conflicting, can be recognised and through a value-based approach such difficult questions as “whose heritage?” and

“for whom?” might be answered. The involvement of all the related stakeholders and the consideration of all their values in the heritage processes is even more critical in a conflict affected environment where heritage may carry different meanings and interpretations for each of the conflicted local communities and where the ultimate service of heritage would be the promotion of peace and democracy.

Furthermore, in the framework of value-based approaches, the consideration of intangible values has been evaluated as an important component (Australia ICOMOS, 1979; 1999; 2013; Gibson et al, 2009; Tomaszewski, 2005; Worthing and Bond, 2008; UNESCO, 1972). This allows for the consideration of values, meanings and associations related to notions of identity, nation or nationality, conflict etc. which, as explained in Chapter I, are present in relation with modern buildings in Cyprus (see subchapter 1.2.2).

Moreover, value-based approaches allow for the consideration of aims from the initiation of the process. In the context of Cyprus peace and reconciliation is considered as key to sustainable development and vice versa. Hence through value-based approaches it would be possible to consider the aims of peace and reconciliation from the outset of the design of a heritage process. Within this framework, the identification of common values between stakeholders can be used as an opportunity for the promotion of peace in line with the Council of Europe Recommendation for *Cultural heritage in crisis and post-crisis situations* (Council of Europe, 2015). The Parliamentary Assembly through the abovementioned recommendation “stresses the importance of “common” cultural heritage and its enshrined values as key factors in the process of sustainable reconciliation and conflict resolution” (Council of Europe, 2015: article 1). Within the same framework, conflicting values can be acknowledged, addressed and monitored in a risk mitigation process in a crisis and a post-crisis scenario. The need for the identification of threats and opportunities in value-based approaches has been highlighted by experts (De la Torre, 2002). This can be considered also in the framework of an integrated conservation approach where heritage management and planning regulations should have the capacity to identify, assess and balance potentially conflicting views and interests of the multiple stakeholders currently involved in the conservation process.

In addition, heritage values have been recognised to be time and context specific (De la Torre, 2002: p.15; Gibson et al, 2009: p. 7; Fredheim and Khalaf, 2017: p. 470, 476). The consideration of the factors of time and context in contested sites is important since shifts in the socio-political context or events in the history of the sites can have impact on the associations and symbolic meanings related



to architectural heritage. The need to include these factors in value-based methods has taken an important place in the heritage values discourse (De la Torre, 2002: p.15; Gibson et al, 2009: p. 7).

Overall, a value-based approach for modern architectural heritage in Cyprus has the potential to provide a holistic and inclusive method of identifying the variety of values modern architecture carries in Cyprus.

### **3.2.2. Potential contribution of this research to research on heritage values and value-based approaches**

Concurrently, research on the heritage values linked with modern heritage in Cyprus has the potential to constitute a valuable contribution towards research on heritage values for more general application by:

- Enriching knowledge about the diversity of values in different contexts.
- Illuminating different aspects of the heritage-creation and heritage-valuing processes
- Exploring the influence of cultural contexts on understanding and assessing heritage values.
- Demonstrating in which ways built cultural heritage in places affected by conflict can be attached to intangible values, can be linked with notions of identity, nation or nationality, and can be charged with positive or negative notions.
- Informing how modern architecture is valued in peripheral geographies of the development of the modern movement in architecture, like Cyprus.
- Testing how or if local and international trends affect the way heritage is valued locally.
- Testing current value assessment methods.
- Contributing to the development of new more comprehensive and effective methodologies of heritage valuation.

The modern heritage of Cyprus constitutes a complex and multidimensional heritage which has the potential to indicate and underline a large number of dimensions and elements related to heritage values and value assessment methods.

### 3.3. Modern schools in Larnaka: Developing a research methodology

#### 3.3.1. A case study research

A case study was considered as the most appropriate methodological means for addressing the research questions. Case studies provide the opportunity to develop a relatively comprehensive understanding of the issue at hand, by drawing on both contextual data as well as by conducting research on how the island's communities and other stakeholders created links with specific modern heritage sites. In order to gain an understanding of the relationship of the communities with the specific layer of the built environment in Cyprus, it was necessary to carry out fieldwork on the ground. Concurrently, focusing on particular locations aimed at gaining an understanding of heritage value that went beyond aesthetic preferences for architectural types, and captured cultural associations that were built up over time.

#### 3.3.2. Selecting a case study

The selection of a representative case study required developing a good understanding of the topic of modern architecture in Cyprus in order to be able to make generalisations in a structured and methodologically consistent way based upon them.<sup>75</sup>

#### *Focusing on modern buildings constructed between 1945-1974 in Cyprus*

As noted in Chapter I, the period between 1945-1974 has been identified by researchers as the main period of the development of the modern architecture movement in the island. This period presents additional research interest within the context of the twentieth-century history of Cyprus, for the following reasons: (i) it covers an important turning point of the twentieth-century history of Cyprus, the last years of the colonial period and the first years of Cypriot independence, (ii) it constitutes a period of rapid and dense development from the socio-political context, (iii) it covers the first time in the island's history during which the island's communities rule the island themselves –even under an imposed, complicated constitution–, (iv) the end of this period coincides with another critical shift in the history of Cyprus, the military coup, the Turkish invasion and the consequent division of the island,

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<sup>75</sup> The researcher had a good basis of knowledge on this subject from prior experience of conducting primary and secondary research on modern architecture in Cyprus, participating in conferences, workshops and tours on this matter and further enriched this knowledge through primary and secondary bibliographic sources within the framework of this PhD research.

(v) the reasons behind the tragic outcome of the first attempt of the two communities to rule the island independently present additional research interest. All the events and factors which defined the context of the period in Cyprus were reflected in the local architectural production and have defined the development of modern architecture in the island (as explained in subchapter 1.2.2).

### *Focusing on modern schools constructed between 1945-1974 in Cyprus*

More specifically, it was evaluated that school buildings constructed between 1945-1974 in Cyprus constitute a potentially revealing case study for the purposes of this research for the reasons which will be explained below.

Educational buildings, and especially school buildings, constituted one of the most prevailing typologies of new buildings constructed during the prime period of the local modern architectural production in Cyprus, between 1945 and 1974. The modern architectural style was used extensively for their design during this period, and hence schools constituted one of the main axes of the development of modern architecture in Cyprus. The important role of school buildings in the development of the modern movement in Cyprus has been a point of agreement between researchers on the history of modern architecture in Cyprus (Sierepeklis, 1997; Fereos and Phokaidis, 2006; Pyla and Phokaidis, 2009; 2011; Tzirtzilakis, 2010; Georghiou, 2013; 2018; Docomomo Cyprus, 2014). Furthermore, Fereos and Phokaidis argue, "Through the new school buildings, modern architecture established its pioneering role as a catalyst of modern education" (2006: p. 18).

The history and development of educational buildings in Cyprus in the twentieth century reflect the socio-political discourses of that period. The social and political tendencies of the main historical periods of the twentieth century in Cyprus, as these were identified in subchapter 1.1.3, as well as the shifts from one period to the other, all found representation in the school buildings themselves. School buildings became thus linked with the local processes of colonialism and post colonialism, independence, nation building, conflict, war and peace and became associated with different meanings for different groups of people, often conflicting.

During the twentieth century, the terms of construction of the society's self-image and identity in Cyprus were mainly dictated by the development within and the conflict between the nationalistic movements of the two major communities. Within this context, the most important problems in Cyprus during twentieth century were the problem of identity and otherness. The political and educational discourse

was focused around this problem which also influenced the production of educational buildings (Persianis, 2006: p.23).

#### Brief historic overview of school architecture in the early twentieth century in Cyprus

The education system in Cyprus had been historically segregated between the island's main communities, Greek Cypriot and Turkish Cypriot since the Ottoman period. This communal autonomy in education was sustained also for most of the period of British colonial rule in the island, although the colonial educational policy did not remain static for the duration of the colonial period.

The colonial period in Cyprus began in June 1878 with the so called 'Cyprus Convention', between the British and the Ottoman empires, through which the administration of the island was transferred to the British Crown. As previously mentioned, Cyprus was not officially annexed to the British Empire until 1914 and it became a Crown Colony in 1925. The colonial period in Cyprus ended with the Cyprus Independence in 1960 (see subchapter 1.1.3).

The historical, as well as the geopolitical context of Cyprus played a major role in the colonial policies which were implemented and especially in the development of educational matters. The colonial educational policy was not static during the colonial years of Cyprus. On the contrary, it was changing in response to the evolving local conditions. Three major factors influenced education in Cyprus during the colonial period: (i) the colonial educational policy implemented in Cyprus, (ii) the Greek Cypriot nationalistic movement which had been developing since the nineteenth century, and (iii) the rising nationalistic movement of the Turkish Cypriot community.

During the first decades of the colonial period, the educational policy in the island was characterised by very low interference levels by the British and preservation of the communal autonomy (Given, 1997: p. 60-61; Persianis, 2006: p. 61-62, 67; Bilsel and Dinçyürek, 2017: p. 3). Persianis (2006), argues that the reason behind this loose attitude of the British rulers over the Cypriots was the British perception that Cyprus was politically and culturally closer to the West in relation to other British colonies; hence, the need for Westernization of the education was not considered as critical (Persianis, 2006: p.61-62). In a respective manner, Given (1997: p. 60-61) claims that conservative British Philhellenes in the British administration considered the majority of the 'natives' heirs of that same classical tradition which underlay much of British education and defined British notions of 'civilisation'. On the other hand, Persianis (2006: p.67) adds, by the time the British had annexed Cyprus as a colony they had neither the funds, nor the human resources available to implement a full

educational project. Bilsel and Dinçyürek (2017: p. 3), additionally claim that one of the underlying reasons was also that the British, not having fully colonised Cyprus until 1914, did not want to offend the Ottomans by violating the existing system of an already segregated education.

The above reasons contributed to the implementation of an unusual strategy on education in Cyprus from the British colonial rulers which is characterised by communal autonomy, contrasting with the systems implemented in other British Colonies. Within this context, during this early period of the colonial rule the British did not attempt to impose the teaching of British history, allowed for the two communities to be taught in their own languages instead of English and did not impose control over the architecture of the educational buildings (Given, 1997: p. 60, 65). In this context, each community was in charge of its own schools and teachers and was free to define the level of interference by the colonial government in their education according to the funding it was claiming (Given, 1997: p. 60, 65).

The Greek Cypriot community, which had been developing nationalistic ideals since the first half of the nineteenth century was more interested in maintaining its educational independence. One of the defining events for the development of the Greek Cypriot nationalistic movement was the independence of Greece from the Ottoman rule in 1830. The period, after 1830 is mainly characterised by the birth of the irredentist spirit among the Greek Cypriots which deeply influenced the Greek Cypriot education throughout the nineteenth and twentieth centuries. This irredentist spirit defined the Greek Cypriot educational policy and it was expressed through all the aspects and manifestations of the Greek Cypriot education: its aims and objectives, its content, its language, the books, its syllabus and the types of schools (Persianis, 2006: p. 25).

The educational independence of the Greek Cypriot community was pursued with financial support by the church, community institutions as well as by the Greek state. Within this framework, Greek Cypriots were the first to use school architecture as a representation of their desired national character using historical architectural quotation (Pyla and Phokaides, 2009: p. 40). The Greek Cypriot school buildings at the time were built in Greek revival style using profound Greek historicist references in their architectural vocabulary (Given, 1997: p. 59).

The educational buildings of the Greek Cypriot community, characterised by Given (1997: p. 59) as the "archetypal Greek Cypriot school of the colonial period" were described as "a broad one storey building in the Greek revival style, with its main entrance boldly articulated in a prominent Ionic

porch" (Il. 3- 1, Il. 3- 2). Under the favourable setting supported by the British Philhellenes the Greek Cypriot school buildings became "a privileged site for experimentation with neoclassicism, which codified a nationalist imagery onto public space" (Pyla and Phokaides, 2009: p. 36-49).



Il. 3- 1 (left) Pancyprian Gymnasium (former Greek school), the first secondary school in Cyprus, 1893, Nicosia @ Retrieved from <https://www.facebook.com/photo.php?fbid=129103274219116&set=a.129103300885780&type=3&theater> [accessed 15 January 2019]

Il. 3- 2 (right) Faneromeni High School, 1924, Nicosia @ Retrieved from <http://www.nicosia.org.cy/en-GB/discover/historic-schools/50085/> [accessed 15 January 2019]

The architect who established this particular design was a Greek Cypriot, Theodoros Fotiadis (1878-1952), who was trained as an architect in Athens (Ionas, 1992; Bilsel and Dinçyürek, 2017: p. 8).<sup>76</sup>

During the same period, the Turkish Cypriot community was not so concerned with proclaiming a different national identity. Turkish Cypriots maintained as much governmental funding as possible for their education in exchange for control over the school architecture, their curricula and appointment of staff (Pavlou, 2015: p.370).

Hence most Turkish Cypriot school buildings of the period were designed and constructed by the colonial PWD in the colonial style (Bilsel and Dinçyürek, 2017: p. 5) (Il. 3- 3). One characteristic example of the Turkish Cypriot school architecture during the early British colonial rule was that of the Nicosia Idadi school. The school was designed and built in 1896 by the Public Works

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<sup>76</sup> Notably Fotiadis was appointed as the official architect and technical advisor of EVKAF in 1925 and from that position he designed many Turkish Cypriot schools in his characteristic Greek revival style (Ionas, 1992: p. 763). According to Bilsel and Dinçyürek (2017: p.8), "there is no recorded reaction from the Turkish Cypriot community against the Greek revival style [in school buildings]".

Department, and as Given mentions it was funded by the British on the condition that “the Turkish Cypriot Board of Education should not interfere in the plan of the building” (Given, 1997: p. 66). The Nicosia Idadi school was the only Turkish high school on the island until 1944.



*Il. 3- 3 Idadi School, Nicosia @ (Bilsel & Dincyürek, 2017: p. 6)*

The British started to intervene in educational matters following the official annexation of Cyprus as a Crown colony in 1925.

Nevertheless, it was not until a key event in Cyprus’s history that the British subordinated both education systems to the colonial administration and imposed extended educational reformations: the anticolonial uprising in 1931, a revolt which has been described as the most severe anticolonial movement that Britain faced in the interwar period (Rappas, 2008: p. 364). The rising Greek Cypriot nationalism in combination with the economic hardships of the people during this period, led up to the uprising. By then, the Turkish Cypriot community also started developing its own nationalistic tendencies as a reaction to the Greek Cypriot nationalism but also influenced by the creation of the Republic of Turkey in 1923 and the later predominance of the Kemalist ideals around the 1930s (Pavlou, 2015: p.95).

Rapidly recovering from the initial shock, British authorities seized the opportunity to abolish representative institutions (long considered an impediment to the sound administration of the island)

and impose limitations on freedom of expression. Under Governor Sir Richmond Palmer, an era of authoritarian rule began, known as Palmerocracy (Rappas, 2008: p. 363-364). Within this context, the British eventually gained control over the Greek Cypriot education also through the educational laws of 1933 and 1935 (Persianis, 2006: p. 69). The subordination of both education systems to the colonial administration contributed to the development of more similarities between them, at least in terms of structure. Henceforth, when the two education systems entered the independence period, they had similar structures (Pavlou, 2015: p.372-373).

The 1935 curriculum reforms abolished Greek history as a separate subject, tried to foster a 'Cypriot nationality', liberated from its Greek elements, and laying emphasis on English culture (Given, 1997: p. 71). Especially after the events of 1931, the British encouraged the teaching of Cypriot history, this time in an attempt to counteract the Greek Cypriot and Turkish Cypriot nationalists, who were much more concerned with the promotion of their respective national cultures than the Cypriot culture (Given, 1997: p. 60). The promotion of the 'Cypriot nationality' was a major component of the colonial government's response to the local nationalisms (Given, 1997: p. 71). Architecture, as well as archaeology, were both used as tools for the construction and the promotion of this Cypriot identity (Given, 1997; 1998).

Within this framework, the British started using architecture as a tool for the construction and the promotion of their own interpretation of the Cypriot identity, free of Greek and Turkish references. The British pursued that goal through the use of a 'Cypriot' architectural style of British conception for school buildings. This was characterised as the 'Cypriot Melange' style, a term coined by Given in 1997 (p. 59). The 'Cypriot Melange' architectural style was described by Given (1997: p. 59) as "dehellenised pseudo-vernacular school buildings" built and designed by the British between 1930 and 1960 for both Greek and Turkish Cypriots. The peculiarity of this style was that it consisted of a fusion of various earlier motifs: local vernacular, Byzantine, Medieval and Venetian (Given, 1997: p. 71). Particular examples of the 'Cypriot Melange' architectural style include the Teachers' Training Colleges, the first one built in Morfou in 1937 and the later built in Nicosia in 1958 (Il. 3- 4, Il. 3- 5) (Given, 1997: p. 59-60). The Morfou Teacher Training College was designed by the PWD architect William Caruana while the Nicosia Teachers Training College was designed by Austen Harrison, another PWD architect.





*Il. 3- 4 (left) Morphou Teachers' Training College @ Bilsel and Dinçyürek, 2017: p. 13*

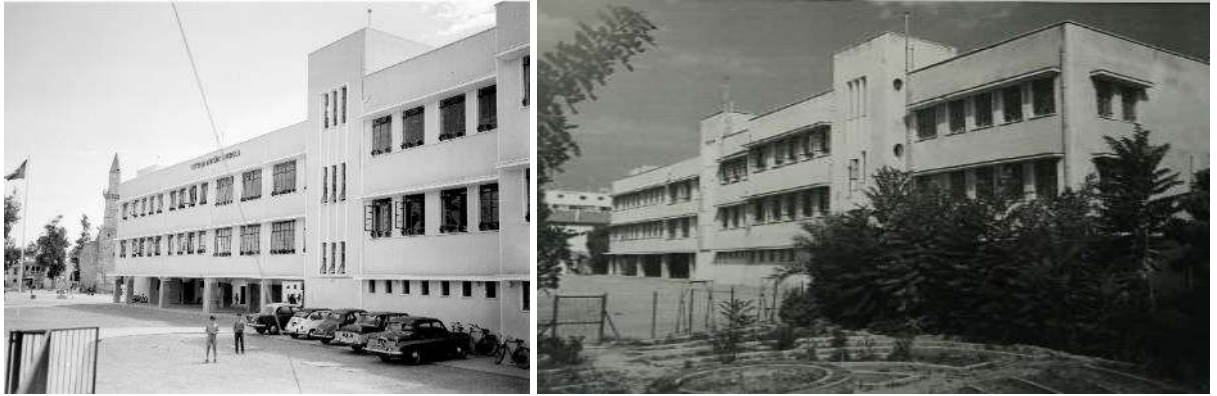
*Il. 3- 5 (right) The Trainers College (currently part of the University of Cyprus) as a representative example of the 'Cypriot Melange' architectural style, 1958, Nicosia @ Press and Information Office, Republic of Cyprus*

### School architecture in the post-WWII period in Cyprus: 1945-1960

This research focuses on the school architecture in Cyprus during the post-WWII period for the reasons explained previously. During this time the effects of the war on British colonialism forced the colonial government to draw back its control over educational matters allowing again for relative autonomy to the two educational systems (Bilsel and Dinçyürek, 2017: p. 14). The design and construction of school buildings in the post-war period and until 1960 was divided into two categories: the colonial projects and the community projects.

During this period both the island's communities presented a very high percentage of student participation in primary education although primary education was not yet compulsory. This fact was reflecting the yearning of the two communities for independence, modernisation and progress and education was considered a path leading away from the colonial past (Hadjigeorgiou, 2007; Pavlou, 2015; Bilsel and Dinçyürek, 2017: p. 2).

Interestingly, during this very turbulent time in the relations between the two communities when their rival nationalism was at its peak, both demonstrated a preference for the same architectural language for their school buildings: modernism.



*Il. 3- 6 (left) the Ataturk Elementary School in Nicosia @ Press and Information Office, Republic of Cyprus*

*Il. 3- 7 (right) The A' Elementary School in Limassol @ I. Perikleous personal archive*

One of the most important examples of community school buildings, and one of the early examples of modern school buildings, during this period is the Ataturk elementary school built in Nicosia around 1955 (Il. 3- 6). Situated within the walled city, characterised by its traditional architectural character, the building constituted a bold statement at the time, standing out in the traditional context. This building in 2014 was included in the list of the 100 most important buildings, neighbourhoods and sites of Docomomo Cyprus, although at the time the architect of the building was still unknown (Docomomo, 2014). Bilsel and Dincyürek (2017: p. 16) supported the hypothesis that although the building's architect was unknown, it was most likely that the school's design was imported from Turkey. They note the similarities with the designs of Ernst Egli and Bruno Taut, chief émigré architects of the Turkish Republic's schools during the 1930s. The researchers state "it was the first Turkish Cypriot school built in concrete and without a colonial architectural vocabulary. Impressively rising on pilotis in the midsection of the building and bearing the name of the Turkish national hero, this three-storey, larger than ever Turkish Cypriot school instantly instigated Turkish nationalist sentiments. For a community struggling for liberation, the building represented an incarnation of Atatürk's secular ideology, a visa to modernism, and a matter of national pride" (Bilsel and Dincyurek ,2017: p. 16). The researchers' hypothesis is indicative of what modern architecture represented for the Turkish Cypriot at the time but their hypothesis about the origin of the building's design has been very recently challenged.

A recent publication by Georghiou (2018: p. 273-275) included a very simple observation about the building; its design has striking similarities with a Greek Cypriot elementary school built in Limassol during the same time (Il. 3- 7). The architects of the elementary school in Limassol are known; they are the Greek Cypriot architectural firm N. Rousos and I. Perikleous, one of the most important local

contributors to school architecture between 1950 and early 1960. In this manner Georghiou created a well-founded hypothesis: the architects of the earliest Turkish Cypriot modern school building, an object of national pride, on which nationalistic narratives were built, were Greek Cypriots. At the height of their competing nationalistic aspirations, the two communities were cooperating in order to overcome the issue of the lack of specialised modern architects in the island and at the same time through the use of the modern architectural language for educational buildings, both expressing their rejection of colonialism.

During the same time the colonial government also had to face the lack of specialised architects for its educational projects. In official correspondence from the Acting Director of Education to the Administrative Secretary of the colonial government, in 1954 it is noted:

“Public Works Department were unable to undertake a project of this size and the employment of architects was therefore essential. The local architects are not specialist school architects and their progress in this field has naturally lagged behind developments in the U.K. [...In the UK] school design has made great progress particularly with the specialist school architects. It is quite clear that on technical grounds local Cypriot architects have had neither the opportunity nor the breadth of experience to develop school design to the same extent”.<sup>77</sup>

Following this logic, the colonial government engaged the services of British firms of architects for two of their most ambitious educational projects, the Technical Schools in Nicosia and Limassol (Il. 3- 8, Il. 3- 9). The British firm Tripe & Wakeham Partnership was assigned with the design of the Nicosia Technical School and the firm Orman & Partners was entrusted with the design of the Limassol Technical school.<sup>78</sup> Although at the time secondary education was in the hands of the communities, the colonial government launched a bi-communal vocational training programme in the form of technical schools, in the framework of a five-year development programme between 1955 and 1960. But the technical education project was much more than a way to promote progress through vocational training. The anticolonial struggle was initiated in 1955 by the Greek Cypriot guerrilla group EOKA, and the Greek Cypriot schools were considered as hubs for promoting the ideas of the group among the youth. As Sioulas and Pyla (2015: p. 272) note “Technical schools were to respond to emerging needs for cultivating the technical skills of the local population, and

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<sup>77</sup> State Archive, CW1/1834, p.9

<sup>78</sup> State Archive, CW1/1834, p.24



*Il. 3- 8 (left) The Technical School in Nicosia @ Technical Services, Ministry of Education and Culture, Republic of Cyprus*

*Il. 3- 9 (right) The Technical School in Limassol @ Christos Hadjivasiliou, 2018*

simultaneously, they aimed at counterbalancing the ethnic separatism of communal schools". The bi-communal character for the new genre of technical schools aimed exactly at this.

As explained previously, the British were familiar with using architecture for promoting their own version of the Cypriot identity free from racial connotations. For this new project a new architectural style was mobilised by the colonial rulers: modern architecture. Modern architecture, free from historical references was ideal for this purpose of 'architectural neutrality', although this project was not politically neutral at all, and it was not perceived as such by the local communities themselves. Although Technical education is a well-accepted secondary education option which survives until today on both sides of the island, its bicultural version was short-lived. In that specific political context, the colonial intentions became obvious to the communities, and especially to the Greek Cypriot youth who reacted to the projects with boycotts and also with bombings. The Nicosia Technical School building was bombed during its construction leading to police surveillance of the technical schools. By 1960, and the end of the colonial period, the two communities kept the technical schools as communal projects.

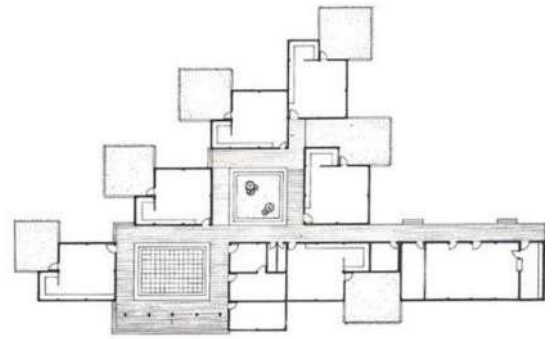
In the years that followed, Cypriot architects who had trained abroad started coming back to the island and therefore changing the local architectural scene. One such was the architect Demetris Thymopoulos who had specialised in school architecture in Greece. His first school building in Cyprus, the Lykavittou Elementary school, built in Nicosia in 1957, a progressive modern building, influenced school architecture in the island for many years to come (Il. 1- 16). In the first years of the island's independence, the morphological elements of Thymopoulos' schools, the local stone wall and the vertical shading elements, were widely reproduced in school buildings all over Cyprus

(Sierepeklis, 1997). Nevertheless, Pyla and Phokaides argue that “in the postcolonial period, the same vocabulary carried different social meanings” (2009: p.42).

#### School architecture in the postcolonial period of Cypriot Independence: 1960-1974

In 1960, Cyprus became officially an Independent state with a constitution based on the cooperative management of the state’s authorities by its two main communities. Within this framework, education kept its segregated character and this time the schools’ architecture was solely in the hands of the island’s communities. The Greek Cypriot national assembly and the Turkish Cypriot national assembly undertook the management of the two education systems (Pavlou, 2015: p. 211-214). Both communities continued to use the modern architectural style for their schools during this period. In this radically changed context modern architecture gained different meanings. Both communities, part of a new-found state, wanted to prove that they could take part in the international modern miracle of modernisation, and this time they demonstrated determination in taking their school architecture into their own hands. One of the most important Turkish Cypriot school buildings of the independence period is the Turkish Girl’s Boarding School in Nicosia, a building designed by Ahmet Vural Bahaeddin. Bahaeddin, was one of the most well know modernist Turkish Cypriot architects, trained in Istanbul and with professional experience in Europe before returning to Cyprus (Aydintik et al, 2016: p. 607-613). During this period, he was appointed as architect in charge of school buildings by the responsible body for the Turkish Cypriot schools.

During the period 1960-1963, the Greek Education Bureau communitarised the biggest percentage of the private education, legally regulated elementary and secondary education, upgraded the Cyprus Pedagogical academia and developed the Technical Education (Pavlou, 2015: p. 225-226). Meeting the needs for secondary school buildings was one of the major problems of the first years of independence and for this purpose local Greek Cypriot architects were mobilized for the designs of the new secondary education schools. Modernism was the architectural language which prevailed and as a result the educational buildings resulted from this period constitute the most representative local production of modernism in Cyprus. A notable example of a secondary school built in the early 1960s is the Larnaka Gymnasium (today named Agios Georgios High School),



*Il. 3- 10 (left) The Dasoupoli Elementary School in Nicosia @ P. Georgiadis personal archive*

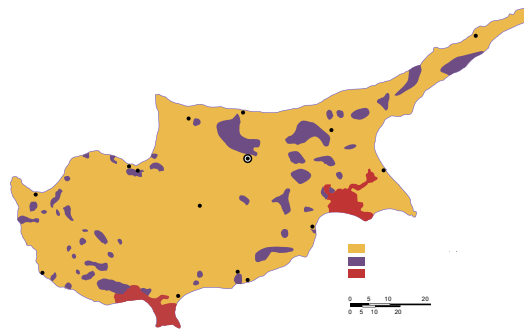
*Il. 3- 11 (right) The plan of the Dasoupoli Elementary School @ Technical Services, Ministry of Education and Culture, Republic of Cyprus*

designed by the N. Rousos and I. Perikleous firm and constructed in 1961.<sup>79</sup> In parallel, the Greek Cypriots were eager to tackle the issue of the lack of specialised Cypriot architects in school architecture by supporting the training of the first architect to become Head of the Technical Department of the Greek Education Bureau. Pefkios Georgiades, in the years to come would become the most influential figure in the architecture of Greek Cypriot schools. He was enabled to leave Cyprus in 1961 for the Netherlands where he took a postgraduate course on school architecture and undertook a graduate thesis on the design of secondary education school buildings (*Grafeio Ipourgeiou Paideias kai Politismou, n.d.*).<sup>80</sup> Upon his return in 1962 he was officially appointed as the Head of the Technical Department of the Greek Education Bureau and later of the Ministry of Education. In the years to follow he designed a series of educational buildings, which would change once again the character of school architecture all over Cyprus. One of his most important early designs was the Dasoupoli Elementary in Nicosia, 1964 (Il. 3- 10, Il. 3- 11). Pefkios Georgiades used a modern architectural vocabulary for this school and proposed a school layout, influenced by international examples but adapted to the local context, for the organisation of the classrooms around small courtyards.

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<sup>79</sup> The school is included in this case study research (see subchapter 4.5).

<sup>80</sup> Access to information and documents from the personal archive of Pefkios Georgiades were kindly provided for the purposes of this study by Karin Georgiades, daughter of the architect Pefkios Georgiades. Further information on the work of Pefkios Georgiades while Head of the of the Technical Department of the Greek Education Bureau and later of the Ministry of Education were provided by the Technical Services of the Ministry of Education and Culture, Republic of Cyprus. This information enhanced knowledge about the work of Pefkios Georgiades on school buildings and the history of modern school architecture in Cyprus overall.



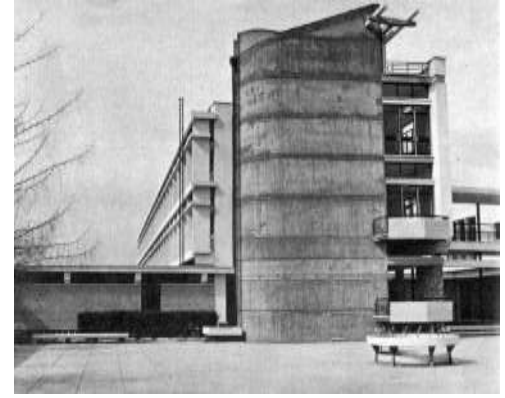
Il. 3- 12 (left) Entry point to one of the enclaves, 1965 (0731-001-YV) @ Press and Information Office, Republic of Cyprus

Il. 3- 13 (right) Map of the distribution of the Turkish Cypriot enclaves in 1973 (the Turkish Cypriot enclaves are indicated in purple)  
 @ Retrieved from [https://legacy.lib.utexas.edu/maps/europe/cyprus\\_ethnic\\_1973.jpg](https://legacy.lib.utexas.edu/maps/europe/cyprus_ethnic_1973.jpg) [accessed 15 January 2019]

However, as mentioned above, the complexity of the postcolonial constitution led to a constitutional crisis very early in the history of the new Republic. Following the 1963 crisis, the Turkish Cypriots abandoned their positions in all state institutions and withdrew into enclaves (Il. 3- 12, Il. 3- 13). The ‘Cyprus Problem’ became a reality. The events of 1963 had profound effects on Turkish Cypriot education. The Turkish Cypriot community lost 79 schools (74 primary schools and 5 secondary schools) and could not claim any governmental funding for new school buildings (Pavlou, 2015: 384-390). These socio-political turbulences halted abruptly the progress of Turkish Cypriot school architecture. The existing schools, such as the Lefkosa Turkish boarding school for Girls (Il. 3- 14), during this period had to be adapted to serve as refugee camps and health facilities in order to accommodate the needs of the emergency situation (Aydintik, Pulhan, and Uraz, 2016: p. 610). As a result, some rough shelters were used as schools and the school buildings which remained were used in a morning and night shift to cover the educational needs, but even so during the year 1964-1965 many of the Turkish Cypriot students could not attend school (due to lack of access). At the same time, they had a lot of problems of coordination between the enclaves.

Meanwhile, outside the enclaves, the island was meeting unprecedented economic development, mostly through the frantic development of the mass tourism industry. In 1965, the Ministry of Education of the Republic of Cyprus was inaugurated and under the political circumstances of the time the Turkish Cypriots were excluded from this development. The Greek Cypriot education was developing rapidly as it was benefiting from the existence of the Ministry, the flourishing economy, the inclusion of education as a component in the second Five Year Development Plan for the island (1966-1971) and the support by international organisations such as UNESCO,





*Il. 3- 14 (left) Lefkosha Turkish Boarding School for Girls in Nicosia, 1962 by Ahmet Bahaeddin @ (Docomomo Cyprus 2014)*

*Il. 3- 15 (right) Kykkos High Schools in Nicosia @ (Architektoniki, 58 (1966): p. 86)*

UNICEF, The Council of Europe and others (Pavlou, 2015: p. 384-390). Education was not included in the first development plan for the island due to its communal character.

Many were the new modern Greek Cypriot school buildings to be built in the years to come all over Cyprus. Noteworthy is one of the most ambitious school projects of the period, the Kykkos High School built in Nicosia in 1964, a project which as an exception it was not funded by the Ministry but by the Church (Il. 3- 15). The architects of the project, the Greek Cypriot firm of Philippou brothers were also appointed by the Church.

The turbulent years between 1963-1974 eventually provided the grounds for Turkey to invade Cyprus in 1974, resulting in the division of the island, dramatically changing the geopolitical context. This had immediate impact on the school buildings which in 1974 were widely used for the temporary accommodation of the displaced populations and for several years were working in double shifts in order to accommodate the educational needs of the refugees.

#### A value-based approach for modern schools in Cyprus: main research interest

As presented previously, Given (1997) and Sioulas and Pyla (2015) successfully demonstrated how designers and policy makers have historically used the medium of architecture for the creation of rival images of the Cypriot national identity.

It was highlighted above that the modern architectural style was the preferred architectural style for school buildings during the 1945-1974 period by both the Turkish Cypriot and Greek Cypriot communities. Nevertheless, as it was demonstrated, modern school architecture in Cyprus also



represented and promoted conflicting nationalistic ideals both during the colonial and the postcolonial periods. Modern school buildings were also physically involved in the local conflicts by being targeted and attacked because of their association with the colonial government amidst the rising public anticolonial feelings, or by being used for the accommodation of displaced populations both in 1963 and in 1974. In these multiple ways, modern school buildings constitute a building type explicitly involved in the local conflicts of the twentieth century in Cyprus.

Thus, the study of modern school buildings in Cyprus has the prospect to highlight the complex and contested aspects of modern architecture as heritage and to highlight how these aspects are reflected in its value as heritage. A value-based approach for modern school buildings in Cyprus has the prospect to highlight how the modern architectural style held different values for different groups of people during the same period. At the same time, it is considered interesting to examine if and how the same architectural vocabulary held different social meanings during the colonial and the postcolonial periods.

#### *Focusing on modern schools constructed between 1945-1974 in Larnaka*

Efforts were made to select a coherent group of buildings within the wider category of school buildings of the twentieth century in Cyprus as a case study. In such manner it would be possible to have comparability and to extract generalisations based on the case study findings. Hence, a group of buildings was identified through the examination of various categorisations of educational buildings of this period; namely, typological (elementary schools, secondary schools, technical schools, higher education institutions, private schools, public schools, communal school etc.), geographic (urban, peri-urban, rural areas), and chronological (colonial period, independence period and their historic subdivisions).

Additionally, possible research limitations were taken into consideration when selecting a case study. Firstly, the time limitation; due to the time restrictions within the framework of a PhD study it was necessary to identify a small and manageable but coherent group of schools.

For this reason, it was firstly decided to focus on educational buildings in urban areas. This decision was based on the special research interest of schools in urban areas since the urban areas of Cyprus at the time concentrated more types of schools in relation to the rural areas while at the same time urban areas were more linked with the processes of creating images, narratives and representations of statehood.

Furthermore, the consideration of possible case studies was restricted to the urban areas currently under the authority of the Republic of Cyprus for various reasons linked with the current political situation in Cyprus (as these are explained in subchapter 1.7). This means that all schools in the following case studies are currently under Greek Cypriot administration.

Taking into account all the above it was decided to focus on the school buildings built in Larnaka since Larnaka provides a sample of schools diverse enough yet manageable enough to be analysed as a case study within the framework of this PhD study. In order to keep the case study manageable, further decisions were made to:

- focus on communal schools, namely schools which were created by the island's officially recognised communities according to the constitution (excluding private schools from the case study), and especially schools built by the two main Cypriot communities, Greek Cypriot and Turkish Cypriot (hence excluding the Latin and Maronite schools in Larnaka). This was decided because, as explained in earlier chapters, the two communities were the ones involved in the main conflict and hence the school buildings of these two specific communities could reveal possible relations between the heritage values linked to the school buildings and the local conflict. It is acknowledged that it would be interesting also to examine the heritage values connected to the Latin and Maronite, as well as other private schools of the city, but this was not considered manageable within the framework of this study.
- focus on the two levels of education: primary (elementary schools) and secondary (middle and high schools) and not to consider pre-school education.
- consider only schools which are currently in operation.

The full list of communal (Greek Cypriot and Turkish Cypriot) schools which were constructed between 1945-1974 and are still in operation, organised in order of date of construction, are:

1. Agios Georgios Elementary School (Primary Education)
2. Agios Ioannis Elementary School (Primary Education)
3. Drosia Middle School (Secondary Education)
4. Agios Georgios High School (Secondary Education)
5. Prodromos Elementary School (Primary Education)
6. A' Drosia's Elementary School (Primary Education)
7. A' Agios Lazaros Elementary School (Primary Education)
8. Evrivadeio Middle School (Secondary Education)

9. Pangkyprio High School (Secondary Education)
10. Agios Lazaros Technical School (Secondary Technical Education)
11. B' Drosia Elementary School (Primary Education)

In the framework of this research all permissions necessary for conducting research at the school buildings were obtained, both from the Ministry of Education and Culture of the Republic of Cyprus and from each school's administration separately, with the exception of the case of the B' Drosia Elementary School (the school administration did not consent to conducting interviews with the school users). Fieldwork was conducted at these ten schools. As it is further explained in subchapter 3.3.5, fieldwork included bibliographic and archival research on all the schools, as well as expert interviews on school architecture of the selected period. Fieldwork also included the user interviews (past and current users of the schools). As current users the following categories were considered: (i) current teachers/ other school personnel and (ii) parents of the current students at the school. Since the case study includes all the levels of schools from primary to high school it was decided not to include the students to the interview process. This was decided mostly because students of different ages and different grades will have different level of understanding of the interview questions and hence the interviews would not provide us with results we could compare between the schools. As past users the following categories were considered: (i) former students, (ii) teachers/ other school personnel (before 1974). In total 94 user interviews were conducted during the fieldwork period.

#### *Focusing on modern schools constructed between 1945-1963 in Larnaka*

Upon the completion of the fieldwork and the first stages of the analysis of the research findings (including translation of interviews and analysis for the identification of heritage values) the need to further limit the case study emerged. The rich number of findings of the fieldwork meant that it was not possible to present the findings of all eleven schools within the framework of a PhD thesis. Coherent further categorisations within this group of buildings were sought and it was finally decided to present the findings of the fieldwork of the five schools which were constructed in Larnaka between 1945-1963.

This historic period can be examined independently from the 1945-1974 period since the bicomunal strife in 1963 marked the political and historic landscape in Cyprus. After 1963 the Turkish Cypriot community withdrew to enclaves in Larnaka (and all the other cities of Cyprus). This meant that the schools which were situated out of the enclaves were abandoned while, the community did not have the possibility to build any more schools between 1963-1974 due to the financial

hardships caused by the isolation. During the same time the Greek Cypriot community entered a new phase in education with the creation of the Ministry of Education in 1964 and the appointment of a head architect for the Technical Services of the Ministry which was responsible for the design of all Greek Cypriot school buildings in the period between 1964-1974.

For the reasons mentioned above, it is considered that even by limiting the case study in such manner, this subgroup of school buildings has the potential to highlight a broad spectrum of heritage values linked with modern school buildings and still to be able to include values by both Greek Cypriots and Turkish Cypriots in relation to these. Additionally, school architecture of the period 1945-1963 has the potential to highlight issues of colonialism, post-colonialism and independence and conflict as originally aimed. The final group of buildings included in the case study and presented in this thesis is demonstrated in the table below.

*Table 3- 1 School buildings included in the case study*

No.	Schools	Education level
1	Agios Georgios Elementary School	Primary Education
2	Agios Ioannis Elementary School	Primary Education
3	Drosia Middle School	Secondary Education
4	Agios Georgios High School	Secondary Education
5	Prodromos Elementary School	Primary Education

It is acknowledged that the group of buildings selected as the case study does not cover all types of modern schools and hence the findings will not cover all the heritage values linked with modern school buildings in Cyprus. Nevertheless, it is considered that this case study, selected in a coherent manner to cover a specific category of modern buildings constructed over a specific period, has the potential to provide a representative image of the range and nature of heritage values linked with modern schools in Cyprus through its examination.

### **3.3.3. Research questions for the case study**

Further research questions were developed for the case study based on the main research questions of this study (see subchapter 1.4). The main research questions for the case study are as follows:

- What is the range of heritage values associated with the case study (past and present)?
- What is the nature of heritage values associated with the case study?
  - Do the data demonstrate changes over time?
  - Do the data demonstrate the influence of the specific context to the heritage values expressed by modern architecture in Cyprus?
  - Do the expressed values manifest any link with physical elements of the building?

#### 3.3.4. Research methodology: a value-based approach for the case study

Through a critical analysis of the value-based approaches which were presented in the previous chapter (see subchapter 2.5) an appropriate methodology was synthesized in order to address the research questions of this case study.

It should be acknowledged that Mason's (2002) article for the Getty Conservation Institute's report *Assessing the values of cultural heritage* was the most influential for "selecting appropriate methodologies (strategies) and tools (tasks) to assess heritage values" in the framework of this case study (De la Torre, 2002: p.5). This article constitutes one of the most exhaustive analyses of the issue and for this reason it constitutes one of the most influential publications on the wider discourse of heritage value assessment. Nevertheless, other value-based approaches have also influenced this study as it is further explained below.

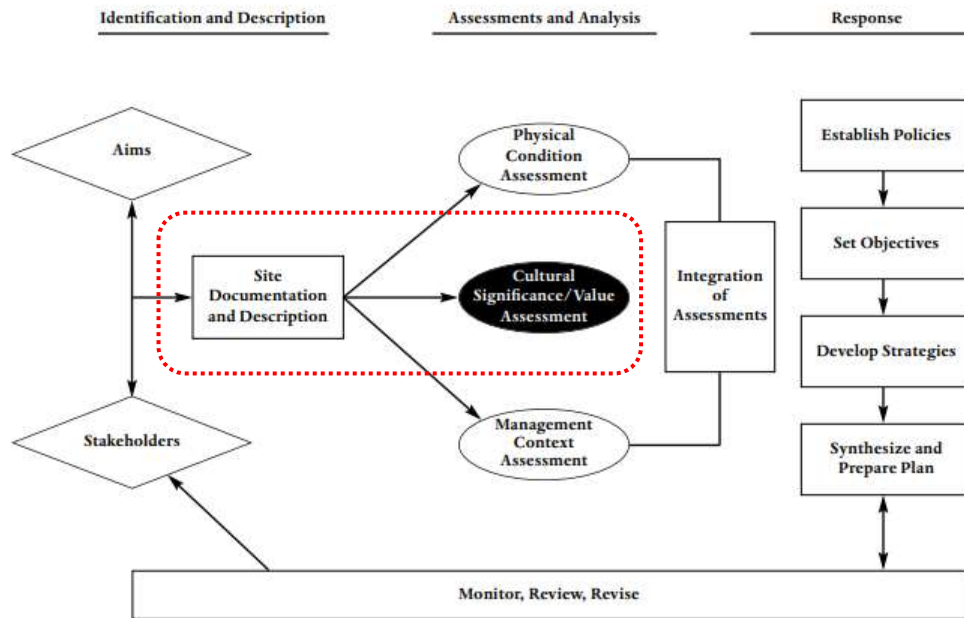
Nevertheless, although some existing/proposed methodologies were highly influential as aforementioned, it should be highlighted that the value-based approach created is a new model proposed for the purposes of addressing the modern architectural heritage in Cyprus, as explained next in this chapter.

#### *Research scope*

This case study focused on the identification and description of the heritage values linked with the modern schools constructed between 1945-1963 in Larnaka and the assessment of their significance. The assessment of the significance of any heritage site were proposed both by Mason (De la Torre, 2002: p.6),<sup>81</sup> and by ICOMOS Australia in *The Burra Charter Process* (2013: p. 10) within the first steps of a value-based planning process methodology (II. 3- 17).

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<sup>81</sup> As this was later implemented in case study of the Jarash Archaeological Site, Jordan by the GCI (Myers et al., 2010).

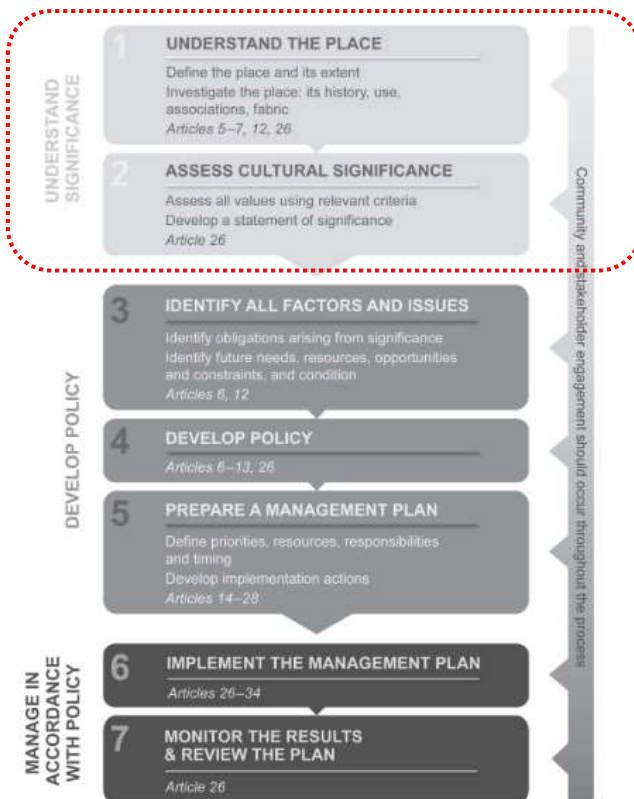


## The Burra Charter Process

### Steps in planning for and managing a place of cultural significance

The Burra Charter should be read as a whole.

Key articles relevant to each step are shown in the boxes. Article 6 summarises the Burra Charter Process.



### *Developing a value-based approach for the case study*

More specifically, Mason (De la Torre, 2002: p.14) proposes a value assessment process divided in three parts; namely identification, elicitation,<sup>82</sup> and statement of significance (see Il. 2- 1 in subchapter 782.5.2). In order to develop this case study methodology these three proposed stages were critically considered in relation with the research problem, the aims of this study and the research questions.

#### Identification of heritage values

As discussed in Chapter 2, Mason (De la Torre, 2002) a heritage value assessment starts with establishing a typology of heritage values. According to Mason “the concept of values needs to be broken down and defined in a typology, at least provisionally” (De la Torre, 2002: p. 9). Mason (De la Torre, 2002: p.9-10) suggests that using a typology of heritage values for heritage assessment presents various advantages as: (i) facilitating discussion and promoting understanding of the different valuing processes at play in heritage conservation, (ii) guiding practitioners’ choices of appropriate assessment methods, (iii) constituting a tool for ordering and organising knowledge “so that research builds on itself and keeps practitioners from having to continually reinvent the wheel”, (iv) allows comparability to the evaluation of different projects, and it (v) enables stakeholders’ participation.

Although it is accepted that a provisional typology has the possibility to constitute “a point of departure and discussion” (De la Torre, 2002: p. 11), it was decided for this study not to start with a heritage value typology for the reasons explained below.

This decision was influenced by the various challenges in defining value typologies as these have been identified by various experts in the heritage field (see subchapter 2.4.1). Currently, no heritage value typology has been widely accepted in the heritage field as suitable for all cases or all contexts, and at the same time it is currently recognised that the definitions of heritage values remain elusive. Within this framework it is not considered appropriate methodologically to use existing heritage value definitions or typologies as predefined concepts for the initiation of this research process. Over and

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<sup>82</sup> Elicitation according to Mason (De la Torre, 2002) is the process of identifying suitable research methods for identifying heritage values linked with the case study

above, research and knowledge on the range and nature of heritage values linked with modern architecture in Cyprus is up to this point insufficient to allow for generalisations in regard to its link to a specific value typology.

For these reasons, it was decided to use a 'blank slate' approach when coming to developing a 'satisfactorily detailed understandings of heritage significance' (Fredheim & Khalaf, 2017: p. 476) in regard to the case study. In this way it will be possible to gain knowledge regarding heritage values linked with the case study without forcing preconceptions on the findings of the research. The selection of a 'blank slate' approach for investigating heritage values was also influenced by Stephenson's (2005) research for the development of the Cultural Values Model (as it has been further described in subchapter 2.5.3).

In line with the above, the following steps were taken in order to identify and describe heritage values linked with the case study: (i) data search [which aim to address your research components], (ii) description of observed events, (iii) answer fundamental questions about what is happening, and finally (iv) match the findings with existing value typologies if possible.<sup>83</sup> In such manner the findings of the case study were used for establishing a proposed typology of heritage values linked with modern architecture in Cyprus which may then be more widely applied (see Chapter 6).

Within the framework of the identification of heritage values, Mason (De la Torre, 2002) proposes a thorough constituency analysis aiming to identify and include all stakeholders. As it was previously explained, Mason (De la Torre, 2002: p. 17) proposes to consider two categories of stakeholders – 'insiders' or 'outsiders'—.<sup>84</sup> Taking into account the 'new paradigm' of the heritage field in which democratisation processes have fundamentally transformed the field (ICOMOS, 2017a), heritage has been reconceptualised as a social process (Avrami et al., 2000: p. 68; De la Torre, 2002: p. 3, 9, 17, 109; Bold and Pickard, 2013: p. 106; Smith, 2017), in which access to and participation in cultural heritage are recognised as a civil responsibility and a human right (Human Rights Council 2011; Bold and Pickard, 2013: p. 106). Focus was given to this case study research in the

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<sup>83</sup> The development of these steps was influenced by Charmaz (2006: p.25) and the Grounded Theory Methodology. The last stage of matching the findings with existing value typologies was based on the knowledge developed regarding heritage value typologies during the first stages of this research (during the development of the theoretical framework of the study).

<sup>84</sup> For an analysis of how these two categories are used by each of the researchers see subchapters 2.52.5.2 and 2.5.3.



examination of the values of 'outsiders', according to Mason's definition, namely people "with a stake in the heritage in question but with little or no leverage on the [planning and decision making] process" (De la Torre, 2002: p.17). For this purpose, user interviews were conducted in order to identify if the schools are valued by their users and how.

Considering the heritage discourse in regard to the nature of heritage values, two groups of users were considered: past and current. Heritage values have been recognised to be time and context specific and the need to include these factors in value-based methods has taken an important place in the heritage values discourse (De la Torre, 2002: p.15, 19; Fredheim and Khalaf, 2017: p. 470, 476; Gibson et al, 2009: p.7).

Following the identification of the stakeholder groups, methods designed to reach and hear them in light of their particular character and capacity are required of any methodology for heritage value assessment.

#### Elicitation of heritage values

Mason (De la Torre, 2002: p.16) suggests the use of a 'toolbox approach' of using a variety of data collection tools for addressing the range of heritage values, deciding on a case-by-case basis according to the range of values associated with each project. He encourages the layering of different approaches in order to cast as broad a net as possible to achieve robust results which capture the diversity of heritage values in each case" (De la Torre, 2002: p.16).<sup>85</sup> Within the framework of using a 'toolbox approach' for this case study a variety of qualitative methods were selected to match to the case study research components.<sup>86</sup>

Mason also describes the distinction between sociocultural, economic and ecological values, as the three major categories of values which are based on different conceptual frameworks and hence require different tools for their articulation and assessment (Mason in De la Torre, 2002: p. 11). This distinction is adopted within the framework of this research and the research focused on the category

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<sup>85</sup> Using multiple sources and modes of evidence in regard to assuring validity of the research conclusions in qualitative research is also proposed by Miles and Huberman (1994).

<sup>86</sup> This approach is proposed as an alternative to Mason's proposal "to match assessment tools to [a predetermined set of] values" for the reasons mentioned previously regarding avoiding to use a predetermined set of value typologies (De la Torre, 2002: p.23).

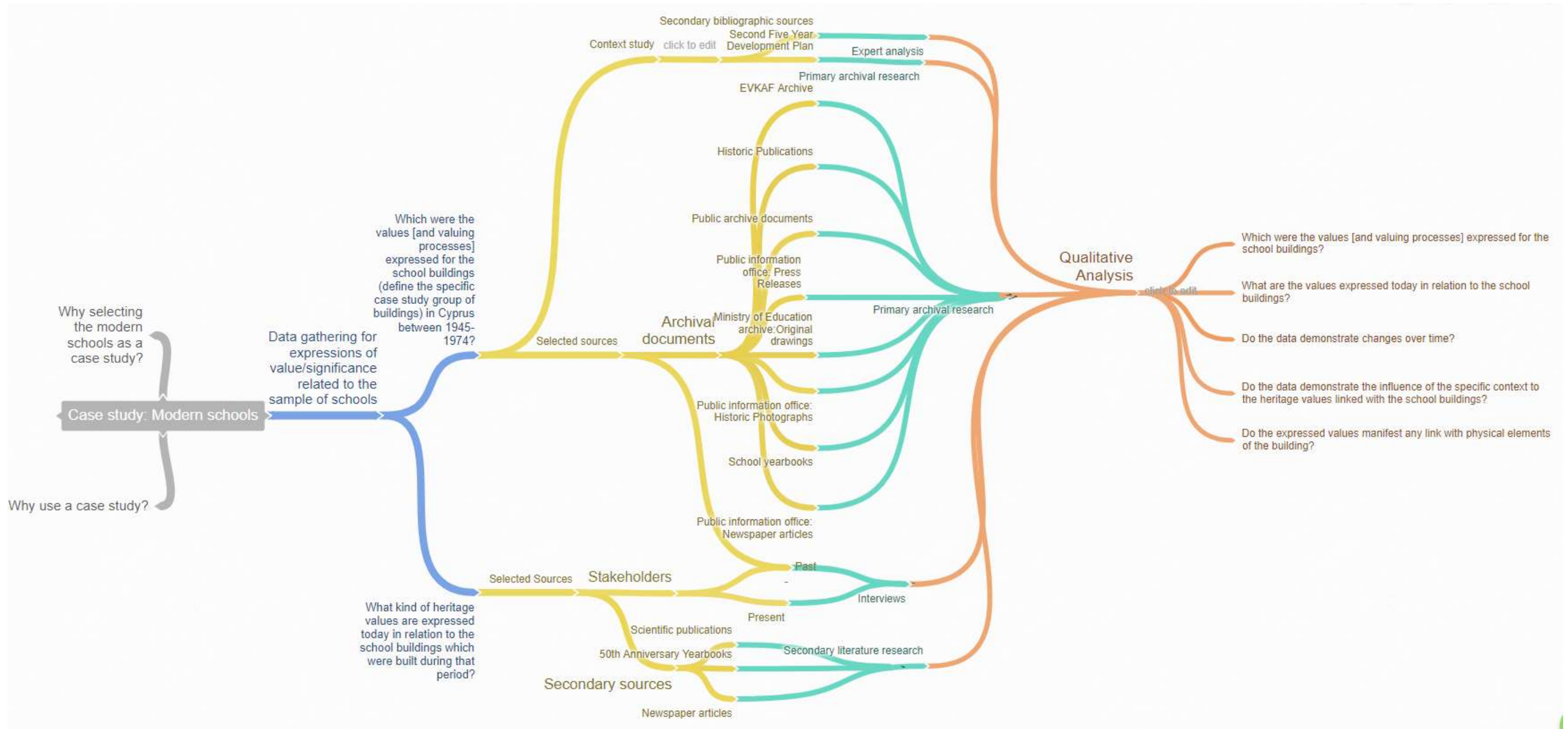
of sociocultural values. For addressing sociocultural values qualitative research methods are evaluated as more suitable than quantitative methods. According to Mason (De la Torre, 2002: p. 16) "qualitative research methods have a particular strength; they are sensitive to contextual relationships (...) and are therefore indispensable in studying the nature and interplay of heritage values".

Again, taking into account the current discourse on value-based methods it was decided for this study to divide the case study research into two parts. The first part is an expert analysis conducted by me,<sup>87</sup> and the second is the analysis of the users' interviews. For the expert analysis only primary and secondary sources were used, and a statement of significance was produced for each of the buildings. For the purposes of this study the creation of a statement of significance, the third stage of the value assessment process as proposed by Mason (De la Torre, 2002: p.14) is incorporated in this part of the research. Thus, the expert analysis is in line with the most widely used value-based approaches in heritage planning today. This allows for a comparison of the findings of the first part of the research (which is based on the value-based approaches most widely used today) with the second part of the research, namely the analysis of the users' interviews. This will allow the identification of threats and opportunities in assessing the values of stakeholders, especially those stakeholders who currently have no leverage in the decision-making processes.

The findings from both these parts of the research were combined to provide answers to the research components in regard to the range and nature of heritage values linked with the case study.

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<sup>87</sup>As an architect specialised in heritage and trained in heritage value assessment (I undertook a course on value-based assessment in March 2014, by the University of Oxford for the purposes of this study <https://www.conted.ox.ac.uk/courses/heritage-values-and-the-assessment-of-significance>, further than studying other guidelines for writing statements of assessment which are included in the thesis bibliography).



Il. 3- 18 The 'toolbox' synthesised for the case study @ Author

### 3.3.5. Implementation of the case study research

As noted above, fieldwork was conducted for 10 school buildings built in Larnaka between 1945-1974. It was finally decided to limit the analysis of the findings to the 5 schools built in Larnaka between 1945-1963 for the reasons previously explained.

The fieldwork for the case study was conducted in two phases. The first stage of the case study fieldwork was conducted between the 22<sup>nd</sup> of February 2018 and the 13<sup>th</sup> of March 2018. Between the 26<sup>th</sup> of March 2018 and the 4<sup>th</sup> of May 2018, the second stage of the case study fieldwork was conducted. These two main fieldwork stages were preceded by archival and bibliographic research on school buildings in Cyprus through which information on educational buildings in Cyprus was gathered in order to identify a suitable case study (September -November 2017).

An approval by the Ministry of Education and Culture of the Republic of Cyprus was required in order to conduct research in school buildings. Following acquiring this approval I got in contact with the administrations of the eleven school buildings which were built in Larnaka between 1945-1974. Out of the eleven schools the administrations of ten of them provided their consent for the fieldwork research.

Fieldwork at the schools was divided into two stages according to the availability of each school. Fieldwork in five out of the total ten schools was conducted during this first stage while fieldwork at the other five schools was conducted during the second stage.

Visits at the schools included: (i) study of the school archives in situ, (ii) photographic survey of the current condition of the school buildings, and (iii) interviews with the current users of the buildings. Over and above, in some occasion members of the Parent's Association of the school and/or past users of the schools were invited by the schools' administrators to attend the school on the day of the visit for interviews. On other occasions the school administrations provided contact details of the members of the Parents Association and/or past users for the researcher to arrange meetings for interviews. Some of the users shared with the researcher material for the buildings from their personal archives.

### *Case study limitations and obstacles*

The limitations of this case study are listed below:

- The researcher's allowed time in each school did not exceed one working school day (07:30-13:30) in most cases due to the very busy schedule of the school administrations. This meant that all planned research actions in situ had to be completed within the time available.
- The researcher was not allowed to move the school archive materials from the school grounds and hence all documents had to be documented via photography since scanners were not available to the researcher in situ.
- The school archives were not always rich in content since there is no official system for their archiving and safeguard. For this reason, a lot of the archive material of each school was missing.
- It was not possible to conduct more than 10 interviews in each of the schools (maximum). In many occasions this was due to the fact that the number of employees for small schools were not exceeding the number of 10. In other occasions this was due to the limited time the researcher had available at each school.
- Another issue related to the interviews was the fact that depending on the knowledge and interest of each participant in the subject the same interview could last between five minutes and one hour.
- An obstacle which was thankfully overcome was the identification and arrangement of interviews with past users of the schools. It was possible to identify Greek Cypriot past users through recommendations by the school administrations, other interviewees and/or other past users successfully. It was more difficult to identify Turkish Cypriot past users of the schools since they were displaced in 1974 and they currently live in the northern part of the island or abroad.

## 4. Modern schools in Larnaka: a case study research

### 4.1. Introduction

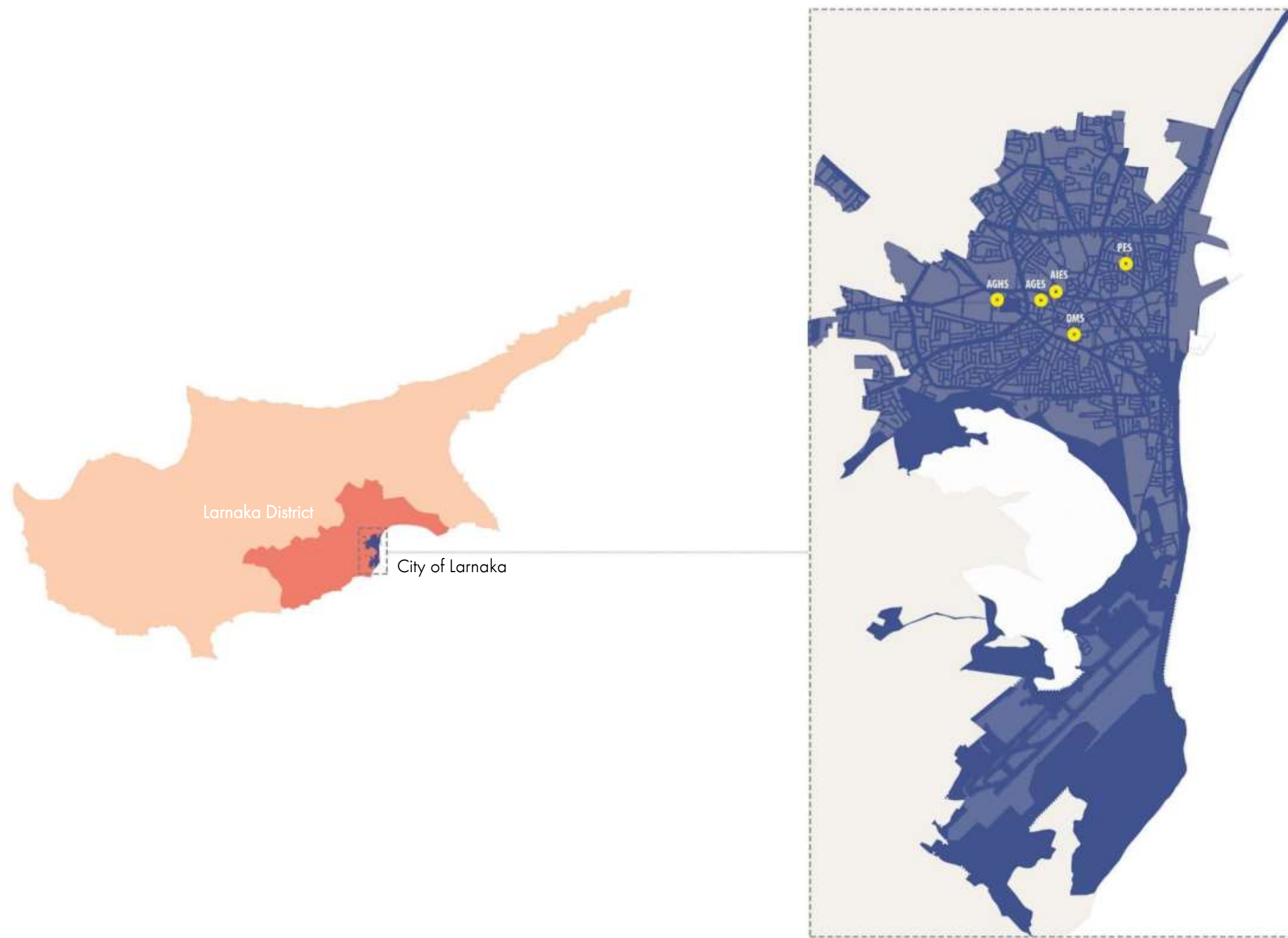
This chapter presents the analysis of the value-based case study research conducted for the school buildings constructed in Larnaka between 1945-1963. Namely, research on the following schools is presented:<sup>88</sup>

1. Agios Georgios Elementary School (Primary Education)
2. Agios Ioannis Elementary School (Primary Education)
3. Drosia Middle School (Secondary Education)
4. Agios Georgios High School (Secondary Education)
5. Prodromos Elementary School (Primary Education)

Each case study is presented in five parts. At the first part information for the school's identification are presented in the form of a table. The second part consists of a school building history, building chronology, description of its current state and identification of related buildings. The third part constitutes an assessment of each site's values presented in the form of a statement of significance. The fourth part constitutes a presentation of the findings of the user interviews (current and past users) and the fifth and final part consist of a comparative analysis of the identified values drawn from the statement in significance and the analysis of the interviews, presented in the form of a table.

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<sup>88</sup> The case studies are presented in chronological order based on the date (or estimated date) of the school's construction



II. 4- 1 The position of Larnaka on the map of Cyprus, and the location of the case study schools on the map of Larnaka @ author, 2018

## 4.2. Agios Georgios Elementary School

### 4.2.1. Site identification

Table 4- 1/AGES Site Identification

<p><b>Building ID</b></p>	<ul style="list-style-type: none"> <li>- <b>Current name:</b> Agios Georgios Elementary School</li> </ul> <div style="text-align: center;">  </div> <p><i>Il. 4- 1/AGES The main façade of the AGES school building @ Author, March 2018</i></p>
<p><b>Historic information</b></p>	<ul style="list-style-type: none"> <li>- <b>Original name (and other former names):</b> Larnaka Mixed School (<i>Μικτή Σχολή Λάρνακος</i>), Lanaka Mixed Urban School (<i>Μικτή Αστική Σχολή Λάρνακας</i>)</li> <li>- <b>Educational level:</b> Primary education</li> <li>- <b>Involved communities:</b> Greek Cypriot</li> <li>- <b>Involved authorities (past):</b> Greek Town School Committee, School Maintenance Fund (colonial Government).</li> <li>- <b>Architect:</b> Unknown</li> <li>- <b>Other involved individuals/companies/ organisations in design and construction:</b> Unknown</li> <li>- <b>Completion date:</b> circa 1952</li> <li>- <b>Inauguration date:</b> Unknown</li> <li>- <b>Years of operation:</b> 1952-ongoing</li> </ul>
<p><b>Current state</b></p>	<ul style="list-style-type: none"> <li>- <b>Current state:</b> in use</li> <li>- <b>Authorities involved to the building's upkeep (currently):</b> Ministry of Education and Culture Republic of Cyprus, Larnaka School Ephorate</li> <li>- <b>Status of protection:</b> None</li> </ul>



Location	<ul style="list-style-type: none"> <li>- Address: 84 Agiou Georgiou Kontou str., 6045, Larnaka, Cyprus</li> <li>- GPS Coordinates: 34° 55' 19.4"N, 33° 37' 01.0"E</li> </ul>
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#### 4.2.2. Site Description

##### *Building history*

The school initiated its operation in 1952 as the Larnaka Mixed School.<sup>89</sup> The first students of the school were registered on the 15<sup>th</sup> of September 1952.<sup>90</sup> The school building cost was 15,000 GBP and was funded by the School Maintenance Fund managed by the colonial government.<sup>91</sup> School buildings in Cyprus at the time were not a responsibility of the colonial government and were not implemented within the framework of a Government school building programme. The funds for the school buildings were gathered in the form of special education taxes by the local inhabitants (of each town or village). The responsible bodies for providing the school buildings were the Town School Committees.<sup>92</sup> The funds for the buildings were nevertheless managed by the colonial government and this explains the note found. The building was constructed on a



*Il. 4- 2/AGES Cadastral map @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. The school site of AGES has been marked by a red boundary by the author*

<sup>89</sup> Register of Pupils I, 1-551, last page. Source: Agios Georgios Elementary School archive

<sup>90</sup> Ibid, p. 1

<sup>91</sup> Ibid, last page.

<sup>92</sup> SA1/2190/1950. Cyprus State Archives (Letter dated 15<sup>th</sup> March 1951 from Sd. A.B. Wright Governor of Cyprus to the Secretary of State for the Colonies, James Griffiths)

building plot in an area which at the time was located on the outskirts of the city of Larnaka, close to the main road to Nicosia.

### *Building chronology*

#### Initial phase

Although the architectural drawings of the building have not been identified, the building's initial phase is documented in photographs from the school archive (Il. 4- 2/AGES, Il. 4- 3/AGES, Il. 4- 5/AGES, Il. 4- 6/AGES) and on the cadastral map of the school (Il. 4- 3/AGES). The earliest photograph identified in the archive dated from the school year 1958-59.



*Il. 4- 2/AGES Football match at the school's sport field @ Agios Georgios Elementary School archive*



*Il. 4- 3/AGES School celebration @ Agios Georgios Elementary School archive*



*Il. 4- 4/AGES Student photo at the entrance's staircase @ Agios Georgios Elementary School archive*



*Il. 4- 5/AGES School celebration @ Agios Georgios Elementary School archive*



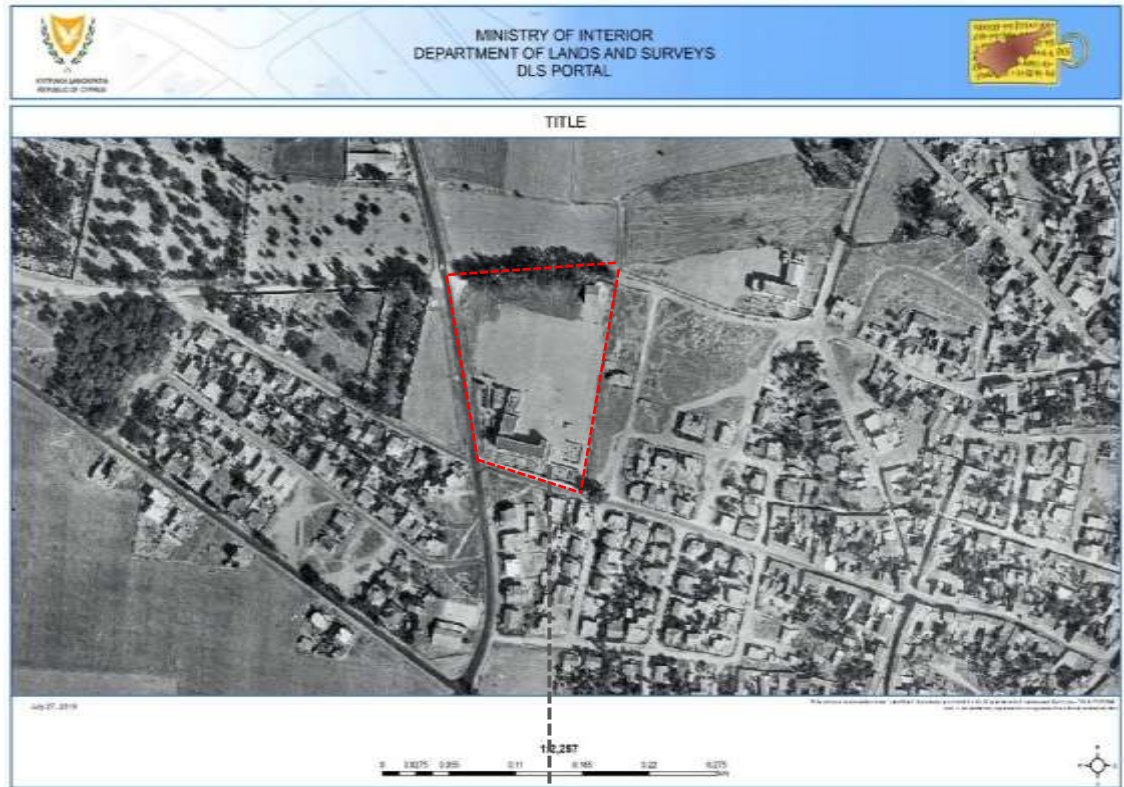
*Il. 4- 6/AGES School celebration @ Agios Georgios Elementary School archive*

*Il. 4- 7/AGES Archive photos key map @ Author*





The building's initial phase is also documented in the following 1963 orthographic aerial photo from the Department of Lands and Surveys (Il. 4- 10/AGES).



*Il. 4- 8/AGES Aerial orthophoto of the area, 1963. The school site of AGES has been marked in red boundary and has been enlarged by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*

At its initial phase the school was designed as an L shape building constituted by a two-level south wing and a single level western wing (Il. 4- 2/AGES, Il. 4- 8/AGES). The two wings connected at their southwest end. The main entrance of the school was located at the east of the southern wing, towards the road (Il. 4- 8/AGES).

The south wing contained the main entrance of the school, administration offices and classrooms. The classrooms were situated at the south side of the wing. Access to the classrooms was through open corridors situated towards the north. The staircase was situated at the northeast end of the south wing. The double storey vertical windows of the staircase constitute a characteristic feature of the building's design (Il. 4- 2/AGES).

The west wing of the school included an assembly hall and lavatories (Il. 4- 2/AGES, Il. 4- 3/AGES).

The school was designed in an early modern style, with very simple design lines and a lack of decorative elements, vertical windows with horizontal overhangs for shading, metal openings and modern materials (terrazzo tiles, metal balustrades, terrazzo steps etc.). Although the original school drawings were not identified from visual assessment the school (initial building) is identifiable as a reinforced concrete frame building (concrete columns and beams are visible).

It seems that climatic considerations did not define the original design of the school. Although the classrooms, situated on the south are bright, they are not protected from the hot sun of the island. The horizontal overhangs of the windows, although they suggest an attempt at sun protection, are not enough to be functional and their role remains mainly decorative. In bioclimatic terms the school would function much better if it the verandas and the school yard were facing south and the classrooms facing the north, but it seems that priority was given to creating a modern façade towards the street on the south and west sides of the site. The apparent lack of consideration of the local climatic conditions in the building's design might have been also due to the lack of experience at the time, of how concrete buildings perform in the Cyprus climate.

Furthermore, an interesting feature of the building's design constitutes the use of the roof. The roofs of the school were designed and constructed as verandas, with tiled floors and metal balustrades. This feature is identified also in other school buildings during this period. An archival photo from a similarly designed school building of the time, shows students using the roof for Physical Education classes (Il. 4- 9/AGES).



*Il. 4- 9/AGES Physical Education class on the roof of the D' Urban Elementary School in Limassol (10C-70-003) @ Press and Information Office, Republic of Cyprus*

Another very important feature of school buildings at the time was the school garden. The school garden was an important part of the modern school project. The school garden of the AGES is visible in Il. 4- 8/AGES at the south, east and west side of the building. More photographs depicting the students and school staff working for the creation of the garden are held in the school's archive (Il. 4- 10/AGES, Il. 4- 11/AGES). Another document demonstrating the importance of the school garden is the School Garden Records of Inspection book identified in the school archive. The School Garden Records of Inspection book reports on the planning and works for a garden in the school grounds including the planting of flowers, fruit trees, vegetables, forest trees, the construction of water reservoirs for the watering of the garden etc. The school garden was inspected regularly, and the book records these inspections. The exact type of plants planted and their location on the site are recorded. Teachers and students were involved in the creation and upkeep of the garden. The students' involvement with the garden was obligatory and was graded in the framework of the Nature Studies' class which was included in the primary education curriculum.



*Il. 4- 10/AGES Photo of students working at the school garden @ Agios Georgios Elementary School archive*



*Il. 4- 11/AGES Photo of students and school staff working on the school garden @ Agios Georgios Elementary School archive*



Based on information identified in the archive of the Technical Services of the Ministry of Education and Culture, Republic of Cyprus the following alterations, extensions and other modifications of the AGES were identified:

#### School building additions/ alterations 1994-2001

In 1994 two ground floor classrooms were added to the school complex (drawing date Feb. 1994). The new building was designed and built as a reinforced concrete structure, with brick infill and aluminium openings. The architect who signed the drawings is A. Demetriou.

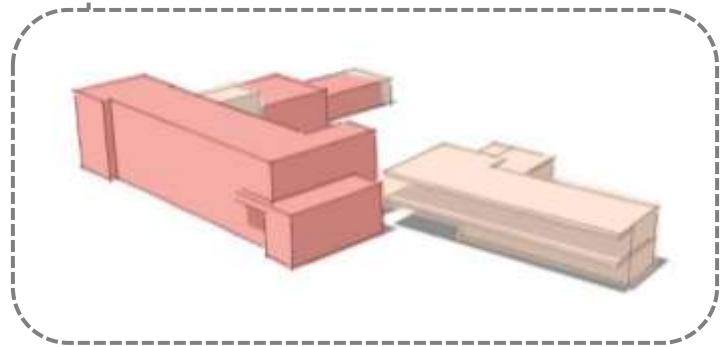
In June 2001, an additional staircase for the first floor was added to the initial building. The staircase was designed to look identical to the original (Il. 4- 15/AGES).

#### 2002-2003 Seismic upgrade/ renovation and later interventions

In 2002 the initial building was structurally enforced in seismic upgrade works. During this phase also, the original metal openings of the building were replaced by aluminium ones. Rainwater management and drainage works were also implemented.

In 2003 a floor was added to the 1994 classrooms extending the total of the school classrooms by two. The additional floor was built in the same style and materials as the ground floor (reinforced concrete structure, with brick infill and aluminium openings).

In 2010 the west wing was extended; the sport fields were updated, and metal canopies shaded the eastern corridors of the west wing. Additionally, a new wing was added at the east of the initial school building. The new wing followed the same style and materials as the more recent buildings (reinforced concrete structure, with brick infill and aluminium openings).

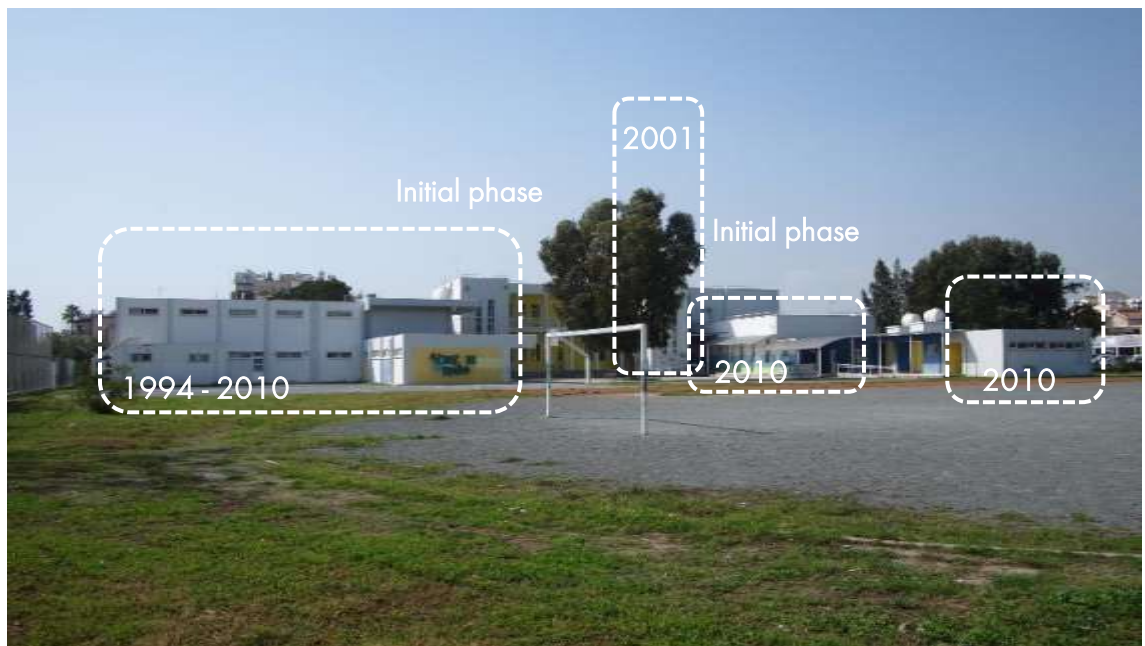


- Initial phase: 1952
- Later additions: 1994 - 2010

*Il. 4- 12/AGES Aerial orthophoto of the area, 2014. The school site of AGES has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*



*Il. 4- 13/AGES Photo of the current state of the school. In red are marked the later additions to the initial phase of the school @ author, March 2018*



*Il. 4- 14/AGES Photo of the current state of the school. In red are marked the later additions to the initial phase of the school @ author, March 2018*

### *Current state*

The school's current state was visually assessed during a site visit by the researcher on the 6<sup>th</sup> of March 2018. The school is still used as a six-grade elementary school under the name of Agios Georgios Elementary school.

The school complex's main components are the initial building with a south and west wing, (including the initial staircase and the staircase added at a later date as explained above), the more recent east wing of the school which is independent from the main building and the school garden and yard. The two school buildings are connected externally by open, covered corridors.

The initial school building is preserved in good state. There are no visible signs of deterioration of the building fabric further than some paint and plaster flaking observed mostly externally. Minor cracks are noted on some columns of the initial building. The newer buildings are also in a good state.

Parts of the school site towards the north and northwest are currently used for other purposes. A monument to the 1955 anticolonial fighters has been erected at the northwest facing the street. At the north, an area is used by the scouts and another for the Agios Georgios Kindergarten and Pre-school (Il. 4- 14/AGES).

There is a paved area on the south of the main building which is still used as a garden, paved and planted with fruit trees, bushes and flowers (Il. 4- 15/AGES), while at the west of the building an unpaved area of green with forest trees is assumed to contain many of the trees originally planted in the years of the School Garden project (Il. 4- 16/AGES). The east part of the former School Garden now accommodates a parking area for the teachers.

The open space between the school wings to the north has also been paved and the steps from the main building to the yard which were originally restricted between two of the corridor's columns have now been extended to the full length of the corridor on the ground floor (Il. 4- 17/AGES).

Currently, the neighbourhood around the school and the wider surrounding area is much more densely built and populated than during the period when the school was built (Il. 4- 14/AGES).





*Il. 4- 15/AGES South façade of the school's initial building @ Author, March 2018*



*Il. 4- 16/AGES West façade of the school's initial building @ Author, March 2018*



*Il. 4- 17/AGES West façade of the school's more recent wing (east wing) @ Author, March 2018*



*Il. 4- 18/AGES (left) The school's initial entrance, still used as main entrance to the building @ Author, March 2018*

*Il. 4- 19/AGES (middle) The school's initial entrance, still used as main entrance to the building @ Author, March 2018*

*Il. 4- 20/AGES (right) South façade of the south wing of the school's initial building @ Author, March 2018*



*Il. 4- 21/AGES (left) The initial staircase @ Author, March 2018*

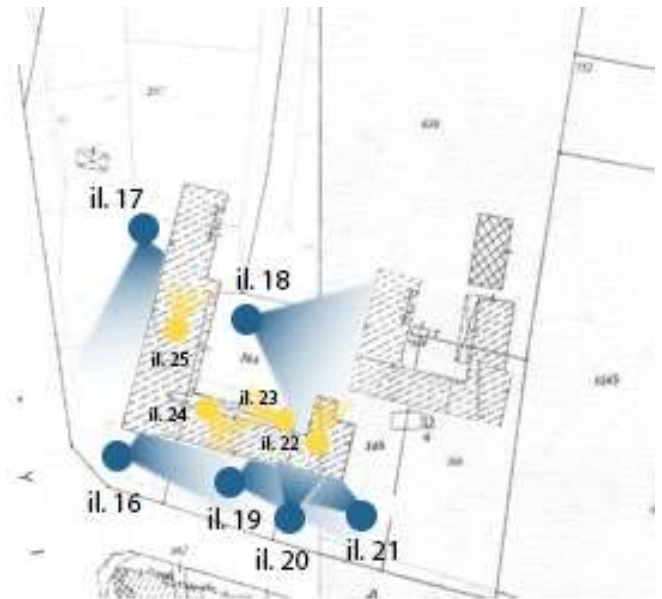
*Il. 4- 22/AGES (middle) The corridor of the initial building on the ground floor @ Author, March 2018*

*Il. 4- 23/AGES (right) The interior of one of the classes on the first floor @ Author, March 2018*



*Il. 4- 24/AGES The interior of the assembly hall @ Author, March 2018*





### *Related Buildings and/or sites*

Although the school's architects are not yet known, in the framework of this research several schools built during the same period with similar design features have been identified. More specifically, two schools in Larnaka present design similarities with AGES, the Agios Georgios High School built in 1961 (Il. 4- 28/AGES) and Dianellios Orphanage and Vocational School (most recently Dianellios Technical School) built in 1962 (Il. 4- 26/AGES, Il. 4- 26/AGES). Both these buildings were designed by the architectural firm N. Rousos and I. Perikleous, of the most well-known architectural firms for school buildings in the 1950s and early 1960s. Dianellios Technical School was partly demolished in 2014. The buildings present similarities in the design of the openings and the characteristic overhang over the windows. Additionally, the same type of metal openings was used in all of these buildings. The design similarities between the AGES and other, earlier, school buildings by the same architects as the A', D' and E' Urban Schools in Limassol built between 1950 and 1960 are even more profound (Il. 4- 29/AGES, Il. 4- 29/AGES, Il. 4- 31/AGES, Il. 4- 32/AGES).





*Il. 4-26/ AGES & Il. 4-27/ AGES Dianellios Technical School, 1962, Larnaka @ I. Perikleous personal archive*



*Il. 4-28/ AGES Agios Georgios High School, Larnaka, 1962 (0402-001-YV) @ Press and Information Office, Republic of Cyprus*



*Il. 4-29/ AGES & Il. 4-30/ AGES D' Urban school in Limassol, 1950-51 (10C-029) @ Press and Information, Republic of Cyprus*



*Il. 4- 31/AGES A' Urban school in Limassol, 1954-55 @ I. Perikleous personal archive*

*Il. 4- 32/AGES E' Urban school in Limassol, 1958 @ Pattichion Municipal Museum, Historical Archive and Research Centre*

More schools have been identified in the course of this research with similar design features, for which nevertheless, the architects are up to this point unknown. These are the Agios Loukas school (Il. 4- 33/AGES), the Stavros Elementary school in Famagusta (Il. 4- 34/AGES) and Lefka school (Il. 4- 35/AGES). In addition, one of the schools included in this case study, the Agios Ioannis Elementary School (former Tuzla Primary School) also presents many design similarities with AGES (Il. 4- 36/AGES). The architects of Agios Ioannis school are also unknown.



*Il. 4- 33/AGES The School Garden of the new school of Agios Loukas, c. 1956 (10C-004) @ Press and Information Office, Republic of Cyprus*

*Il. 4- 34/AGES Stavros Elementary School in Famagusta, c. 1956 (10C-026) @ Press and Information Office, Republic of Cyprus*



*Il. 4- 35/AGES School facilities in Lefka, c. 1956 (10C-016) @ Press and Information Office, Republic of Cyprus*



*Il. 4- 36/AGES Agios Ioannis Elementary School @ Author, March 2018*



### 4.2.3. Assessment of Significance

AGES is an important school building for multiple reasons.

Built close to 1952, it constitutes one of the early examples of post-WWII school architecture of the colonial period in Cyprus. Although school buildings in Cyprus were not a responsibility of the colonial government (with the exception of some specific cases), nevertheless, the School Building Branch of the Education Department of the colonial government had an advisory role on building matters to the Town School Committees and in addition it was in charge of the supervision of the school buildings and carrying out repairs on them.<sup>93</sup> In such manner, although the architects were appointed by the Town School Committees, elementary school buildings were built and repaired under the direction of, and in accordance with plans and specifications supplied by, the Director of Education. Thus, elementary school buildings of the time constitute a testimony of the colonial guidelines for educational buildings implemented in the Colonies. More specifically, in 1950 a memorandum on school building in the colonies was disseminated to all the British Colonies.<sup>94</sup> Since the guidelines included in this memorandum were adapted to the specific circumstances of Cyprus, it is likely that these influenced the design of elementary school buildings in Cyprus at the time, including the design and construction of the AGES. More specifically, on page 4 of the memorandum, paragraphs 1 iv, v and viii it is mentioned:

“iv. Pride in the school among staff and pupils, and the local community, can best be fostered by attractive layout and planting, well-proportioned buildings, imaginative use of colour and local materials, and the encouragement of local art such as painting and sculpture and not by monumental building and the use of architectural detail.

v. It is misleading to talk about permanent and temporary methods of construction. A more satisfactory criterion is the relation between first cost and cost of maintenance during the useful life of a building. The choice is between a method which is cheaper to build but more expensive to maintain, such as most traditional earth and thatch techniques, and one which is dearer to build but cheaper to maintain, like those which use more imported or manufactured materials. The action taken will depend on local circumstances.

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<sup>93</sup> SA1/2190/1950. Cyprus State Archives (*Letter dated 15<sup>th</sup> March, 1951 from Sd. A.B. Wright Governor of Cyprus to the Secretary of State for the Colonies, James Griffiths*)

<sup>94</sup> SA1/2190/1950. Cyprus State Archives (*Memorandum on School Building in the Colonies prepared by Mr G. Anthony Atkinson, B.A. (Arch.) A.R.I.B.A., Colonial Liaison Officer, Building Research Station, Department of Scientific and Industrial Research, attachment to Letter dated 15<sup>th</sup> March, 1951 from Sd. A.B. Wright Governor of Cyprus to the Secretary of State for the Colonies, James Griffiths*)

[...] viii. The cost of foundations and site works, especially with extensive single-storey buildings, may form a considerable part of the total cost. Buildings should therefore be laid out so as to avoid excessive foundation work. [...]”<sup>95</sup>

Although it is not yet confirmed that these guidelines were used for the design of the AGES, nevertheless the design of the school is in line with the guidelines of the memorandum especially in regard to the three paragraphs quoted above. It is noteworthy that the guidelines addressed not only matters of functionality and economy but also matters as fostering pride among the students about their school through school architecture. Within this framework, the school carries also architectural and evidential values of how the colonial policies and guidelines about educational buildings influenced school building in the colonies in general and in Cyprus more specifically. In such manner the school has evidential value not only on the national level but also on the regional and international level. Furthermore, together with the memorandum the first two Building Bulletins of the Ministry of Education of the United Kingdom were sent to the Governor of Cyprus, namely the first Bulletin, published in October 1949 which was devoted to the design of “New Primary Schools”.<sup>96</sup> It would be of much interest at a further stage to examine if these bulletins influenced school design in the island at the time and more specifically the design of the AGES.

Furthermore, the school is important at the local level as one of the first post-WWII modern schools in Cyprus in terms of design and construction but also in terms of the school building programme. A newspaper article, published at *Kypros* newspaper on the 9<sup>th</sup> of October 1952, discussing the problems of primary education school buildings at the time, praised the Larnaka Mixed School, as well as another school in Limassol as schools in line with the latest developments of school architecture and technology.<sup>97</sup> The article raises issues with the earlier type of school buildings existing in Cyprus in the early decades of the twentieth century, referring mostly to the Greek Cypriot urban type of schools whose design gave emphasis to the exterior appearance of the building, as a spectacle and embellishment to the city, without any concern for the school layout, specialised rooms for classes, storage room, furniture etc. As a counterexample to the negative

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<sup>95</sup> SA1/2190/1950. Cyprus State Archives (*Memorandum on School Building in the Colonies prepared by Mr G. Anthony Atkinson, B.A. (Arch.) A.R.I.B.A., Colonial Liaison Officer, Building Research Station, Department of Scientific and Industrial Research*, attachment to Letter dated 15<sup>th</sup> March, 1951 from Sd. A.B. Wright Governor of Cyprus to the Secretary of State for the Colonies, James Griffiths)

<sup>96</sup> *Ibid.* page 5, paragraph 2.

<sup>97</sup> *Kypros* Newspaper, Thursday, October 9<sup>th</sup>, 1952

school building standards up to that point of time the author mentions the Larnaka Mixed School. In such manner, the historic and architectural values linked with the initial school building are highlighted. Furthermore, related to the architectural values of the initial building are the building's modern construction materials much of which still survive, as the terrazzo floor tiles, the metal balustrades etc.

The fact that the school incorporated modern lavatory facilities, reflects the concerns of the time "that a minimum standard of hygiene may be maintained" in schools.<sup>98</sup> Official letters of the time between the Director of Education and the colonial secretary mention regulations for providing all schools, where practicable, with proper sanitary arrangements (lavatories or ablution).<sup>99</sup> Hence, the existence of lavatory facilities in an early 1950s school building has evidential and historic value on the national level about the shifts in school design in the post-WWII period. Although the original building of the lavatories still exists, it should be further examined how much of the original interior of the lavatories still survives.

The school was also one of the first schools, and most probably the first in Larnaka, to include an assembly hall (Il. 4- 37/AGES, Il. 4- 38/AGES). The assembly hall further than serving its primary purpose, also became a focus point for the city itself since at the time there were not many public gathering points in the city. There was no public theatre in town and hence the assembly hall of the AGES became a gathering point for several public events. In such manner the school, and more specifically the assembly hall, acquired also social value on the local (city) level. Furthermore, the AGES was one of the first schools to include other specialised classrooms as housekeeping classroom and carpentry classroom.

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<sup>98</sup> Cyprus State archive, SA1/1150/51, p. 39

<sup>99</sup> Cyprus State archive, SA1/1150/51, p. 56



*Il. 4- 37/AGES The School Assembly, 1958-59 @ Agios Georgios Elementary School archive*

*Il. 4- 38/AGES The School Assembly, 1959-60 @ Agios Georgios Elementary School archive*

In terms of materials, the school constitutes one of the first examples of the use of reinforced concrete for school buildings in Cyprus. Although the first example is the C' Urban School in Limassol, designed in the 1930s by the architect Benzion Ginzburg, it was not until the 1950s that the use of reinforced concrete in school buildings became widespread. The gap in the development of the use of reinforced concrete in construction was caused by the curtailment of construction activities during WWII. After the war, there was much need to meet the high demand in construction caused by this setback, but specifically in the education sector also by the demand to accommodate the rapidly rising population of students.<sup>100</sup> Hence, reinforced concrete was widely used for the new school buildings from the 1950s onwards. Thus, the initial school building has technical values on the national level as one of the first modern reinforced concrete schools.

The school also carries social values linked with the value of primary education for the people of Cyprus at the time, and more specifically of the Greek Cypriot community. The AGES was one of the early typologies of post-WWII modern school buildings constructed and built to accommodate the rapidly rising population of students from both the island's main communities. Its design reflects the post-WWII vision for education and social reform through education. Over and above, the fact that it was the first mixed school of the post-WWII period in Larnaka (and possibly in Cyprus) demonstrates how progressive reforms through education were aiming to promote shifts in society (Il. 4- 39/AGES Year Photo, 1958-59 @ Agios Georgios Elementary School archive Il. 4- 39/AGES). In such manner the school carries social values on the communal but also national level.

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<sup>100</sup> Cyprus State archive, SA1/1180/1951/1, p. 8-9 (minute 9)



*Il. 4- 39/AGES Year Photo, 1958-59 @ Agios Georgios Elementary School archive*

Potentially, if the design of the initial school building is by N. Rousos and I. Perikleous, then the school has additional architectural and evidential values as part of the network of implemented school projects by one of the most important local contributors in modern school architecture especially in the 1950s and early 1960s.

Further, the AGES has special value to the Greek Cypriot community of Larnaka. The school is historically intertwined with the communal experience of the Greek Cypriot community of the city. Generations of Greek Cypriot students were educated there, many Greek Cypriot teachers taught at the school, and at the same time it constituted a meeting place for community events. As mentioned in previous subchapters, education in Cyprus in the twentieth century was linked with identity politics. In such manner also, through education itself the AGES became linked with the Greek Cypriot identity (Il. 4- 40/AGES, Il. 4- 41/AGES, Il. 4- 42/AGES, Il. 4- 43/AGES).





*Il. 4- 40/AGES Participation of AGES students at student parade for Greek National Holiday, 1958-59 @ Agios Georgios Elementary School archive*

*Il. 4- 41/AGES School celebrations for Greek National Holiday estimated circa 1960 @ Agios Georgios Elementary School archive*



*Il. 4- 42/AGES School celebrations for Greek National Holiday estimated circa 1960 @ Agios Georgios Elementary School archive*

*Il. 4- 43/AGES School celebrations for Greek National Holiday 1958-1959 @ Agios Georgios Elementary School archive*

Finally, the school acquired additional social values when it accommodated the numerous refugees who came to the city of Larnaka after the 1974 war. Documents from the school archive show that the school operated in two shifts after September 1974, morning and afternoon, in order to accommodate the refugee students in addition to its regular students.<sup>101</sup>

The heritage values of the AGES are irrevocably connected to its use as a school. In such manner the use value of the AGES is prevailing. The AGES has been operating as a school continuously since 1952.

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<sup>101</sup> Register of Pupils, Afternoon study, 1974. Source: Agios Georgios Elementary School archive

#### 4.2.4. User interviews

User interviews were conducted at the Agios Georgios Elementary School on 6<sup>th</sup> March 2018: 5 current user interviews and 3 past user interviews were carried out. One additional past user interview was conducted during this fieldwork period. The users interviewed provided information regarding:

##### *Knowledge on the history of the building*

The information provided by the users interviewed about the building's history were used in two ways. Firstly, the related information provided was taken into consideration in order to enhance the researcher's understanding about the users' perception of the building and about the ways it is valued. Secondly, the historic information provided enriched the historic research about the building.

The users interviewed demonstrated knowledge and provided valuable information regarding the following subjects:

##### Build date /Operation

Some of the users had knowledge about the first year the school operated and situated it in 1952.<sup>102</sup> Some of the users however had the impression that the school operated the year before.<sup>103</sup>

A well-known fact among users is that the AGES was a mixed school ever since it first operated.<sup>104</sup> Some of the interviewees highlighted that it was the first mixed school in Cyprus at the time.<sup>105</sup>

Regarding the school's operation during the colonial times one of the interviewees notes: "I remember that children in need were provided a common meal in the building which today accommodates the kindergarten [north-eastern corner of the site, ll. 4- 14/AGES]. It consisted of bread and "γάλα βλάχας" (a popular brand of condensed milk) [...]".<sup>106</sup> The same past user

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<sup>102</sup> (AGES\_PU\_01, Question 5), (AGES\_PU\_03, Question 5)

<sup>103</sup> (AGES\_PU\_02, Question 5), (AGES\_CU\_04, Question 6)

<sup>104</sup> (AGES\_CU\_02, Question 6), (AGES\_PU\_02, Question 7)

<sup>105</sup> (AGES\_CU\_03, Question 6), (AGES\_CU\_05, Question 6), (AGES\_PU\_03, Question 5)

<sup>106</sup> (AGES\_PU\_02, Question 4)

remembers that the students were taking an English language class.<sup>107</sup> “During the colonial times we had very large classes with up to 72 kids[...]”, and she adds; “[...]72 was the limit. Over 72 kids, and the class was divided. The number of students in the classes increased again after 1974 when students in each class increased up to 52”.<sup>108</sup>

Additionally, one of the interviewees noted that during the school year 1989-1990 “an educational unit for deaf students operated at the school”.<sup>109</sup>

#### Name

The same interviewee added that the school year 1967-1968 was the last year during which the original name of the school (Larnaka Mixed School) was used.<sup>110</sup>

#### Alterations / Building phases

The interviews provided much information about how the school building was and how it was used during its initial phase: “It was a large building and all around it had a light fencing (similar to a barbed wire)” (Il. 4- 44/AGES) one of the interviewees noted,<sup>111</sup> “I remember that there were no other buildings around. There was a volleyball court and we were playing volleyball. Also, the last rooms were not there [gesturing towards the main road]”, another interviewee added.<sup>112</sup> Another past user recalls the way in which the assembly hall was divided into classrooms by an accordion type partition.<sup>113</sup> “[...] I also remember that the toilets were the Turkish type [squat toilets] and I didn't like it. I was sneaking out of school to go home when I needed to use the toilet” an interviewee remembers.<sup>114</sup>

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<sup>107</sup> (AGES\_PU\_02, Question 6)

<sup>108</sup> (AGES\_PU\_03, Question 7)

<sup>109</sup> (AGES\_PU\_05, Question 6)

<sup>110</sup> Ibid

<sup>111</sup> (AGES\_PU\_02, Question 7)

<sup>112</sup> (AGES\_PU\_01, Question 4)

<sup>113</sup> (AGES\_CU\_05, Question 11c)

<sup>114</sup> (AGES\_PU\_02, Question 4)



*Il. 4- 44/AGES The light fencing which was referred to by the interviewees is visible at this photo from the school archive @ Agios Georgios Elementary School Archive*

For later alterations to the initial school building the interviewees noted: “[...] A carpentry and a housekeeping lab were added after 1968 where the newbuilt is today [currently east wing of the school]”,<sup>115</sup> and “More buildings were added to it [to the initial school building] [...]”.<sup>116</sup>

#### Important events

The interviews also highlighted various important events in the history of the building.

The users interviewed mentioned events from the colonial period mainly relating to the spirit of resistance from the Greek Cypriots towards the British, which was at its peak especially during the last half of the 1950s: “We used to have English language classes. The students once burnt the English language books [...]”,<sup>117</sup> “[...] Also, on the day of the Queen’s coronation they [the British] gave keepsake mugs to all the students and the students broke them in reaction. I now regret that since I would like to have that mug”,<sup>118</sup> “I also remember that the school had a polygraph which was stolen [during the 1955-1959 period probably by the EOKA anticolonial guerrillas] but it was later returned”.<sup>119</sup>

Additionally, the users remembered facts from school life during the bicomunal conflict events: “[...] masking tape was positioned on the glass [window glass] after 1963 as protection measures in the event of bombings [after the 1963 trouble]”.<sup>120</sup> This information is useful in estimating the

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<sup>115</sup> (AGES\_PU\_03, Question 7)

<sup>116</sup> (AGES\_CU\_04, Question 11e)

<sup>117</sup> (AGES\_PU\_02, Question 6)

<sup>118</sup> Ibid.

<sup>119</sup> (AGES\_PU\_03, Question 4)

<sup>120</sup> (AGES\_PU\_03, Question 6)

approximate date of some of the archival photographs. Photos in which masking tape appears on the window glasses can be dated at or after December 1963 (Il. 4- 45/AGES).



*Il. 4- 45/AGES Masking tape visible on the window glass at the background of the student photo @ Agios Georgios Elementary School Archive*

The interviewees also provided very interesting information which revealed fighting in the school grounds during the 1974 coup d' état:

“During the coup d’État the school was occupied by supporters of the coup. I remember that they removed all the pictures of Makarios [first President of the Republic of Cyprus] from the walls and vandalised them. They were fighting the Turks which were fighting back from the Tuzla school [former name of Agios Ioannis Elementary School]. At the same time a building block behind the school was occupied by Greek Cypriot resistance fighters which were fighting against the coup supporters”.<sup>121</sup>

Furthermore, the interviews highlighted the school’s service to the refugees after the 1974 war expanded understanding regarding the social contribution of the AGES. Although the archival and bibliographic research indicated the contribution of the school to the student refugees, the interviews additionally revealed that the school also accommodated families of refugees and constituted a centre for distribution of clothes and other goods for the refugees through voluntary participation also of the school’s staff.<sup>122</sup>

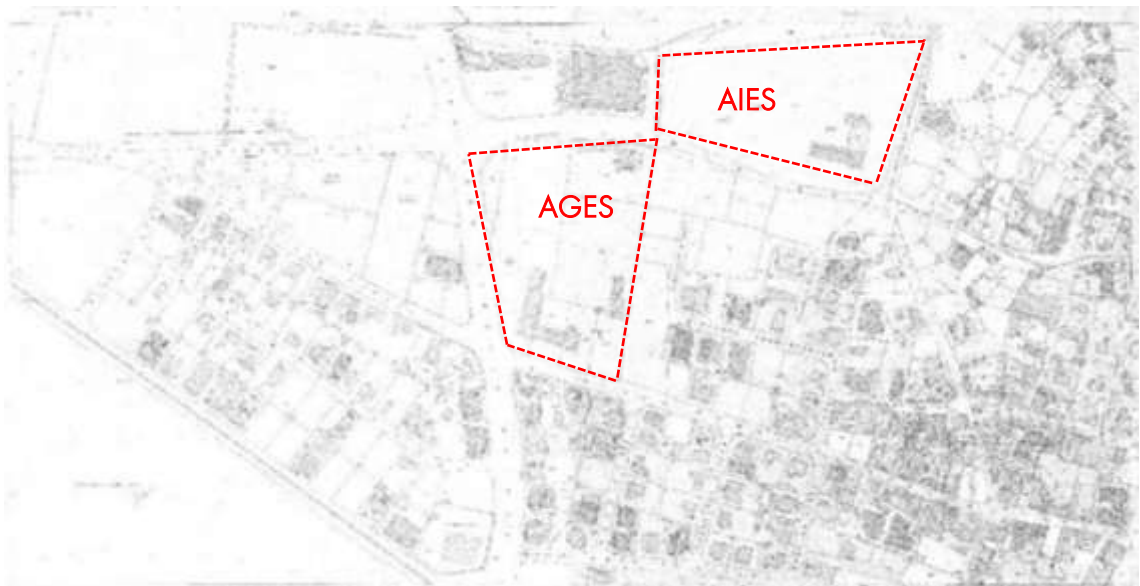
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<sup>121</sup> (AGES\_PU\_03, Question 6)

<sup>122</sup> Ibid

### Related buildings<sup>123</sup>

The interviews also provided information about another school, situated on the parallel road from AGES and estimated to have been built around the same time for the Turkish Cypriot community. The school is currently named as Agios Ioannis Elementary School and it is also included in this case study (Il. 4- 46/AGES). One of the interviewees situates Agios Ioannis school's construction before the construction of the AGES: "It was built in 1952 during the colonial times [referring to AGES]. I think the Tuzla school [former name of Agios Ioannis Elementary School] was already used as a school at the time ",<sup>124</sup> while a second interviewee situates it after "1951 was its first year of operation [referring to AGES]. The Agios Ioannis Elementary school was a Turkish school and it was built later".<sup>125</sup>



*Il. 4- 46/AGES Cadastral map of the area. The school sites of AIES and AGES have been marked in red boundary by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*

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<sup>123</sup> Although the interview focused on the history of the building, some of the interviewees mentioned names of important people for the school as in the case of the first principles of the school as Mr. Antonios Vernis (AGES\_CU\_03, Question 6). Mr Vernis became the school's principal in 1964 (Register of Pupils I, 1-551, last page. Source: Agios Georgios Elementary School archive).

<sup>124</sup> (AGES\_PU\_03, Question 5)

<sup>125</sup> (AGES\_PU\_02, Question 5)

### Historic perception

The interviews demonstrate that the AGES received a positive perception in the past but also in the present (see also *Past and Present Values*).<sup>126</sup> As one of the interviewees highlighted “It was considered as significant. The name ‘Mikti’ was connected with a sense of pride”.<sup>127</sup> Currently, the school seems to continue receiving a positive view, especially by its past users but one of the interviewees noted that “Today the student profile has changed. There are fewer students. And the residents’ background in the neighbourhood has changed”.<sup>128</sup>

### Proposed sources of information and provided documents

The interviewees suggested such sources of information as the school archive,<sup>129</sup> and also provided documentation from their own or other people’s personal photographic archives (as photos from Mary’s Solomou and Konstandina’s Olympiou personal archives). These photographs from the construction of the school and early years of its operation are valuable sources of information about the original state of the building, its surroundings, its perception etc. (Il. 4- 47/AGES, Il. 4- 48/AGES, Il. 4- 49/AGES, Il. 4- 49/AGES, Il. 4- 51/AGES, Il. 4- 52/AGES).



*Il. 4- 47/AGES A class photo at the front steps from the first years of the school’s operation @ Konstandina Olympiou personal archive*

*Il. 4- 48/AGES The school during construction @ Mary Solomou personal archive*

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<sup>126</sup> (AGES\_PU\_01, Question 7), (AGES\_PU\_02, Question 7), (AGES\_PU\_03, Question 7), (AGES\_CU\_05, Question 11d)

<sup>127</sup> (AGES\_CU\_03, Question 11d)

<sup>128</sup> (AGES\_CU\_02, Question 6)

<sup>129</sup> (AGES\_CU\_02, Question 6)



*Il. 4- 49/AGES & Il. 4- 50/AGES Photos from Mary's Solomou personal archive where the AGES is visible at the back. The original name of the school is visible [Larnaka Mixed School [Μικτή Σχολή Λάρνακος] @ Mary Solomou personal archive*



*Il. 4- 51/AGES Photo from Mary's Solomou personal archive where the assembly hall and lavatories are captured from the west @ Mary Solomou personal archive*

*Il. 4- 52/AGES Photo from Mary's Solomou personal archive where the AGES is visible at the back. The original name of the school is visible [Larnaka Mixed School [Μικτή Σχολή Λάρνακος] @ Mary Solomou personal archive*

The users interviewed provided no further information regarding the building's (i) Commission and design, (ii) benefactors, donations and other information about the school's funding, (iii) architect, Engineers and other technical staff/companies involved, and/or (iv) involved authorities, or any other information.

### ***Valued aspects of the Agios Georgios Elementary school***

The Agios Georgios Elementary school is highly valued by its users. The total number of users interviewed, 5 current users and 3 past users (8 users) consider the AGES as significant and all expressed a personal bond with the building.



The data demonstrate no differences in the perception of the building's significance between (i) current users and past users, (ii) different sexes, (iii) different age groups, (iv) users with refugee status and users with no refugee status, (v) users who currently are Larnaka residents and users who are not. All user categories interviewed consider the AGES as significant and value it in a variety of ways.

#### Range of heritage values linked with the Agios Georgios Elementary School

Numerous expressions of significance have been noted in the interviews which correspond to a variety of values categories as:

##### *Emotional value*

Many of the users interviewed value the building for emotional reasons as their workplace or as their former school.<sup>130</sup> Notable in the case of the AGES is that due to the character of the neighbourhood, many users have developed a long-term connection with the building. Most of the users who grew up in the neighbourhood and were students at the school later built their own houses in the same neighbourhood and their children –and in some cases their grandchildren– were also educated at the AGES. In such manner the users developed emotional connection in depth of time, which seems to have enhanced the value of the school for them. A feeling of ownership seems to have developed for the same reason. This was reflected in many of the answers of the interviewees, for example: “Emotional bond. I know this building since I was a baby”,<sup>131</sup> “Certainly, it was our school we have a family connection”,<sup>132</sup> “Emotional bond; mother, aunts came to school here, myself, my children, third generation of students from my family”,<sup>133</sup> “Because of the family connection”,<sup>134</sup> “[...]Family school”, “Very strong emotional bond. My life is intertwined with this school. I feel nostalgic about those years. I also live across the road from it”.<sup>135</sup>

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<sup>130</sup> (AGES\_CU\_01, Question 5), (AGES\_CU\_02, Question 4; Question 5), (AGES\_CU\_03, Question 4; Question 5; Question 11e), (AGES\_CU\_04, Question 5; Question 11d), (AGES\_CU\_05, Question 5), (AGES\_PU\_01, Question 8; Question 11), (AGES\_PU\_02, Question 8), (AGES\_PU\_03, Question 9).

<sup>131</sup> (AGES\_CU\_03, Question 5)

<sup>132</sup> (AGES\_CU\_04, Question 11d)

<sup>133</sup> (AGES\_CU\_05, Question 5)

<sup>134</sup> (AGES\_PU\_01, Question 8)

<sup>135</sup> (AGES\_PU\_03, Question 8)

Additionally, former students at the school also expressed an emotional bond due to the fact that the school is linked for them with memories from an early age “Yes, now it’s a different kind of appreciation-connection with the space because of memories from an innocent age...”.<sup>136</sup> Sometimes this positive emotional feeling was noted by the interviewees despite the harsh educational approaches applied at the time; for example one past user notes “I have nice memories. There was pleasure in those years but also fear since the teachers were very strict and were beating us”.<sup>137</sup>

#### *Use value*

Many of the interviewees also value the building for its use as a school, and also about how it operated and operates as such.<sup>138</sup> For example, past users valued the fact that it was a mixed school: “it was a mixed school and it was considered a good school” a past student mentions.<sup>139</sup> Another past student notes “because boys and girls were together it was considered better; it made an impression [at the time][...]”.<sup>140</sup> The same interviewee added “[...] In comparison with other schools it had amenities, larger classrooms and the theatre room [assembly hall] could be divided in classes. Various lectures were taking place here”.<sup>141</sup> More interviewees noted the theatre space [assembly hall] as added value to the building.<sup>142</sup>

#### *Architectural value*

The fact that the school had larger classrooms and an assembly hall, or ‘theatre’ as most of its users refer to the space, relates also to the architectural value of the building. The fact that the assembly hall, according to its users, used to be divided into classes constituted a revolutionary design feature at the time.<sup>143</sup> As previously mentioned (see subchapter 4.2.3) the AGE is one of the earliest examples of schools which included an assembly hall in its building programme. Over and above, as the interviews reveal, the school also constitutes one of the earliest examples of flexible design of school spaces, with the use of movable partitions which allowed for diverse

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<sup>136</sup> (AGES\_CU\_03, Question 11e)

<sup>137</sup> (AGES\_PU\_02, Question 4)

<sup>138</sup> (AGES\_PU\_02, Question 7), (AGES\_PU\_03, Question 7; Question 8), (AGES\_CU\_05, Question 4), (AGES\_PU\_02, Question 10)

<sup>139</sup> (AGES\_PU\_02, Question 7)

<sup>140</sup> (AGES\_PU\_03, Question 7)

<sup>141</sup> *Ibid*

<sup>142</sup> (AGES\_CU\_05, Question 4), (AGES\_PU\_02, Question 10)

<sup>143</sup> (AGES\_PU\_03, Question 7), (AGES\_CU\_05, Question 11c)

uses of the same space. The use of moving panels for transforming a bigger space, as an assembly hall, into classrooms and vice versa became very popular in school design in the later 1950s and 1960s and reflects the issues of economy which defined school design at the time.

More of the interviewees stated appreciation of the building because of other architectural qualities, its architectural style,<sup>144</sup> its scale,<sup>145</sup> as well as its physical state: "It is a solid building. I was glad that they did the seismic upgrade here", one of the interviewees noted.<sup>146</sup>

### *Social value*

The users also highlighted the social values linked with the 'theatre' [assembly hall]. An interviewee, as previously mentioned, referred to public events taking place there,<sup>147</sup> and hence confirmed that this part of the school was open to the public of the city, and further, as a gathering space for social and educational events. In addition, the assembly hall accommodated refugee families after the war and subsequent division of the island in 1974 as interviewees mentioned.<sup>148</sup> This relates to another exceptional aspect of the social value of this school; one of the interviewees remembers: "In 1974 there were common meals served at the Housekeeping classroom for the refugees. There was voluntary service for the refugees at the time and I oversaw clothes distribution. People were bringing clothes to the school for the refugees and we organised and distributed them. At the time refugees were accommodated in the building and were sleeping in the classrooms. I remember the multipurpose room [assembly hall] being full of beds. They [the refugees] were later transferred to the refugee settlements, but some didn't want to leave, and I remember them continue staying at the multipurpose room even after the classes started in September that year. After school started the school was operating in double shift –morning and afternoon–. Refugee children from the Oroklini refugee settlement were attending together with their teacher [...]"<sup>149</sup>

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<sup>144</sup> (AGES\_CU\_02, Question 4)

<sup>145</sup> (AGES\_PU\_02, Question 7)

<sup>146</sup> (AGES\_PU\_02, Question 11). The interviewee refers to the Seismic upgrade programme for schools implemented by the Ministry of Education and Culture. The good state of the building was also mentioned in (AGES\_CU\_02, Question 9)

<sup>147</sup> (AGES\_PU\_03, Question 7)

<sup>148</sup> (AGES\_PU\_03, Question 6)

<sup>149</sup> (AGES\_PU\_03, Question 6)

In addition, the fact that interviewees valued the fact that it was a mixed school at the time reflects also social values of a changing educational system, and hence a shift in society.<sup>150</sup>

#### *Age value*

Age value (whether the appearance of age or the actual age) one of the oldest typologies of heritage values (Riegl, 1982 [1903]) and one of the most traditional reasons for which buildings were –and still are in some cases– being listed, was mentioned in many of the interview replies. Namely, the building of the AGES is considered significant also because it is an “old” building,<sup>151</sup> which “still preserves its old character”,<sup>152</sup> and the interviewees expressed their “appreciation for the old”.<sup>153</sup>

#### *Historic value*

Over and above, the users interviewed expressed appreciation of the building as a “[...]building with history[...],”<sup>154</sup> and historic character linked with the “experiences of generations”,<sup>155</sup> which has history connected to its location and the area around it.<sup>156</sup>

#### *Aesthetic value*

The users interviewed also expressed “aesthetic appreciation” of the building.<sup>157</sup> Users have described the building and its spaces as “nice”, for their past but also present perception of it.<sup>158</sup> Interesting is the issue of aesthetic familiarity as a value which appeared in the responses; one of the interviewees noted “[...]My paternal house is of similar style (1933) and hence it has a familiar quality of space for me”.<sup>159</sup>

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<sup>150</sup> (AGES\_PU\_02, Question 7), (AGES\_PU\_03, Question 5; Question 7), (AGES\_CU\_02, Question 6), (AGES\_CU\_05, Question 6)

<sup>151</sup> (AGES\_CU\_02, Question 4), (AGES\_PU\_01, Question 11)

<sup>152</sup> (AGES\_CU\_03, Question 11e)

<sup>153</sup> (AGES\_CU\_03, Question 4)

<sup>154</sup> (AGES\_CU\_01, Question 9)

<sup>155</sup> (AGES\_CU\_02, Question 9)

<sup>156</sup> (AGES\_CU\_03, Question 9)

<sup>157</sup> (AGES\_CU\_02, Question 4)

<sup>158</sup> (AGES\_CU\_03, Question 4), (AGES\_CU\_05, Question 11d)

<sup>159</sup> (AGES\_CU\_03, Question 5)

### *Communal value*

Communal value, as value of the building to the people who were and are related to it,<sup>160</sup> was referred to repeatedly. “[It constitutes] Part of the history for the locals, the residents [of the neighbourhood] and all that have been students here”,<sup>161</sup> “[It is] Important for the neighbourhood as a school...”,<sup>162</sup> “It is neighbouring to my house. It relates to a sense of neighbourhood”,<sup>163</sup> were some of the responses recorded. Another interviewee described the building as “distinctive for the city and its residents”.<sup>164</sup>

Another reason for which the building is valued by its users is the feeling of pride shared by its students: “It was considered as significant. The name ‘Mikti’ [‘The Mixed School’ as it was commonly referred to] was connected with a sense of pride”.<sup>165</sup>

### *Other*

Additionally, to the above, the interviews highlighted that the AGES is also valued for “its location” and further the assembly hall is also appreciated for its recreational value.

### Nature of heritage values linked with the Agios Georgios Elementary School

#### *Past and Present Values*

The users interviewed referred to the value the building had both in the past and at present.

The findings reveal that the AGES in the past was valued for its quality as a building,<sup>166</sup> (“New”, “large building”, “In comparison with other schools it had amenities, larger classes and the theatre room could be divided in classes.” “As a child I considered it nice”) but also, for its ethos as a school (“it was a mixed school and it was considered a good school”, “I have nice memories. There was pleasure but also fear since the teachers were very strict and were beating us,

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<sup>160</sup> According to the definition by Historic England (<https://historicengland.org.uk/advice/hpg/hpr-definitions/c/534804/>) p71, Conservation Principles, English Heritage, 2008

<sup>161</sup> (AGES\_CU\_01, Question 4)

<sup>162</sup> (AGES\_CU\_02, Question 9)

<sup>163</sup> (AGES\_CU\_04, Question 4)

<sup>164</sup> (AGES\_CU\_01, Question 9)

<sup>165</sup> (AGES\_CU\_03, Question 11d)

<sup>166</sup> (AGES\_PU\_01, Question 7), (AGES\_PU\_02, Question 7), (AGES\_PU\_03, Question 7), (AGES\_CU\_05, Question 11d)

“because boys and girls were together, and it was considered better; it created an impression”,  
“It was considered as significant. The name ‘Mikti’ related to a sense of pride”.<sup>167</sup>

The interviews highlight that the building had a continuous appreciation in the course of time and its history gradually became irrevocably linked to the history of the people which related to it, of the area and of the city.<sup>168</sup> Its past users which had a continuous relationship to the school over many generations developed a deep emotional connection to it and a sense of ownership.<sup>169</sup>

A reason for which the school building was valued in the past, during the first years of its operation, was the fact that it was new.<sup>170</sup> This acknowledged ‘newness value’ has been gradually transformed into ‘age value’ as the user interviews demonstrated that today the building is valued because it is “old”.<sup>171</sup>

It should be noted that the fact that the school has an assembly hall is valued in the present as much as it was valued in the past, since still today not all elementary school buildings have an assembly hall.<sup>172</sup>

#### *Levels of Significance*

In their interview replies, the users of the AGES expressed significance linked to the building varying from the personal level to the local level.

A predominant reference in the replies of all the users interviewed is the value of the AGES particularly for the neighbourhood and the wider urban area around it.<sup>173</sup> The AGES is obviously

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<sup>167</sup> (AGES\_PU\_02, Question 7; Question 4), (AGES\_PU\_03, Question 7), (AGES\_CU\_03, Question 11d)

<sup>168</sup> (AGES\_CU\_01, Question 4; Question 9), (AGES\_CU\_02, Question 9), (AGES\_CU\_03, Question 9), (AGES\_CU\_04, Question 4)

<sup>169</sup> (AGES\_CU\_02, Question 4; Question 5), (AGES\_CU\_03, Question 5; Question 11e), (AGES\_CU\_04, Question 5; Question 11d), (AGES\_CU\_05, Question 5), (AGES\_PU\_01, Question 11), (AGES\_PU\_02, Question 8), (AGES\_PU\_03, Question 9),

<sup>170</sup> (AGES\_PU\_01, Question 7)

<sup>171</sup> (AGES\_CU\_02, Question 4), (AGES\_CU\_03, Question 4; Question 11e), (AGES\_PU\_01, Question 11)

<sup>172</sup> (AGES\_CU\_05, Question 4)

<sup>173</sup> (AGES\_CU\_01, Question 4), (AGES\_CU\_02, Question 4; Question 9), (AGES\_CU\_03, Question 9), (AGES\_CU\_04, Question 4)

highly valued from the residents of the area around it, especially for the ones who related to it at some point of their lives.

At the city level the AGES is valued as a “distinctive [building] for the city and its residents”.<sup>174</sup>

Its value at the national level was not directly acknowledged but some of the users nevertheless noted that the school was the first mixed school in the island.<sup>175</sup>

The school’s values in the past and the present, to the area around it, to its residents and to the many generation which are connected to it was acknowledged by both current users who were also past users of the building but also by the ones who weren’t, and also by all the age groups included in the interviewees, by both users who were refugees and those who were not. The total number of users of AGES interviewed are Greek Cypriot, female and Larnaka citizens. The interview replies do not highlight links of the building’s values with the refugee experience, or with the Greek Cypriot identity.

Although the interviews have highlighted the social contribution of the school to the refugees, in the case of the AGES this seems not to be so prevalent in the reasons for which the school is valued. There is not a strong link to the refugee identity.

#### Physical elements of the building which the interviewees consider of special significance

##### *The initial school building*

Several of the interviewees identified the whole of the initial building of the school as of special significance. The interviewees attributed to that part of the building aesthetic value and age value.<sup>176</sup> Additionally, the users recognised the architectural value of the building; as one of the users interviewed noted: “The old (part of the) building has very good light and orientation. Hence it has good ventilation and bioclimatic performance. Also, its layout constitutes a solid boundary, an ‘embrace’ which assists in monitoring the students when in the yard”.<sup>177</sup>

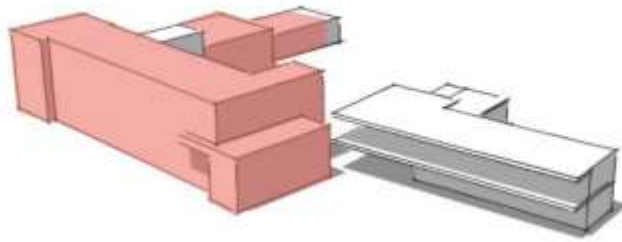
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<sup>174</sup> (AGES\_CU\_01, Question 9)

<sup>175</sup> (AGES\_CU\_05, Question 6), (AGES\_PU\_03, Question 5)

<sup>176</sup> (AGES\_CU\_01, Question 8)

<sup>177</sup> (AGES\_CU\_02, Question 8)



*The school's façade*

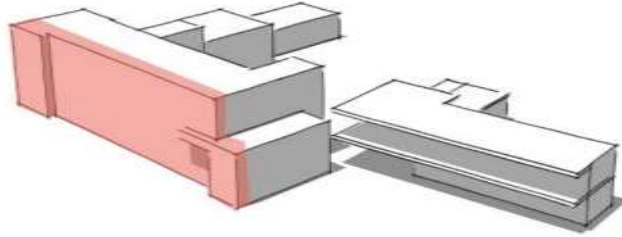
Other users interviewed more specifically consider the building's façade of special significance.<sup>178</sup> This is attributed mainly to aesthetic reasons.

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<sup>178</sup> (AGES\_CU\_03, Question 8), (AGES\_CU\_04, Question 8)

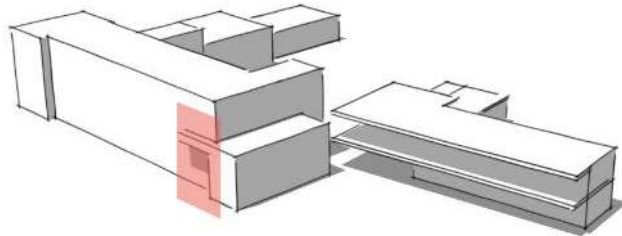


*II. 4- 54/AGES The initial part of the AGES demonstrated on the current state of its buildings*



*The exterior staircase to the main entrance*

*II. 4- 55/AGES The exterior staircase and main entrance of the AGES demonstrated on the current state of its buildings*



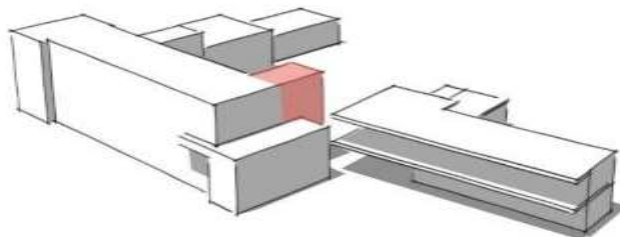
One of the interviewees referred specifically to the value of the external staircase of the school's front façade, in front of its main entrance, since "[...]Its where all the school photos were taken".<sup>179</sup> In such manner commemorative value has been recognised to the specific feature of the building.

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<sup>179</sup> (AGES\_CU\_05, Question 8)

### *The staircase*

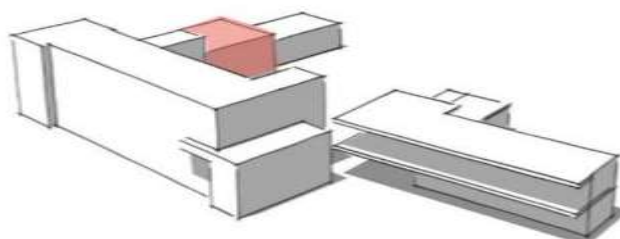
*Il. 4- 56/AGES The initial staircase of the AGES demonstrated on the current state of its buildings*



The school's staircase to the top floors of the initial building was also considered of special significance due to its architectural qualities.<sup>180</sup>

### *The Assembly Hall*

*Il. 4- 57/AGES The assembly hall of the AGES demonstrated on the current state of its buildings*



The assembly hall, or theatre space as it is referred to, has been recognised by the users to be of special significance, especially because of its use.<sup>181</sup>

### *User attitudes survey*

#### Attitudes related to the building's protection

The total number of the school's users interviewed (past and current), thus 8 out of the 8, believe that the Agios Georgios Elementary School building should be protected. 6 out of 8 replied with

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<sup>180</sup> (AGES\_PU\_03, Question 10)

<sup>181</sup> (AGES\_PU\_02, Question 10), (AGES\_CU\_05, Question 4)

a strong positive feeling while the other 2 responded positively but added a few notes for improvement. Namely, "It needs maintenance, but the building is in overall good state. Different needs of schools today. Need for protection from vandalism, the crime rate is higher",<sup>182</sup> and "It should be protected from demolition although it doesn't have such a nice architecture in order to be listed".<sup>183</sup> The last comment highlights the conflict between the way the building is valued and the preconceptions about what a listed building should look like. The AGES, being a modern building does not fit many of the user's preconceptions about what types of buildings should be listed.

Worth mentioning also is the reply of one of the past users who responded confidently and positively to the question but at the same time she feels uncertain about the value of the building for the new generations: "It is already preserved as they did the seismic upgrade to it. So far it is maintained. For us [older generation] it is valuable, I do not know about the young people".<sup>184</sup>

#### Willingness to be involved in decision making processes for the building's future

All of the 5 current users of the school interviewed expressed interest in participating in any decision process for the future of the building, but only 1 out of the 3 past users expressed interest.

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<sup>182</sup> (AGES\_CU\_02, Question 9)

<sup>183</sup> (AGES\_CU\_05, Question 9)

<sup>184</sup> (AGES\_PU\_03, Question 11)

#### 4.2.5. Comparative assessment table

Table 4- 2/AGES Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews


Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews				
Physical elements	Values identified by the assessment of significance	Level	Values identified by the user interviews	Level
The initial school building	Architectural value for its design as a school in the 1950s	National level	Architectural value: <ul style="list-style-type: none"> <li>▪ Larger classrooms and assembly hall which was divided into classrooms</li> <li>▪ Appreciation of its architectural qualities (style, scale, layout physical state, climatic performance)</li> </ul>	
	Evidential value for its design as a school in the 1950s. much of the building's original phase exists without severe alterations	National level	Evidential value <ul style="list-style-type: none"> <li>▪ Relating to its design as an elementary school in the early 1950s</li> </ul>	
	Architectural and Evidential value for the influence colonial guidelines for school design in Cyprus during the post-WWII period	International level		
	Technical values as one of the first modern reinforced concrete schools	National level		
	Social value linked with the value of the building as an educational building, and specifically primary education at the time	National level		
	Social value as the first post-WWII mixed school in Larnaka (and possibly in Cyprus)	Local level (city)/ National level	Social value as a mixed school	
	Communal value for the local Greek Cypriot community	Local level (city)		
			Communal value for the local community (of the area, the neighbourhood, the city)	Local (neighbourhood, area, city)
	Social value for serving the needs of the refugee students after the 1974 war	Local level (city)/ National level	Social value for accommodating the needs of the refugee population: <ul style="list-style-type: none"> <li>▪ Meals were served to the refugees</li> <li>▪ Clothes distribution</li> <li>▪ voluntary service of the school staff</li> <li>▪ accommodation of refugees</li> <li>▪ operating in double shift for accommodating also the additional load of refugee students</li> </ul>	
			Emotional value to users who are/were students or staff of the school. <ul style="list-style-type: none"> <li>▪ special value to the users who have long term relationship with the building over generations → feeling of ownership</li> </ul>	Local (neighbourhood)

			<ul style="list-style-type: none"> <li>to the students because it is linked with memories of childhood</li> </ul>	
			Age value	
			Historic value <ul style="list-style-type: none"> <li>linked with experience of several generations</li> <li>linked with the history of the area</li> </ul>	Local (neighbourhood, area, city)
			Aesthetic value	
Lavatories	Evidential and Historic value of the changes in school design in the post-WWII period in Cyprus	National level		
Assembly hall	Social value as a gathering point for the city	Local level (city)	Use value	
			Architectural value <ul style="list-style-type: none"> <li>the fact that it existed in a 1950s building</li> <li>The fact that it was divided by moving partitions into classrooms (early example of flexible use of school spaces)</li> </ul>	
			Social value <ul style="list-style-type: none"> <li>As a gathering space for social and educational events</li> <li>Accommodated refugee families after the 1974 war</li> </ul>	
Overall	Use value		Use value <ul style="list-style-type: none"> <li>Because it was a mixed school</li> <li>Because It was a modern up to date school</li> </ul>	
School's façade (initial building) *			Aesthetic	
Exterior staircase to the main entrance *			Commemorative	
Main (initial) staircase *			Architectural	
* Physical elements identified only by the user interviews				

### 4.3. Agios Ioannis Elementary School

#### 4.3.1. Site identification

Table 4- 1/AIES Site identification

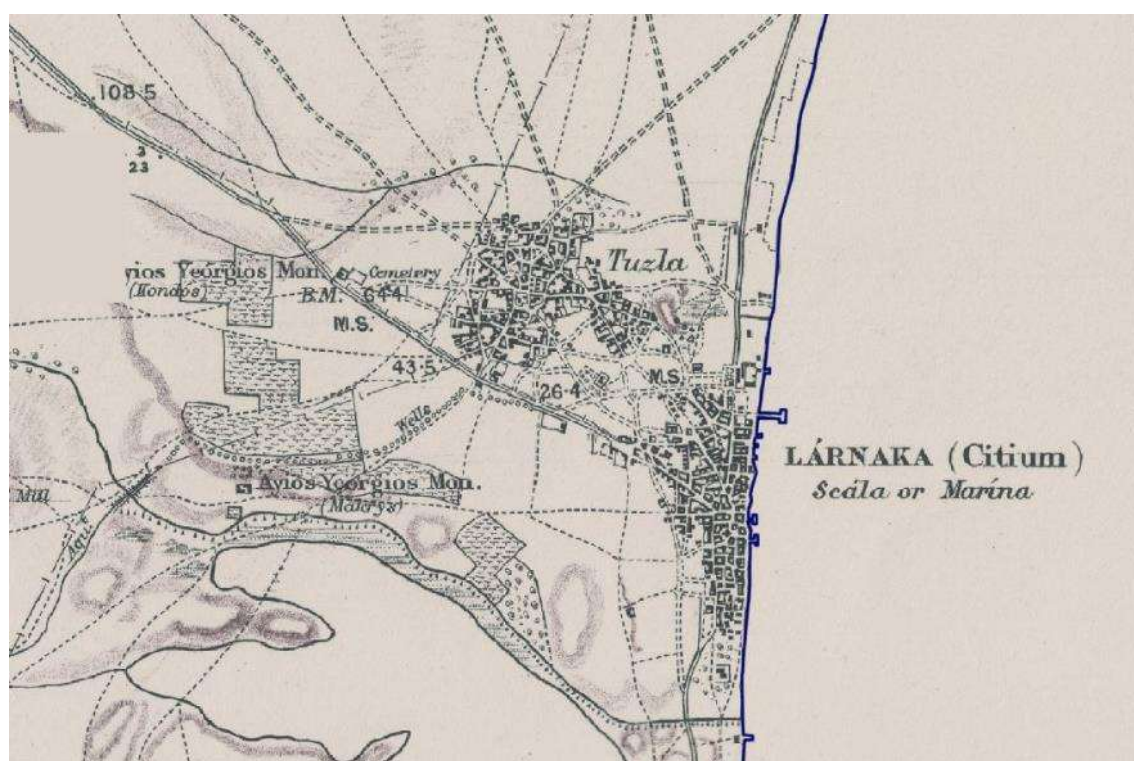
<p><b>Building ID</b></p>	<ul style="list-style-type: none"> <li>- <b>Current name:</b> Agios Ioannis Elementary School</li> </ul> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Il. 4- 1/AIES The Agios Ioannis Elementary School @Author, March 2018</i></p>
<p><b>Historic information</b></p>	<ul style="list-style-type: none"> <li>- <b>Original name (and other former names):</b> Adnan Menderes Elementary School (inauguration - 1960), Tuzla Elementary School (1960-1974)</li> <li>- <b>Educational level:</b> Primary education</li> <li>- <b>Involved communities:</b> Turkish Cypriot, Greek Cypriot</li> <li>- <b>Involved authorities (past):</b> EVKAF, Turkish Cypriot Town School Committee</li> <li>- <b>Architect:</b> Unknown</li> <li>- <b>Other involved individuals/companies/ organisations in design and construction:</b> Unknown</li> <li>- <b>Completion date:</b> estimated between 1952-1955</li> <li>- <b>Inauguration date:</b> Unknown</li> <li>- <b>Years of operation:</b> -ongoing</li> </ul>
<p><b>Current state</b></p>	<ul style="list-style-type: none"> <li>- <b>Current state:</b> in use</li> <li>- <b>Authorities involved to the building's upkeep:</b> Ministry of Education and Culture Republic of Cyprus, Turkish Cypriot Properties Ministry of Interiors Republic of Cyprus</li> <li>- <b>Status of protection:</b> None</li> </ul>

	- Details of designation: N/A
Location	- Address: 70 Hamit Bey str., 6050, Larnaka, Cyprus - GPS Coordinates: 34° 55' 23.9"N 33° 37' 08.2"E

#### 4.3.2. Site Description

##### *Building history*

The AIES was a Turkish Cypriot school building, constructed at a plot on the outskirts of the Agios Ioannis area, the historical settlement of Tuzla, one of the oldest settlements in Larnaka (Il. 4-2/AIES). The school was formerly named as Tuzla Elementary School [Tuzla İlkokulu]. By the post-WWII period, the two areas of Tuzla and Larnaka were extended enough to be unified and the location of the school was situated on the western periphery of the city. After 1975, due to the 1974 events, the school operated as a Greek Cypriot school.<sup>185</sup>



Il. 4-2/AIES Tuzla and Larnaka on the Kitchener Survey map, 1887-1883 © 2016. Sylvia Ioannou Foundation.

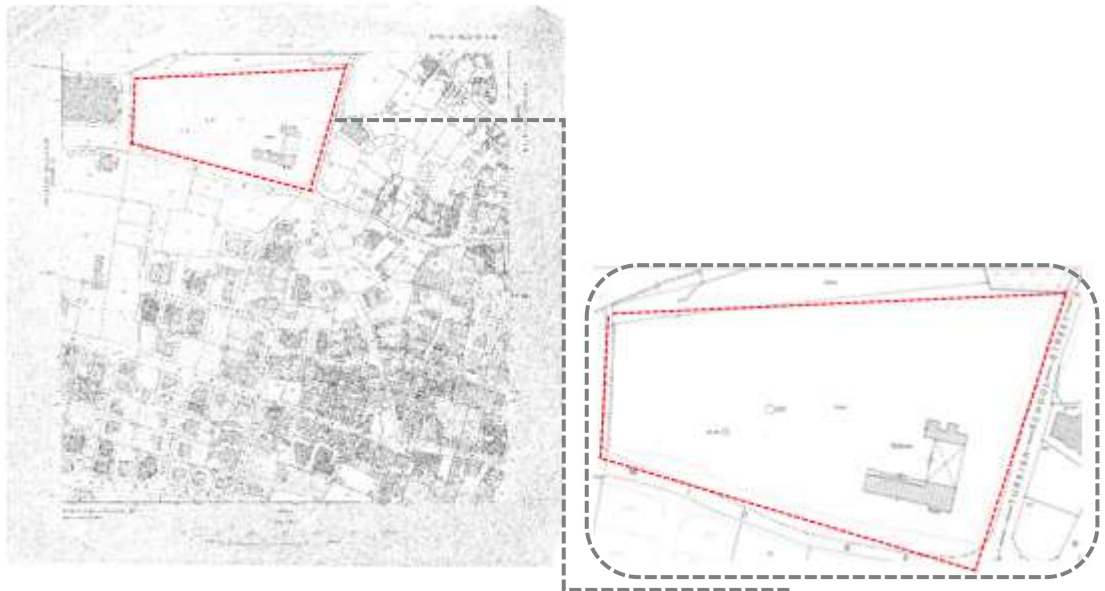
<sup>185</sup> Information by the Technical Services of the Ministry of Education and Culture

### *Building chronology*

The bibliographic and archival research did not reveal when the school was completed, inaugurated, first operated or other information about its planning, design, construction and early years of operation.<sup>186</sup> The school archive contained only documents from the school's operation as a Greek Cypriot school after 1974 and hence earlier information was difficult to trace.

#### Initial phase

The first building phase identified by this research is the phase of the building as shown on its cadastral map (Il. 4- 3/AIES). This phase was captured also by an aerial orthophotographic survey conducted by the Department of Lands and Surveys of the Republic of Cyprus in 1963 (Il. 4- 4/AIES). Architectural drawings of the building from its original phase have not been identified.

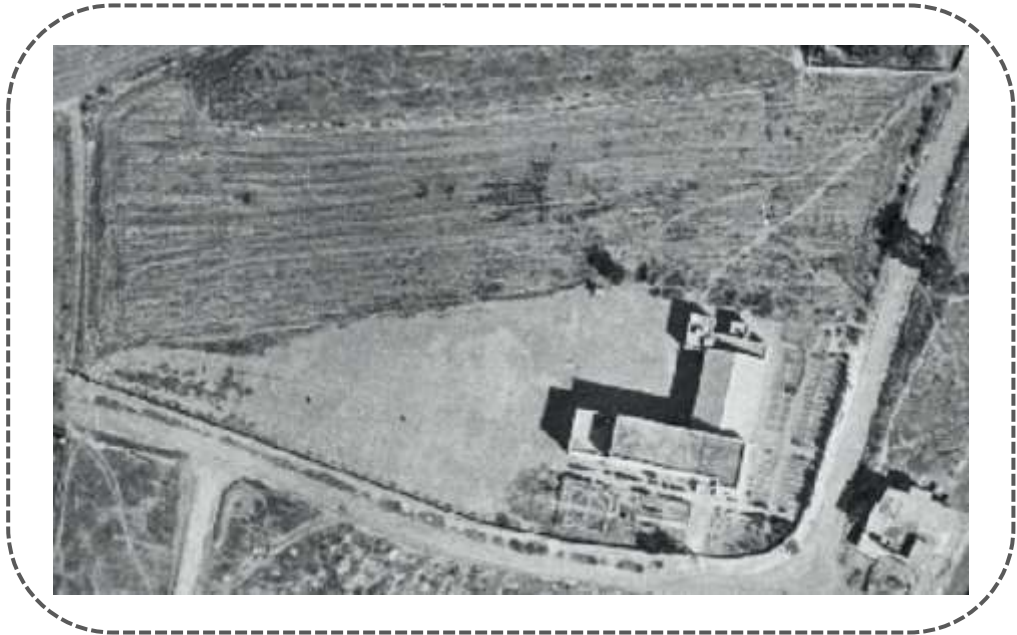
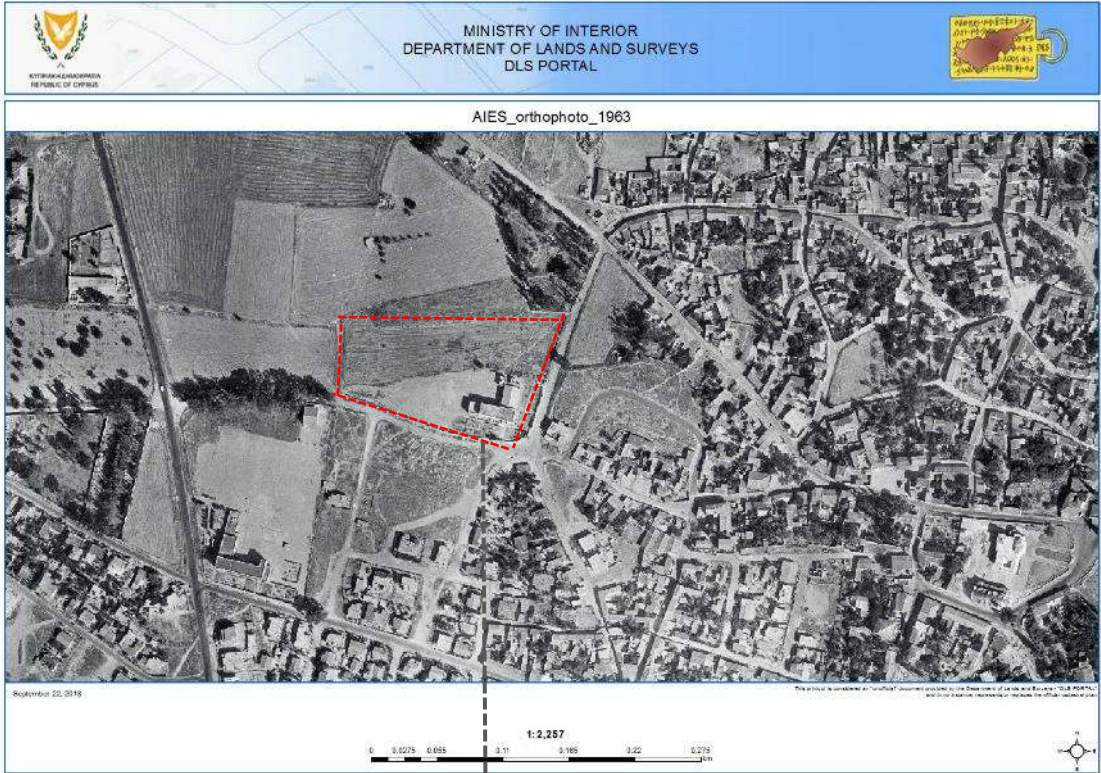


*Il. 4- 3/AIES Cadastral map @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. The school site of AIES has been isolated and marked in red boundary by the author*

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<sup>186</sup> Due to the fact that the AIES was originally a Turkish Cypriot school, many documents related to the building are with the Turkish Cypriot authorities. A request was made by the researcher to the EVKAF archives for any related documents which nevertheless didn't provide any results.





*Il. 4- 4/AIES Aerial orthophoto of the area, 1963. The school site of AIES has been isolated and marked in red boundary by the author. The AGES site is also visible on the lower left side of the photograph @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*

Photographs from the school archive from 1976-77, 1979-1980 and 1984 reveal that the school until that time was still unaltered from its original phase (Il. 4- 5/AIES, Il. 4- 6/AIES, Il. 4- 6/ AIES, Il. 4- 8/AIES, Il. 4- 89/AIES, Il. 4- 10/AIES, Il. 4- 10/ AIES, Il. 4- 12/AIES, Il. 4- 12/AIES).



*Il. 4- 5/AIES A school event at the assembly space, 1976 @ Agios Ioannis Elementary School archive*



*Il. 4- 6/AIES & Il. 4- 7/AIES Photo from the school album, 1977-1978 @ Agios Ioannis Elementary School archive*





*Il. 4- 8/AIES & Il. 4- 9/AIES Photo from the school album, 1977-1978 @ Agios Ioannis Elementary School archive*

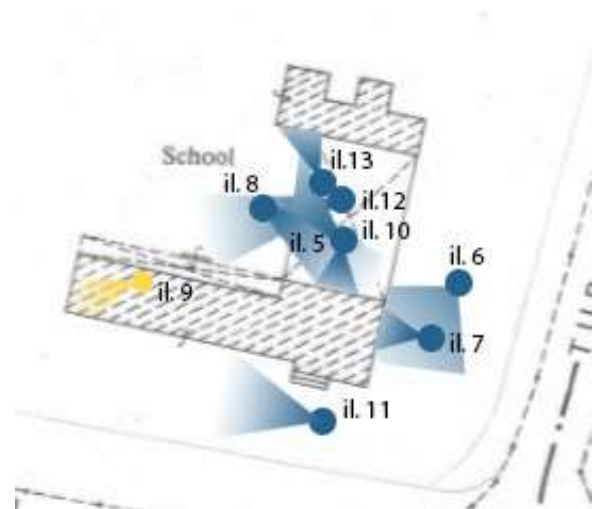


*Il. 4- 10/AIES & Il. 4- 11/AIES Photo from the school album, 1979-1980 @ Agios Ioannis Elementary School archive*



*Il. 4- 12/AIES & Il. 4- 13/AIES Photo from the school album, 1984 @ Agios Ioannis Elementary School archive*

*Il. 4- 14/AIES The AIES Archive Photos key map*



At its initial phase the school was designed as two building volumes positioned in parallel with the main road delimiting the site on the south, Hamit Bey street (Il. 4- 15/AIES). The southern building volume was a two-storey building for most of its part, except for approx. 1/5 of the building towards the west which was single storey (visible in Il. 4- 10/AIES, Il. 4- 12/AIES). Observing the building layout, it can be hypothesized that this school wing contained the main entrance of the school, administration offices and classrooms from its initial phase, as in the case of the AGES. Access to the classrooms was taking place through open corridors situated towards

the north. The staircase did not constitute a separate volume but was incorporated in the southern school wing, situated at its northeast end.

The smaller building towards the north was a single storey building (Il. 4- 12/AIES). It was not possible to identify the use of this building. It is possible that hygiene facilities were situated there.

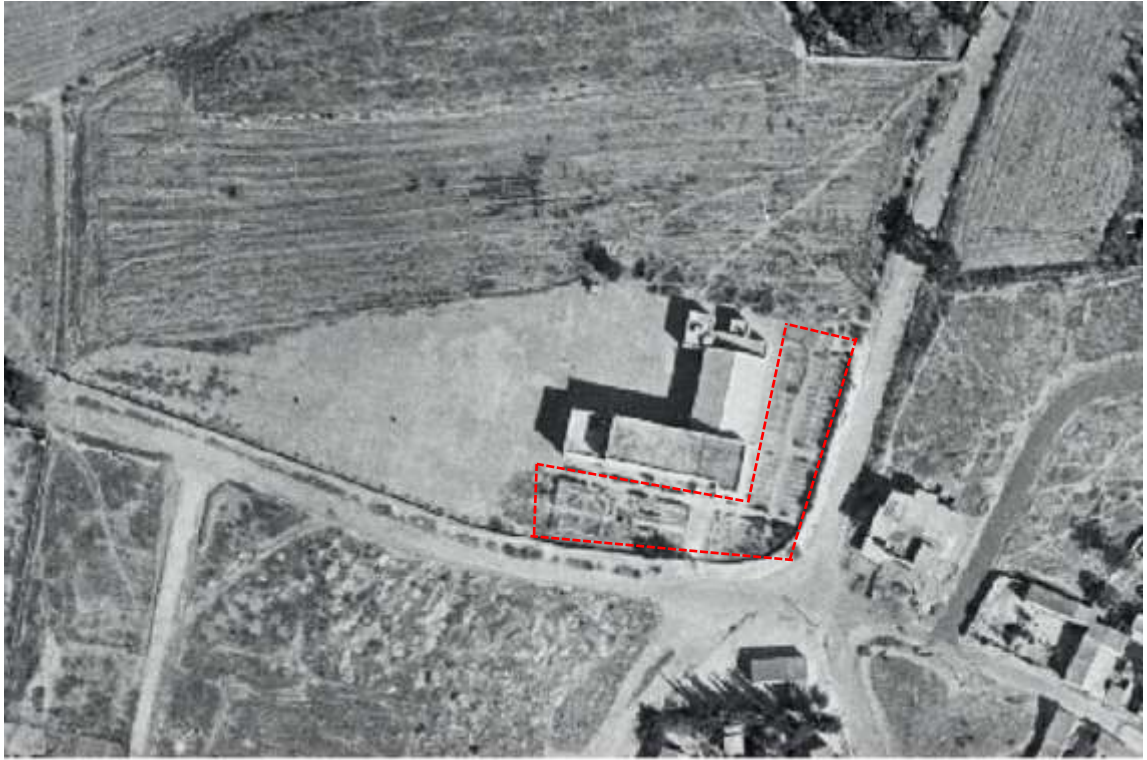
The space in between the two volumes was vertically sheltered by a lightweight pitched roof structure, an open covered space, which is assumed to have been used for sport activities when needed, but also as an assembly space. This space had a wall with openings on its eastern boundary and it was open, framed with columns, at its west boundary. The roof had a timber framing constituted by trusses, positioned parallel to the two building volumes and supported by concrete beam and columns (Il. 4- 8/AIES, Il. 4- 10/AIES, Il. 4- 12/AIES, Il. 4- 12/AIES). Large metal panels were used as roofing material. It can be hypothesized that it constituted an economic materialisation of an assembly space, reflecting economic restraints of the Turkish Cypriot Town School Committee.

The AIES presents many design similarities to AGES. It was also designed in early modern style, with reinforced concrete frame, very simple design lines, lack of decorative elements, vertical windows with horizontal overhangs for shading and unified horizontal windowsills per four windows (corresponding to the length of the overhang), metal openings and modern materials (terrazzo tiles, terrazzo prefabricated steps, metal balustrades). The roof of the building at the first floor level, also had metal balustrades which might indicate that the roofs were also used as verandas (Il. 4- 12/AIES, Il. 4- 12/AIES).

Also, similarly to the AGES, it seems that the climatic considerations did not define the original design of the school and more emphasis was given to creating an appealing façade towards the main road in front of the school. More specifically as the classrooms are situated in the south without protection from the sun, most of the year's months the classrooms are unprotected from the hot climate of the island.

The 1963 aerial photo of the area reveals the existence of the school garden also at the AIES at the time (Il. 4- 15/AIES). As the photographs from the school archive reveal the school garden was maintained and constituted an important feature of school life also after 1974 and the switch from the use of the Greek Cypriot community to the use of the Turkish Cypriot community.





*Il. 4- 15/AIES Zoom in the Aerial orthophoto of the area, 1963. The school Garden of AIES has been marked in red boundary by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. The school garden continued to exist after 1974 and was maintained by the Greek Cypriot students.*



*Il. 4- 16/AIES & Il. 4- 17/AIES Photographs at the school garden, 1977-78 @ Agios Ioannis Elementary School archive*

#### School building additions/ alterations 1986-2009

Based on information identified in the archive of the Technical Services of the Ministry of Education and Culture, Republic of Cyprus the following alterations, extensions and other modifications of the AGES were identified:

#### August 1986-1990

The first extension of the building identified was in 1986. This included the extension of the upper floor of the southern wing of the school towards the west.

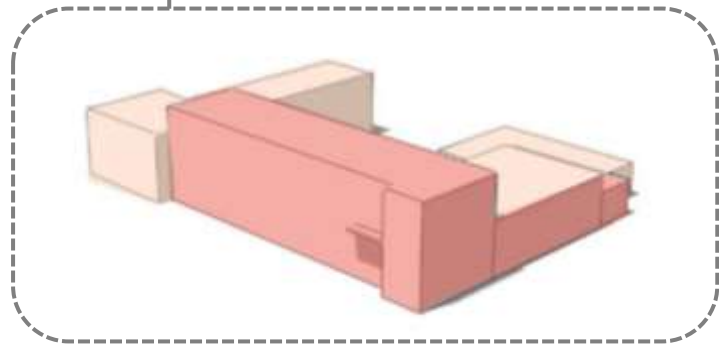
#### 1991-1998



In 1991 the building of the kindergarten was built at the northeast corner of the school site. It is hypothesized that the assembly hall, built at the place of the initial semi-open assembly space, was also built during this period.

#### 1999 -2003

Between 1999 and 2003 the western wing of the school was constructed in phases.

#### 2006-7 Seismic upgrade phase



-  Initial phase
-  Later additions: 1986 - 2009

*Il. 4- 18/AIES Aerial orthophoto of the area, 2014. The school site of AGES has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*



### *Current state*

The school's current state was visually assessed during a site visit by the researcher on the 8<sup>th</sup> of March 2018. The school is still used as a six-grade elementary school under the name of Agios Ioannis Elementary school.

The school complex's main components are: the original south wing of the building extended towards the west for a staircase, the west wing of the school which is a later addition and which includes classrooms and a staircase on the north, and the east wing which includes the assembly hall and a new classroom at the place of the original northern building. Parts of the original east wing have been incorporated in the later addition, as for example the eastern wall of the wing (Il. 4- 21/AIES).

Currently, there is a paved garden area on the southern side parallel to the initial school building (Il. 4- 19/AIES, Il. 4- 19/AIES). Many of the trees which are incorporated today in the school garden might have been planted at the initial stage of the school garden in the 1950s decade. A parking area was created on the south of the western wing. The sport fields are situated on the west and northern side of the school site. The kindergarten is currently operating at a separate building situated on the northern side of the elementary school. The former Tuzla settlement area is currently named as Agios Ioannis area, named after the church of Agios Ioannis situated in the area. It is a much more densely populated area, which has been unified with the other areas of the city, but still retains much of the original building stock of the Turkish settlement, as the Tuzla hammam and fountain, the Tuzla Mosque and many of the residences.



*Il. 4- 19/AIES & Il. 4- 20/AIES South façade of the school's initial building @ Author, March 2018*



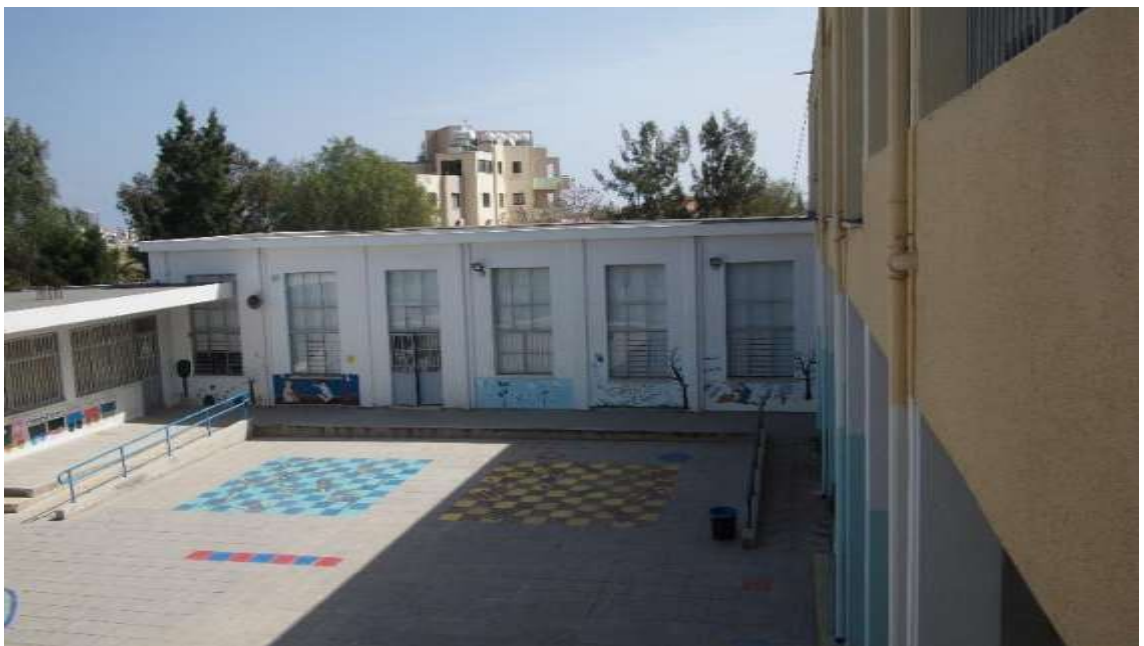
*Il. 4- 21/AIES & Il. 4- 22/AIES East façade of the school's initial building @ Author, March 2018*



*Il. 4- 23/AIES North façade of the school from the courtyard @ Author, March 2018*



*Il. 4- 24/AIES North façade of the school @ Author, March 2018*



*Il. 4- 25/AIES The west façade of the school's more recent assembly hall @ Author, March 2018*



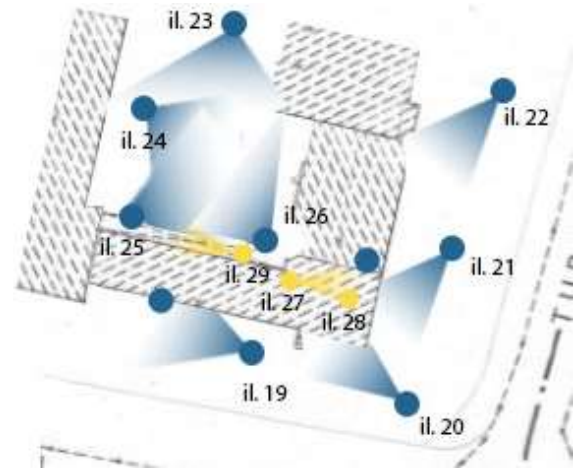


*Il. 4- 26/AIES East façade of the school's more recent wing (east wing) @ Author, March 2018*



*Il. 4- 27/AIES & Il. 4- 28/AIES The staircase of the southern wing @ Author, March 2018*

*Il. 4- 29/AIES The northern corridor on the ground floor of the southern wing @ Author, March 2018*



### *Related Buildings and/or sites*

The building's architects have not been yet identified. Nevertheless, based on the design similarities between the schools of AGES and AIES, as well as with other schools by the architects N. Rousos and I. Perikleous it is hypothesized that the two schools are works of the well-known firm of architects with experience in school architecture (Il. 4- 31/AIES, Il. 4- 32/AIES). The identified similarities in the design include the simple design lines, the use of reinforced concrete frame and more specifically, the concrete overhangs over groups of windows and the unified windowsills, the round windows and the elongated vertical windows of the staircases, the metal windows and doors. These elements which are prevailing at many schools by the firm N. Rousos and I. Perikleous as for example at the Agios Georgios High School (also included in this case study) and the Dianellios Orphanage and Vocational School both built in 1961 in Larnaka, (Il. 4- 34/AIES), are met in both the AIES and the AGES.



Il. 4- 31/AIES The AIES @Author, March 2018

Il. 4- 32/AIES The AGES during construction @ Mary Solomou personal archive



*Il. 4- 33/AIES A' Urban school in Limassol, 1954-55 @ I. Perikleous personal archive*



*Il. 4- 34/AIES Dianellio Orphanage and Vocational School @ I. Perikleous personal archive*



*Il. 4- 35/AIES The Ataturk Elementary School @ Press and Information Office, Republic of Cyprus*

The design elements as described above are met in another school, built a few years later than the AIES, the Ataturk Elementary School in Nicosia (Il. 4- 35/AIES). As it was mentioned in subchapter 3.3.2, it was recently discovered that the school's architects are the Greek Cypriot firm N. Rousos and I. Perikleous (Georgiou, 2018: p. 273-275). This recent findings have value for this research for two reasons: (i) firstly because it confirms the design similarities of the AIES with other school by N. Rousos and I. Perikleous as these have been mentioned above and (ii) secondly, it proves that the firm in the 1950s was designing school buildings for both the Greek Cypriot and Turkish Cypriot communities.

More schools with design similarities to AIES, have been presented at *Related Buildings* part of the previous case study, the AGES (namely Agios Loukas elementary, Lefka school). Notably, the Stavros elementary school in Famagusta seems to have been built with almost identical design to the AIES (Il. 4- 36/AIES). The architect of the Stavros Elementary school is also unknown.





*Il. 4- 36/AIES Stavros Elementary School in Famagusta @ Press and Information office, Republic of Cyprus*

Another category of related buildings to the AIES are the neighbouring buildings, part of the Turkish Cypriot heritage in the area as the Tuzla hammam, the fountain and the Tuzla Mosque (Il. 4- 37/AIES, Il. 4- 38/AIES).



*Il. 4- 37/AIES The historic Ottoman fountain in Tuzla, at the back the Tuzla hammam is visible @ Author, 2017*

*Il. 4- 38/AIES The Tuzla Mosque @ Author, 2017*



### 4.3.3. Assessment of Significance

AIES is an important school building for multiple reasons, as these are mentioned below.

It is important for its location. Located on the outskirts of the Agios Ioannis area, the historic settlement of Tuzla, the AIES carries historic, evidential and communal values on the national level, and it constitutes part of the network of buildings linked with the history of the Turkish Cypriot community in the area, as mentioned above.

Over and above the AIES original building, built in proximity and presenting many similarities to the AGES, also has value as one of the first modern elementary schools in the island in the same manner as the AGES: in terms of design and construction but also in terms of school building programme. Although the school, in comparison with the AGES did not have a closed assembly hall, this again might be linked with evidential values of the economic restraints of the Turkish Cypriot Town School Committee at the time. It was constructed with a reinforced concrete frame and modern materials as previously described. A very big part of the original building features and fixtures still survive, including the metal windows and doors, which have been replaced in most school buildings of this time. Thus, the initial school building carries also technical and evidential values on the national level.

Should it be proven that the school is a design by N. Rousos and I. Perikleous then additional values are linked to it, architectural and evidential of national importance, as a part of the network of school buildings by one of the main representatives of modern school architecture in the island. In the case that this hypothesis is confirmed then the school has additional evidential value of the co-operation of the two communities, as one of the Turkish Cypriot schools designed in the 1950s by the Greek Cypriot architectural firm.

Again, corresponding to the case of the AGES, as one of the schools designed and built at the same time, for the reasons explained in detail in the AGES subchapter, the AIES carries architectural and evidential values on the regional and international level as of how the colonial policies and guidelines about educational buildings influenced school building in the colonies at the time.

The school also carries social values linked with the value of primary education for the people of Cyprus at the time, and more specifically for the Turkish Cypriot Community. The AIES was one of the early typologies of post-WWII modern school buildings constructed and built to

accommodate the rapidly rising population of Turkish Cypriot students. Its design reflects the post-WWII vision for education and social reform through education very much in line also with the Ataturk ideals.

Furthermore, the AIES has value for the local Turkish Cypriot community. Many students were educated there, and many teachers taught at the school.

At the same time the school, shifting hands after 1974, facilitated and served the needs of a number of Greek Cypriot refugees who were relocated in the area after the division. In this manner further social values are attached to the school. In accommodating many generations of Greek Cypriot students since 1974 the school acquired values also linked with the Greek Cypriot community and the many generations of students who were educated there, as well as staff which worked at the school.

Finally, the heritage values of the AGES are irrevocably connected to its historic use as a school.

#### 4.3.4. User interviews

User interviews were conducted at the Agios Ioannis Elementary in April 2018. 8 current user interviews and 3 past user interviews were conducted at the school during two site visits on the 8<sup>th</sup> and 9<sup>th</sup> of April 2018. 2 past user interviews were also conducted during this fieldwork period. The users interviewed provided information regarding:

##### *Knowledge on the history of the building*

The users have demonstrated some knowledge about the building's history. The gathered data demonstrate no differences in the knowledge of the building's history between interviewees (i) of different age groups, (ii) who are Larnaka citizens and the ones who are not Larnaka citizens. The users interviewed demonstrated knowledge and provided valuable information regarding the following subjects:

##### Build date

The interviewees did not have knowledge of the exact date when the school was built but nevertheless provided information which was useful in dating approximately its construction. One of the school's past users noted "The old school building was very bad. The British colonial administration built this modern school building for Turkish Cypriots in 1956",<sup>187</sup> while another interviewee who was a student between 1954-60 recalled: "I do not know when the school was built but I think we maybe were the first or the second year of students there[...]".<sup>188</sup>

##### Involved authorities

The information provided by the interviewee AIES\_PU\_04, as mentioned above,<sup>189</sup> reveals the involvement of the colonial authorities in the construction of the school, and possibly also of the Turkish Cypriot authorities.

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<sup>187</sup> (AIES\_PU\_04, Question 5)

<sup>188</sup> (AIES\_PU\_03, Question 5)

<sup>189</sup> (AIES\_PU\_04, Question 5)

### Involved communities

Further than the above information the relation of the Turkish Cypriot community with the school was one of the most well-known facts about the school. Many of the users interviewed mentioned that the school was Turkish Cypriot, or "Turkish" as it is referred to, until 1974.<sup>190</sup>

### Name

One of the interviewees noted that "The first name of the school was Menderes".<sup>191</sup>

### Alterations / Building phases

The users interviewed remember the building in the past and contributed in identifying previous building phases. One of the past users who was a student at the school before 1960 remembers "that the entrance was in front of the principal's office. The classrooms were at the front on two levels. At the back there was a large room with roof where we had gym class. At its back end the canteen and the storage room were located".<sup>192</sup>

Users who became students at the school right after 1974 remember that there was still only the front wing of the building and there was no theatre room. In addition, a user mentions that during that phase both the kindergarten and the elementary school were housed under the same building.<sup>193</sup>

Another user who used to work at the school between 1996 and 2000 remembers that "At the time we managed to change the windows on the upper floor and to change the yard, we added paving[...]", and he adds "...The theatre was as is at the time. At that time the classroom on the left of the entrance was divided and became the Teachers' hall. The new wing was built around 1997[...]"<sup>194</sup>

### Important events

The users provided information about important events which have determined the history of the building and the way it is valued. As previously mentioned, a user remembers that the school was

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<sup>190</sup> (AIES\_CU\_02, Question 6), (AIES\_CU\_03, Question 6), (AIES\_CU\_04, Question 6), (AIES\_CU\_06, Question 6), (AIES\_PU\_01, Question 4), (AIES\_PU\_04, Question 5), (AIES\_PU\_05, Question 4; Question 5)

<sup>191</sup> (AIES\_PU\_02, Question 6)

<sup>192</sup> (AIES\_PU\_02, Question 4)

<sup>193</sup> (AIES\_CU\_01, Question 11c), (AIES\_CU\_03, Question 7), (AIES\_PU\_05, Question 4)

<sup>194</sup> (AIES\_PU\_01, Question 4)

abandoned in December 1963 due to the bicomunal conflict and that until 1974 it was used by the UN forces and not as a school.<sup>195</sup> This information relates to the building's operation also.

### Operation

Although the abovementioned reply notes that the school was used by the UN, another past user stated that the school operated as normal until 1974.<sup>196</sup> At the same time a past user who was a student there after 1974 and is still a resident of the area mentions "My father in law remembers it as a military space[...]".<sup>197</sup>

A TC former student of the school before 1960 remembers "[...]We were growing flowers and selling them to cover the school's expenditure. At the school the children were provided milk[...]". The same interviewee adds "[...]Tuzla didn't have so many inhabitants, it was very close knit. I remember that one of my friends was not coming to school every day and the teachers were sending other students to their home (to check on them or to bring them). I remember during the fifth and sixth class we were visiting the Tuzla Mosque every Friday (all the schools)".<sup>198</sup>

Others remember that it operated in the second year after the war (1975) for the GC users in order to accommodate the refugee educational needs.<sup>199</sup>

### Historic perception

The interviews highlighted different viewpoints about the perception of the school. On the one hand, they highlighted that the school in its early years was highly perceived by the Turkish Cypriot community: "Tuzla was considered a good school, very high standard. The building was new at the time".<sup>200</sup> On the other hand the interviews demonstrated that after 1974 and in the years that followed the school was not well perceived among Greek Cypriots: "It was Turkish. This is how the neighbourhood perceived it". "As a school it had a bad reputation as 'the Turkish one'. The teachers avoided coming here. This was also due to the area –it was the area where the refugees

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<sup>195</sup> (AIES\_PU\_04, Question 9). For additional references related to important events related to the building see (AIES\_PU\_04, Question 6)

<sup>196</sup> (AIES\_PU\_02, Question 5)

<sup>197</sup> (AIES\_CU\_02, Question 6)

<sup>198</sup> (AIES\_PU\_03, Question 4; Question 5)

<sup>199</sup> (AIES\_PU\_01, Question 5). For additional references related to the building's operation see (AIES\_PU\_04, Question 4), (AIES\_CU\_03, Question 4), (AIES\_PU\_05, Question 6; Question 7)

<sup>200</sup> (AIES\_PU\_03, Question 4), (AIES\_PU\_04, Question 4)

and the gypsies were living—. The fact that it was a Turkish Cypriot school created additional problems. This was the difference with Mikti school (Agios Georgios Elementary School). The students in other schools like Drosia Elementary School were more upscale.... Later, the school's perception changed".<sup>201</sup>

The users interviewed provided no further information regarding the building's (i) Commission and design, (ii) benefactors, donations and other information about the school's funding, (iii) architect, Engineers and other technical staff/companies involved, and/or (iv) related people or other related buildings, (v) proposed sources of information or any other information.

### *Valued aspects of the Agios Ioannis Elementary school*

The Agios Ioannis Elementary school is highly valued by its users. The total number of users interviewed, 8 current users and 5 past users (13 users) consider the AIES as significant and 12 out of these 13 expressed also a personal bond with the building. The gathered data demonstrate no differences in the perception of the building's significance between (i) current users and past users, (ii) different sexes, (iii) different age groups, (iv) users with refugee status and users with no refugee status, (v) users who currently are Larnaka residents and users who are not. All user categories interviewed consider the AIES as significant and value it in a variety of ways.

### Range of heritage values linked with the Agios Ioannis Elementary School

33 expressions of significance have been noted in the interviews which correspond to a variety of values categories as:

#### *Emotional*

Many of the users interviewed value the building for emotional reasons as their workplace or as their former school, for the ones who were students at the school.<sup>202</sup>

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<sup>201</sup> (AIES\_PU\_05, Question 4), (AIES\_PU\_01, Question 4)

<sup>202</sup> (AIES\_PU\_04, Question 7)

### *Use value*

Concurrently, many of the users interviewed value the building for reasons related to its use as a school, which served and continues to serve the area's educational needs.<sup>203</sup>

### *Architectural value*

Many of the expressions of significance identified in the interviews relate to the architectural qualities of the building.<sup>204</sup> Some of the users value its architectural qualities in the current context: "The old classrooms are spacious in comparison with the new schools. It is functional since it has a compact layout. The yard spaces are comfortable (spacious). It also has a theatre",<sup>205</sup> "...It is architecturally significant. Solid building built in stone[...]",<sup>206</sup> while some of its past users value it for its architectural value in the past: "It was an excellent building for the time. Modern, it had all necessary equipment[...]"<sup>207</sup>

### *Age value*

Over and above, the building of the AIES is considered significant because it is an "old" building,<sup>208</sup> or "one of the oldest schools".<sup>209</sup>

### *Historic value*

Several of the interviewees acknowledged the building's historic importance related to the history of education, the history of the area and the history of the communities which used it.<sup>210</sup>

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<sup>203</sup> (AIES\_CU\_02, Question 4), (AIES\_CU\_05, Question 4), (AIES\_CU\_08, Question 9), (AIES\_PU\_01, Question 8), (AIES\_PU\_03, Question 4).

<sup>204</sup> (AIES\_CU\_02, Question 4), (AIES\_PU\_04, Question 4), (AIES\_PU\_04, Question 11),

<sup>205</sup> (AIES\_CU\_04, Question 4)

<sup>206</sup> (AIES\_PU\_01, Question 7). This is not a fact since the building constitutes one of the early examples of concrete school buildings. Nevertheless, this reveals the preconceptions about architectural significance of buildings (I believe it is architecturally significant = it is a stone construction).

<sup>207</sup> (AIES\_PU\_03, Question 7)

<sup>208</sup> (AIES\_CU\_01, Question 8), (AIES\_CU\_03, Question 4), (AIES\_CU\_05, Question 4), (AIES\_CU\_06, Question 4), (AIES\_CU\_08, Question 9), (AIES\_PU\_01, Question 11)

<sup>209</sup> (AIES\_CU\_07, Question 6), (AIES\_PU\_01, Question 7; Question 11),

<sup>210</sup> (AIES\_CU\_03, Question 4), (AIES\_CU\_04, Question 9), (AIES\_CU\_08, Question 9), (AIES\_PU\_03, Question 11).

### *Social value*

The social value of the building as the place where the Turkish Cypriot students used to be provided free milk (and meals) in the 1950s, as well as the place which accommodated Greek Cypriot refugee children after 1974 was also acknowledged.<sup>211</sup>

### *Cultural value*

One of the interviewees considered the building significant because "...The front part is old, it is related to our culture and folk tradition".<sup>212</sup>

### *Communal value*

Communal value was also a recurring reason for which the building is valued by its users.<sup>213</sup> One of the interviewees mentioned: "It is important for the people of Larnaka and especially the people of the area. It is a landmark connected with the neighbourhood and the wider area of Agios Ioannis".<sup>214</sup> In addition, the value of the school building to the Turkish Cypriot community which used to inhabit the area before 1974 was highlighted by the Turkish Cypriot past users interviewed: "This building used to be like family for the children and the parents.", "[...]It was significant for all the people of Tuzla. It is associated with a happy feeling for the students. It was also important for all Larnaka".<sup>215</sup>

### *Other*

Other reasons for which the users interviewed value the building are its good current state and its amenities,<sup>216</sup> which might relate to the use value.

## Nature of heritage values linked with the Agios Ioannis Elementary School

### *Past and Present Values*

Many of the users interviewed, especially the ones who were past users of the building referred to the value of the building in the past. "Tuzla was considered a good school, very high standard.

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<sup>211</sup> (AIES\_CU\_03, Question 4), (AIES\_PU\_03, Question 4)

<sup>212</sup> (AIES\_CU\_05, Question 4)

<sup>213</sup>(AIES\_PU\_03, Question 11), (AIES\_PU\_04, Question 9)

<sup>214</sup> (AIES\_CU\_07, Question 4)

<sup>215</sup>(AIES\_PU\_03, Question 7; Question 8)

<sup>216</sup> (AIES\_CU\_01, Question 4), (AIES\_PU\_05, Question 7)



The building was new at the time<sup>217</sup>, “It was an excellent building for the time. Modern, it had all necessary equipment[...]”,<sup>218</sup> “The building was big and modern”.<sup>219</sup>

Nevertheless, the identified expressions of significance mainly referred to the present.

#### *Levels of Significance*

The identified expressions of significance related to the building reveal various levels of local importance. The interview replies highlight the building’s importance for (i) the neighbourhood around it “It satisfies the (educational) needs of the neighbourhood[...]”,<sup>220</sup> (ii) the wider area of Agios Ioannis (former area of Tuzla) “[...]It is a landmark connected with the neighbourhood and the wider area of Agios Ioannis” and “[...]It was significant for all the people of Tuzla...”,<sup>221</sup> but also for (iii) the whole of the city “It was also important for all Larnaka”.<sup>222</sup>

#### *Linked with the refugee experience*

Users of the building interviewed, both the ones with refugee status and the ones without it, consider it as significant and value it in a variety of ways. Nevertheless, the data indicate that the interviewees who are refugees value the building also for reasons related to their refugee identity/experience. For example, two of the interviewees stated: (i) “It is significant as an old building, history. It accommodated refugee children” (Greek Cypriot Refugee current user),<sup>223</sup> and (ii) “Due to the inter-communal fights between Greeks and Turks in December 1963 we left our school and we never turned back. Until 1974 the building was used by the UN forces not as a school” (Turkish Cypriot past user).<sup>224</sup>

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<sup>217</sup> (AIES\_PU\_03, Question 4)

<sup>218</sup> (AIES\_PU\_03, Question 7)

<sup>219</sup> (AIES\_PU\_04, Question 4). Additional references to past values (AIES\_PU\_02, Question 7), (AIES\_PU\_03, Question 8), (AIES\_PU\_04, Question 11), (AIES\_PU\_05, Question 7)

<sup>220</sup> (AIES\_CU\_02, Question 4)

<sup>221</sup> (AIES\_CU\_07, Question 4), (AIES\_PU\_03, Question 7)

<sup>222</sup> (AIES\_PU\_03, Question 7)

<sup>223</sup> (AIES\_CU\_03, Question 4)

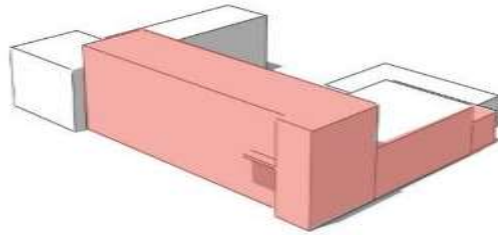
<sup>224</sup> (AIES\_PU\_04, Question 9). For additional expressions of significance related to the refugee experience see (AIES\_PU\_02, Question 8), (AIES\_PU\_02, Question 11), (AIES\_PU\_03, Question 11)

## Physical elements of the building which the interviewees consider of special significance

### *The old wing*

Several of the users interviewed identified the building's old wing as a physical part of the building of special significance. The interviewees attributed age value, cultural value and architectural value to this part of the building.<sup>225</sup>

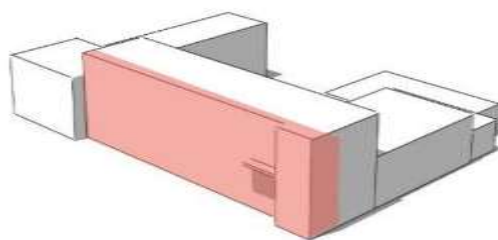
#### *Il. 4- 39/AIES The AIES's old wing*



### *Building's front façade*

More specifically, many of the users interviewed identified the building's front (south) façade as a physical feature of the building of special significance.<sup>226</sup> Many of the interviewees, identified specific features of the front façade as the balcony, the windows and the entrance.<sup>227</sup> The front façade and its features are appreciated mostly for aesthetic reasons, and hence aesthetic values are linked with these physical features of the building.

#### *Il. 4- 40/AIES The AIES's front facade*



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<sup>225</sup> (AIES\_CU\_05, Question 4; Question 8; Question 9), (AIES\_CU\_07, Question 8), (AIES\_PU\_05, Question 10)

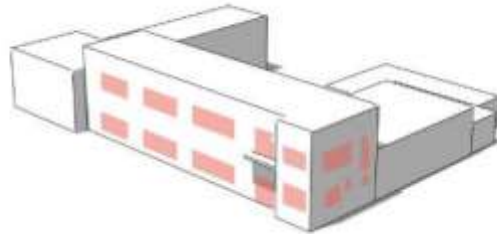
<sup>226</sup> (AIES\_CU\_01, Question 8), (AIES\_CU\_02, Question 9)

<sup>227</sup> (AIES\_CU\_02, Question 8), (AIES\_CU\_07, Question 8; Question 9)

*Entrance metal door and large windows*

Related to the above, the users also value the original metal doors and windows, and especially the entrance door.<sup>228</sup>

*Il. 4- 41/AIES The AIES's original doors and windows*



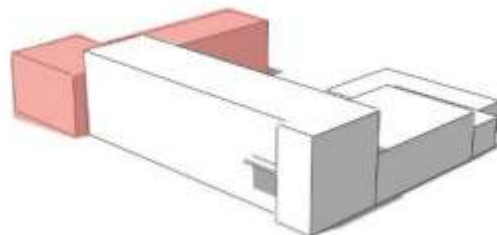
*The new wings*

One of the interviewees highlighted the value of the new wings of the school for their functionality and improved building performance.<sup>229</sup>



*Il. 4- 42/AIES The AIES's new building wing of the school. @ Author, March 2018*

*Il. 4- 43/AIES The AIES's new building wing*



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<sup>228</sup> (AIES\_CU\_03, Question 8), (AIES\_PU\_04 Question 10)

<sup>229</sup> (AIES\_CU\_02, Question 8)

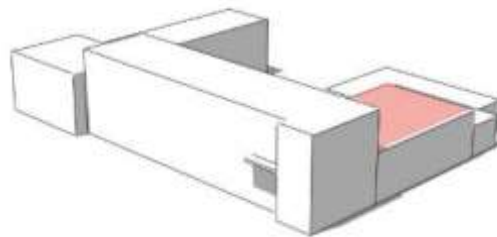
### *The theatre*

Several of the users interviewed demonstrated appreciation to the existence of the theatre room.<sup>230</sup>



*Il. 4- 44/AIES The current theatre room of AIES@ Author, March 2018*

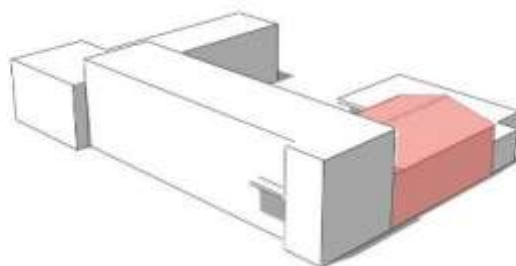
*Il. 4- 45/AIES The theatre of the school today*



### *The Sport Salon*

One of the past users, referred to the Sport Salon as a space of special significance. The Sport Salon was the roofed space which pre-existed in the location of the theatre space.<sup>231</sup>

*Il. 4- 46/AIES The AIES's initial 'Sport Salon'*



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<sup>230</sup> (AIES\_CU\_04, Question 4; Question 8), (AIES\_CU\_06, Question 8), (AIES\_CU\_08, Question 8)

<sup>231</sup> (AIES\_PU\_03, Question 10)



*Il. 4- 47/AIES & Il. 4- 48/AIES Photos from the school archive of the roofed space (Sport Salon) @ Agios Ioannis Elementary School archive*

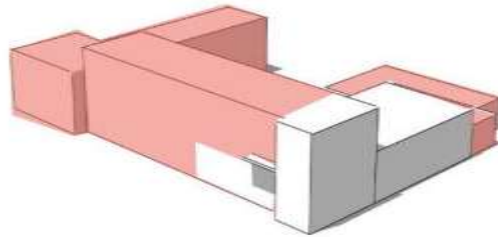
### *Vegetation*

The users also appreciate the existence of vegetation in the school grounds.<sup>232</sup>

### *The classrooms*

One user also considers the classrooms as spaces of special significance due to their use value as the “[...]spaces where educational work is taking place”.<sup>233</sup>

*Il. 4- 49/AIES The classrooms of the AIES*



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<sup>232</sup> (AIES\_CU\_08, Question 8)

<sup>233</sup> (AIES\_CU\_08, Question 8)

## *User attitudes survey*

### Attitudes related to the building's protection

All of the current users of the school interviewed believe that the Agios Ioannis Elementary School building should be protected (8 out of 8). 4 out of 8 replied with a strong positive feeling while the other 4 responded positively but added a few notes for improvement.

Additionally, all of the past users (5 out of 5) believe that the school should be protected.

Although it was not the purpose of this survey to identify community concerns about the buildings, the interviewees very often mentioned their concerns or any issues with the building they have identified as users. The researcher decided to include the concerns/ issues raised since they can help in understanding why a building is valued or not valued and the issues around its protection.

The main issue the users have stressed is the need for the building's maintenance and upgrade.<sup>234</sup> One of the interviewees highlighted that the management problem of the school is also due to the fact that the building is EVKAF property.<sup>235</sup>

Another issue highlighted is the addition of spaces to the school without prior study resulting to unsympathetic relation to the initial building.<sup>236</sup>

### Willingness to be involved in decision making processes for the building's future

7 out of 8 current users of the school interviewed expressed interest to participate in any decision process for the future of the building. 4 out of 5 past users of the school interviewed expressed interest to participate in any decision process for the future of the building. In total 11 out of 13 users of the school expressed interest to be involved in any decision process for the future of the building.

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<sup>234</sup> (AIES\_CU\_03, Question 9), (AIES\_CU\_06, Question 9), (AIES\_CU\_07, Question 9), (AIES\_CU\_08, Question 9)

<sup>235</sup> (AIES\_CU\_03, Question 9). More about EVKAF <http://www.efc.be/organisation/evkaf-foundation/>

<sup>236</sup> Ibid

#### 4.3.5. Comparative assessment table

Table 4-2/AIES Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews				
Physical elements	Values identified by the assessment of significance	Level	Values identified by the user interviews	Level
Location	Historic, Evidential and Communal linked with the communities that lived in the area	National (island-wide)		
The initial school building	Architectural value for its design as a school in the 1950s	National level	Architectural value for: <ul style="list-style-type: none"> <li>its architectural qualities in the current context</li> <li>for its modern design in the time of its creation</li> </ul>	
	Evidential and Historic value for its design as a school in the 1950s. much of the building's original phase exists without severe alterations (including the rare metal openings of the time)	National level	Historic value for the history of education in Cyprus	National level
	Technical values as one of the first modern reinforced concrete schools	National level		
	Architectural and Evidential value as a part of the network of school buildings by N. Rousos and I. Perikleous (potential).	National level		
	Evidential and Historic value of co-operation of the two communities, as one of the Turkish Cypriot schools designed in the 1950s by a Greek Cypriot architectural firm (potential).	National level		
	Architectural and Evidential value for the influence colonial guidelines for school design in Cyprus during the post-WWII period	Regional and International level		
	Social value linked with the value of the building as an educational building, and specifically primary education at the time	Communal level, National level		

	Communal value and Historic value for the Turkish Cypriot community	Local level (area)/ Local level (city)	Historic value related to the history of the communities that used it	Communal level / Local level (area)/ Local level (city)
			Communal value related to the communities which lived in the area	Communal level / Local level (area)/ Local level (city)
			Social value for the Turkish Cypriot community since students in need were provided free milk (and meal) at the school in the 1950s.	Communal level
	Social value for serving the needs of the refugees after the 1974 war	Communal level/ Local level (city) / National level	Social value for accommodating Greek Cypriot refugee children after 1974	
	Communal value for the local Greek Cypriot community	Local level (area)/ Local level (city)	Communal value for the people of the area and the city	Local level (area)/ Local level (city)
			Emotional value for the Turkish Cypriot past users	Communal level/ Local level (area)
			Emotional value for the Greek Cypriot current users	Local level (area)
			Age value	
		Cultural value		
Southern Façade of the initial building (especially balcony, windows and entrance)*			Aesthetic value	
Old Sport Salon (open assembly space)*			Use value	
Overall	Use value		Use value - As a school - Due to its good current state, with all amenities	
New assembly hall*			Use value	
New wings*			Architectural value - For their functionality and improved building performance	
Vegetation of the school's site*			Environmental value	



Classrooms*			Use value	
* Physical elements identified only by the user interviews				

## 4.4. Drosia Middle School

### 4.4.1. Site identification

Table 4- 1/DMS Site identification

<p><b>Building ID</b></p>	<ul style="list-style-type: none"> <li>- <b>Current name:</b> Drosia Middle School (Γυμνάσιο Δροσιάς Λάρνακας)</li> </ul> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Il. 4- 1/DMS The Drosia Middle School @Author, March 2018</i></p>
<p><b>Historic information</b></p>	<ul style="list-style-type: none"> <li>- <b>Original name (and other former names):</b> Bekirpasa Middle School (Bekirpasa Ortaokul), Bekirpasa Commercial College (Bekirpasa Ticaret Koleji), Famagusta Higher Education Centre (KASA)</li> <li>- <b>Educational level:</b> Secondary education, Higher education (as KASA)</li> <li>- <b>Involved communities:</b> Turkish Cypriot, Greek Cypriot</li> <li>- <b>Involved authorities (past):</b> EVKAF, Turkish Cypriot Town School Committee</li> <li>- <b>Architect:</b> Unknown</li> <li>- <b>Other involved individuals/companies/ organisations in design and construction:</b> Unknown</li> <li>- <b>Completion date:</b> estimated between 1954-1957</li> <li>- <b>Inauguration date:</b> Unknown</li> <li>- <b>Years of operation:</b> 1954/1957-1963 1964-1974 KASA</li> </ul>
<p><b>Current state</b></p>	<ul style="list-style-type: none"> <li>- <b>Current state:</b> in use</li> <li>- <b>Authorities involved to the building's upkeep:</b> Ministry of Education and Culture Republic of Cyprus, Turkish Cypriot Properties Ministry of Interiors Republic of Cyprus</li> </ul>

	<ul style="list-style-type: none"> <li>- Status of protection: None</li> <li>- Details of designation: N/A</li> </ul>
Location	<ul style="list-style-type: none"> <li>- Address: 16 Griva Digeni ave., 6030, Larnaka, Cyprus</li> <li>- GPS Coordinates: 34° 55' 04.7"N 33° 37' 19.1"E</li> </ul>

#### 4.4.2. Site Description

##### *Building history*

The DMS school building was initially constructed in the mid-1950s as a Turkish Cypriot secondary school situated within the urban fabric of Larnaka. The initial name of the school was Bekirpasa Middle School [Bekirpasa Orta Okul].<sup>237</sup>

The Bekirpasa Middle School was the first Turkish Cypriot secondary education school in Larnaka, which initiated its operation in 1950.<sup>238</sup> For the first years of its operation the school was accommodated in the building of the Ataturk Elementary School (Ataturk Ilkokulu).<sup>239</sup> The school covered the first three classes of secondary education for the Turkish Cypriot students.

The Bekirpasa Middle School new building was constructed with funding by the colonial government in the framework of the project of the public-aided secondary schools. The Public Aided Secondary Schools scheme was introduced by the Law 18 of 1952. The basis of the scheme was that, subject to certain conditions regarding the size of classes, the colonial government appointed members of staff to the school in consultation with the Governing Body of the school (community structure) and payed salaries. Fees paid by the students, subject to a ceiling

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<sup>237</sup> Bekir Pasha was an Ottoman governor of Larnaka in the eighteenth century, most well-known for his contribution to the city. The historic aqueduct of the city of Larnaka was constructed during his governance and it is also known by his name (Bekirpasa aqueduct).

<sup>238</sup> The year is noted on the Bekirpasa Ticaret Koleji's (latter name of the school) emblem. The emblem was identified at the Facebook group Larnakalılar Derneği - The Society of Larnacans (<https://www.facebook.com/groups/49531941272/>) [accessed November 2018].

<sup>239</sup> According to information by Dr Serdar Saydam

fixed by the government, were at the disposal of the Governing Bodies for the building, equipment and maintenance of the schools.<sup>240</sup>

Following the first two years of the implementation of the scheme it was obvious that the communal Governing Bodies could not keep up with the increasing demands for new school buildings and improvement of the existing school facilities.<sup>241</sup> A letter by the Director of Education of the Government of Cyprus to the colonial secretary, dated 1<sup>st</sup> of March 1954 highlighted the need for financial assistance in the form of loans for building purposes to the schools which have accepted the Public-aided scheme for Secondary Schools, one of which was also the Orta Okul at Larnaka.<sup>242</sup>

In the framework of the colonial government's Development Programme for Cyprus for the years 1955/60 1,000,000 GBP was dedicated for school buildings.<sup>243</sup> From this total, the amount dedicated to Public-aided Secondary schools under the Priority A scheme was 90,500 GBP.<sup>244</sup> Out of these 90,500 the 15,000 GBP (13,000 for the building and 2,000 for the site) was the initial budget dedicated for the Larnaka Turkish Secondary School "to erect new buildings for accommodating the Orta Okul now run in temporary buildings"<sup>245</sup>

A newspaper article published in 1962 reveals that the Turkish Cypriot community was requesting by its leaders for a Turkish Cypriot high school in Larnaka for the students which wanted to continue their education (Machi, November 8, 1962: p. 6). The Bekirpasa Middle School

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<sup>240</sup> Cyprus State archives, SA1/1180/1951, p. 163, letter to the Financial Secretary of the Government of Cyprus by the Director of Education on the 27<sup>th</sup> of November 1956

<sup>241</sup> Cyprus State archives, SA1/1180/1954, Page 59-, letter to the Colonial Secretary of the Government of Cyprus by the Director of Education on the 29<sup>th</sup> of March 1954

<sup>242</sup> Ibid.

<sup>243</sup> Cyprus State archives, SA1/1180/1954, Page 119-, letter to the Financial Secretary of the Government of Cyprus by the Director of Education on the 23<sup>rd</sup> of November 1954

<sup>244</sup> Cyprus State archives, SA1/1180/1954, Page 119-, letter to the Financial Secretary of the Government of Cyprus by the Director of Education on the 23<sup>rd</sup> of November 1954

<sup>245</sup> Cyprus State archives, SA1/1180/1954, Page 77-, letter to the Financial Secretary of the Government of Cyprus by the Director of Education on the 23<sup>rd</sup> of November 1954

became for the first time a six-grade high school named Bekirpasa Commercial College (Bekirpasa Ticaret Koleji) in 1963.<sup>246</sup>

According to the school's website the school ceased its operation as a Turkish Cypriot school after 1964 (following the bicomunal strife in December 1963) and it remained abandoned for a few years until the building operated as a private higher education institution, known as KASA (Drosia Middle School Larnaka website, n.d.). The Bekirpasa Commercial College during this period was relocated at an Ottoman mansion within the limits of the Turkish Cypriot cluster of Iskele in Larnaka.<sup>247</sup>

During the war in 1974 Turkish Cypriot men were kept as war captives at the school grounds for more than 60 days (Havadis Kibris, 2015). The men were removed from the site within the framework of war captives exchange between the two sides in September 1974.<sup>248</sup>

According to information by the Technical Services of the Ministry of Education and Culture of the Republic of Cyprus, the building operated as the Greek Cypriot Drosia Middle School for the first year in 1976 in order to cover the educational needs of the Greek Cypriot refugees.

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<sup>246</sup> According to information by Dr Serdar Saydam

<sup>247</sup> Ibid. This information is confirmed by material uploaded at the Facebook group *Larnakalılar Derneği - The Society of Larnacans* (<https://www.facebook.com/groups/49531941272/>) [accessed November 2018].

<sup>248</sup> Footage of the war captives at the school can be seen at (ThamesTv, 2018): <https://www.youtube.com/watch?v=ptl8ji35ZsQ&t=202s>



*Il. 4- 2/DMS Photograph of the Turkish Cypriot war captives kept at the DMS building in 1974 @ Havadis Kibris. Available at <https://www.havadiskibris.com/bir-varmis-bir-yokmus-111/> [accessed November 2018]*

### ***Building chronology***

The bibliographic and archival research conducted in the framework of this study did not reveal the exact date when the school was completed, inaugurated, first operated or other information about its planning, design, construction and early years of operation.<sup>249</sup> Nevertheless, the archival research revealed documents (referenced in the building's history) based on which the construction of the school can be placed between 1954 and 1957. The school archive contained only documents from the school's operation as a Greek Cypriot school after 1976.

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<sup>249</sup> Further research is needed to clarify if the designs of the schools under the Public-Aided scheme were undertaken by the Colonial Government or were appointed to private architects by the Governing Bodies, in this case by the Turkish Cypriot Town School Committee. Within the framework of this study it was not possible to identify where the original plans and other documents related to the school's design and construction are being kept. An additional research obstacle lays with the fact that the DMS was originally a Turkish Cypriot school, hence many documents related to the building are with the Turkish Cypriot authorities. A request was made by the researcher to the EVKAF archives for any related documents which nevertheless didn't provide any results.

### Initial phase

The first building phase identified by this study is the phase of the building which was captured by an aerial orthophotographic survey conducted by the Department of Lands and Surveys of the Republic of Cyprus in 1963 (Il. 4- 4/DMS). Architectural drawings of the building from its original phase have not been identified. The Cadastral map of the site for unknown reasons does not include the footprint of the DMS school building (Il. 4- 3/DMS).



*Il. 4- 3/DMS The building plot, part of which was used for the school indicated on the Cadastral map (red boundary) @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*



*Il. 4- 4/DMS Aerial orthophoto of the area, 1963. The school site of DMS has been isolated and marked in red boundary by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*



At this initial phase the school was designed as a 'n' shape building with two building volumes positioned in parallel between them and a third volume situated vertically in relation with the two and parallel to the main road delimiting the site on the south, Georgiou Griva Digeni avenue (Il. 4- 4/DMS).

The southwest main wing of the school was a two-storey building with the staircases situated at its westernmost and southernmost areas (visible in Il. 4- 10/AIES, Il. 4- 12/AIES). This school wing contained the main entrance of the school, administration offices and classrooms. Access to the classrooms was taking place through open corridors situated towards the northeast.

The school's southeast wing contained an assembly hall and hygiene facilities.

Finally, in the 1963 aerial photo the northwest wing of the school, today a two-storey pitched roof volume, appears to have a flat roof. Further research is necessary to clarify if this building wing was initially single-storey and the second floor and roof was added later, or if it was from the beginning a two-storey volume and only the pitched roof was added later.

Similar to other schools designed during this period, the original design of the school was defined by the creation of an appealing façade towards the main road and not by climatic considerations. Most of the classrooms were once again situated towards the south without adequate protection from the sun, hence exposed to the hot climate of the island.

The 1963 aerial photo of the area reveals the existence of the school garden also at the Bekirpasa Middle School. The school garden appears to be situated towards the southwest of the building parallel to the road, in front of the main facade of the school. This indicates that the school garden constituted an important feature of school life not only limited to elementary school buildings but also to secondary education schools of both the communities.

#### School building extensions 1976-1980

The Greek Cypriot community which started using the building in 1976 faced issues of lack of educational spaces (the school had eleven classrooms in 1976) to meet the demands of the dramatically increased number of students at the time due to the refugee crisis (Drosia Middle School, 1976-1981). This led to a series of extensions in the years that followed. Based on information from the school archive the following alterations, extensions and other modifications of the DMS were identified:

### 1977-1978 extension

In 1976 the assembly hall was divided into four classrooms increasing the number of classrooms to fifteen. Nevertheless, the building problem was still not resolved. In 1977-1978 a new single storey building volume was added at the continuation of the southwest wing of the school towards the east (Il. 4- 5/ DMS, Il. 4- 6/DMS). Three classrooms were added by this extension (Drosia Middle School, 1976-1981: p. 5). At an unknown later stage, a second storey and a roof has been added to that building volume. A photograph from the school archive reveals that an inauguration ceremony took place that year (Il. 4- 7/DMS).

In 1979 another new wing was added to the school. The new wing, a two-storey building volume, was situated parallel to the assembly hall, vertically positioned to the southernmost part of the 1977-78 extension to the school (Drosia Middle School, 1976-1981: p. 7) (Il. 4- 5/ DMS, Il. 4- 6/DMS). The construction of the new wing is visible in one of the photographs included in the school archive from the school year 1978-1979 (Il. 4- 8/DMS).

The school garden also was revived and was reorganised and replanted (Il. 4- 11/DMS, Il. 4- 12/DMS, Il. 4- 13/DMS). Many of the plants which exist in the garden today were planted during that period.



*Il. 4- 5/DMS Photo from the back cover of the school yearbook, 1976-1981 @ Drosia Middle School archive*

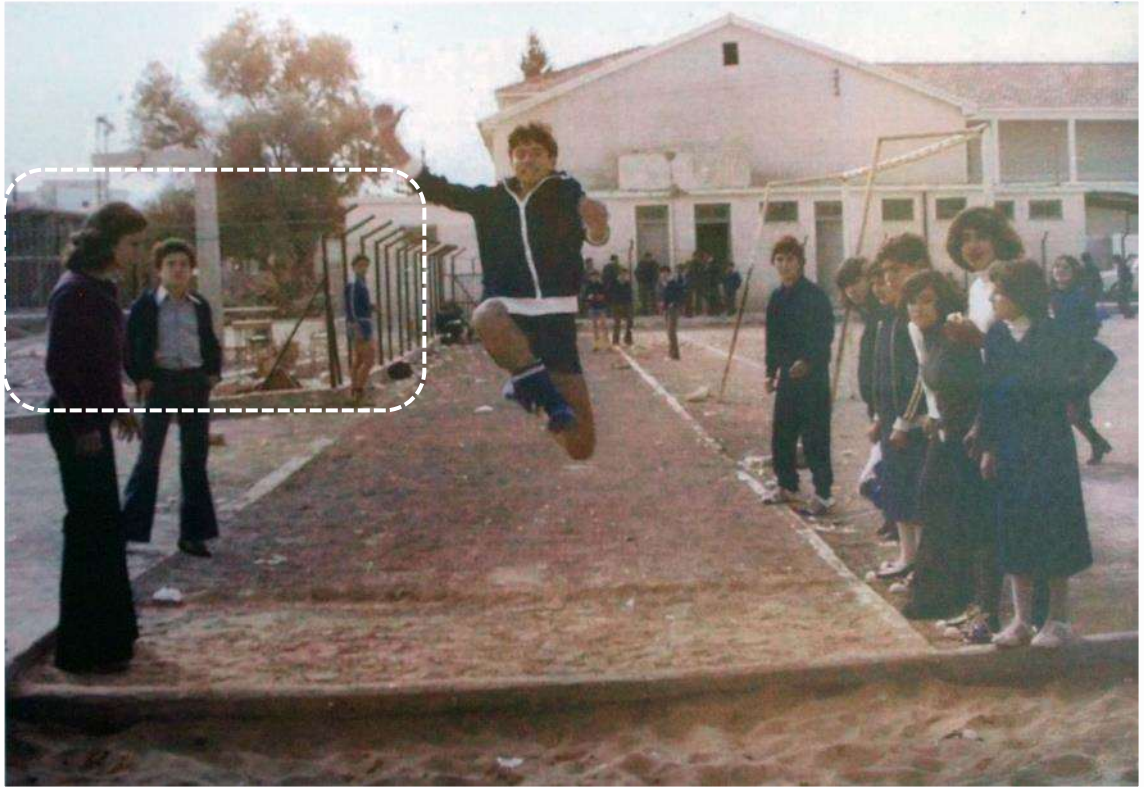


*Il. 4- 6/DMS Photo from the school album, 1983-1984 @ Drosia Middle School archive*



*Il. 4- 7/DMS Photo from the school album, 1977-1978 @ Drosia Middle School archive*





*Il. 4- 8/DMS Photo from the school album, 1978-1979 @ Drosia Middle School archive*



*Il. 4- 9/DMS Photo from the school album, 1978-1979 @ Drosia Middle School archive*



*Il. 4- 10/DMS Photo from the school album, 1979-1980 @ Drosia Middle School archive*



*Il. 4- 11/DMS Photo from the school album, 1977-1978 @ Drosia Middle School archive*





*Il. 4- 12/DMS Photo from the school album, 24<sup>th</sup> January 1980 @ Drosia Middle School archive*

*Il. 4- 13/DMS Photo from the school album, 24<sup>th</sup> January 1980 @ Drosia Middle School archive*

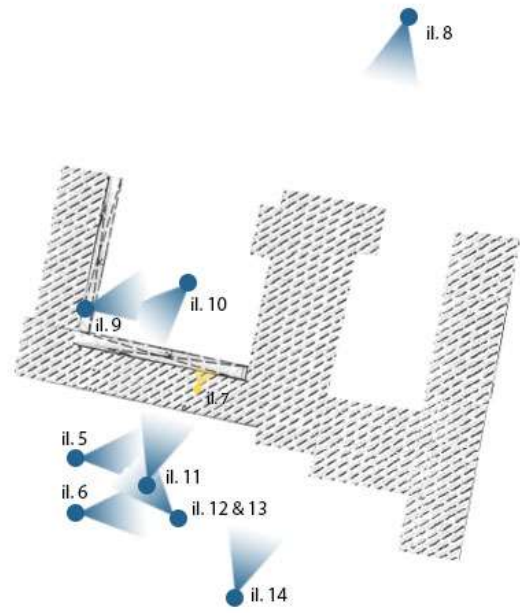


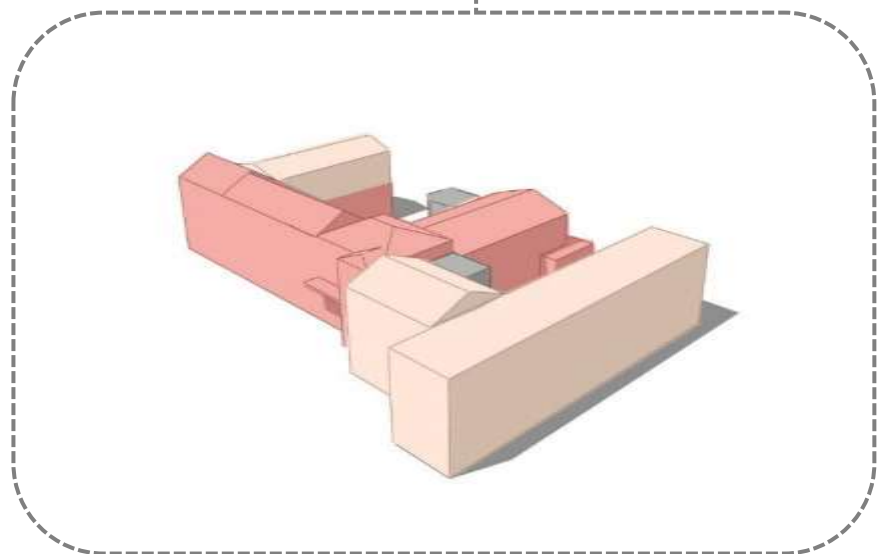
*Il. 4- 14/DMS Photo from the back cover of the school yearbook, 1987-1988 @ Drosia Middle School archive*




#### Later additions/ alterations

In the years that followed small scale additional volumes were added to the building as the building of the canteen situated within the western courtyard, and the staircase added to the western corner of the eastern courtyard. The sport fields were recently upgraded.

Figure 4- 1/DMS The DMS Archive Photos key map





-  Initial phase
-  Later additions \_ 1976-1980
-  Recent additions

*Il. 4- 15/DMS Aerial orthophoto of the area, 2014. The school site of DMS has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*



### *Current state*

The school's current state was visually assessed during a site visit by the researcher on the 7<sup>th</sup> of March 2018. The school is still used as a three-grade middle school under the name of Drosia Middle School.

The school complex's main components at its current state are: the original northwest, southwest and southeast wings of the building (Il. 4- 16/DMS, Il. 4- 16 Il. 4- 18/DMS, Il. 4- 18 Il. 4- 22/DMS, Il. 4- 23/DMS, Il. 4- 25/DMS, Il. 4- 26/DMS, Il. 4- 27/DMS) the later southwest and southeast extensions (Il. 4- 20/DMS, Il. 4- 29/DMS, Il. 4- 29 and other minor additions which were listed in the building chronology. The initial parts of the school are in overall preserved, although the original openings have been replaced by aluminium ones, with the exception of the main metal door and balcony door over it. The original assembly hall operates until today (Il. 4- 37/DMS). At its current state, the school has several prefabricated units positioned at the southwest and northeast of the building which temporarily cover the school's needs for additional classrooms (Il. 4- 20, Il. 4- 24/DMS).

Currently, there is a garden area on the southeast side of the school plot, parallel to the initial school building (Il. 4- 16/DMS, Il. 4- 16/DMS, Il. 4- 18). A parking area was created on the westernmost part of the plot. The sport fields are situated on the northwest and northeast side of the school plot. Today the school is located centrally in relation to the city's urban fabric. The area is known by the name Drosia (the school was named by the area's name) and it is one of the much densely populated areas of the city.



*Il. 4- 16/DMS & Il. 4- 17/DMS The main entrance at the southwest façade of the school's initial building @ Author, March 2018*



*Il. 4- 18/DMS & Il. 4- 19/DMS The westernmost area of the southwest façade of the school's initial building @ Author, March 2018*



*Il. 4- 20/DMS & Il. 4- 21/DMS The main entrance at the southwest façade of the school's initial building @ Author, March 2018*



*Il. 4- 22/DMS Northwest façade of the school @ Author, March 2018*



*Il. 4- 23/DMS Northeast façade of the school @ Author, March 2018*





*Il. 4- 24/DMS Northeast façade of the school @ Author, March 2018*



*Il. 4- 25/DMS The southeast façade of the northwest wing of the school @ Author, March 2018*



*Il. 4- 26/DMS East façade of the school's more recent wing (east wing) @ Author, March 2018*



*Il. 4- 27/DMS The southeast façade of the northwest wing of the school @ Author, March 2018*



*Il. 4- 28/DMS East façade of the school's more recent wing (east wing) @ Author, March 2018*



*Il. 4- 29/DMS & Il. 4- 30/DMS The westernmost area of the southwest façade of the school's initial building @ Author, March 2018*



*Il. 4- 31/DMS, Il. 4- 32/DMS & Il. 4- 33/DMS The school corridors @ Author, March 2018*

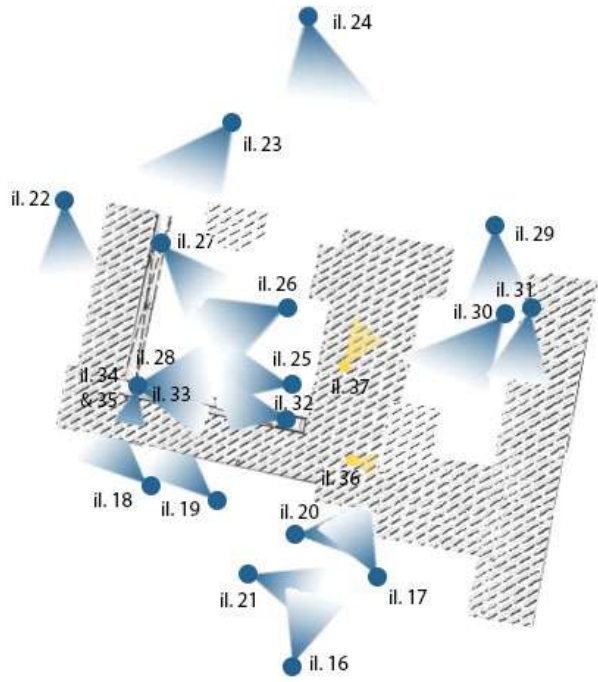




*Il. 4- 34/DMS, Il. 4- 35/DMS, Il. 4- 36/DMS The initial school staircases still in use today @ Author, March 2018*



*Il. 4- 37/DMS The interior of the school's assembly hall @ Author, March 2018*





### *Related Buildings and/or sites*

Within the framework of the public-aided schools' scheme six more schools were built during the same time all over Cyprus. Further than the Bekirpasa Middle School some of the other schools were: The Turkish College in Limassol, the Turkish College in Pafos, the Orta Okul in Polis, the High School in Polemi and the Turkish Lycée in Nicosia.<sup>250</sup> One of these schools which was identified and located, the Orta Okul in Polis presents many design similarities to the DMS and it can be hence hypothesized that the architect of the two buildings, which remains unidentified in both cases, is the same (Il. 4-39/DMS, Il. 4-40/DMS).



*Il. 4-39/DMS The Polis Middle School @ UNDP (photograph: Maria Costi de Castrillo, 2017)*



*Il. 4-40/DMS The Polis Middle School @ UNDP (photograph: Maria Costi de Castrillo, 2017)*

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<sup>250</sup> Cyprus State archives, SA1/1180/1951/2, Page 5, letter to the Administrative Secretary of the Government of Cyprus by the Director of Education on the 28<sup>th</sup> of October 1957



*Il. 4-41/DMS The former Ataturk Primary School, today Larnaka Faneromeni Middle School @ Author, 2018*

Another building related to the DMS is the Ataturk Primary School, the building to which the Bekirpasa Middle School was accommodated during the first years of its operation (Il. 4-41/DMS). During the 1964-1974 period the Ataturk Primary School was taken over by UNFICYP. A newspaper article in 1972 reveals that the Turkish Cypriot community was requesting by UNFICYP to return the building to its former use (Haravgi, 29 July 1972: p. 7).

An additional related to the DMS is the building to which the Bekirpasa Commercial College was relocated in 1964. This building which covered the educational needs of the Turkish Cypriot community during the period between 1964 and 1974 was an old Ottoman mansion situated at Mehmet Ali str. in the Turkish quarter of Iskele in Larnaka. During the 1964-1974 this mansion accommodated the Bekirpasa Commercial College and the Ataturk Primary School (Il. 4-42/DMS).<sup>251</sup>

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<sup>251</sup> Information provided by Dr Serdar Saydam and confirmed by other TC interviewees



*Il. 4-42/DMS The Ottoman mansion which accommodated the Bekirpasa Commercial college and the Ataturk Primary School during the period 1964-1974@ Serdar Saydam*

#### **4.4.3. Assessment of Significance**

DMS is an important school building for multiple reasons, as these are mentioned below.

The school has historic, social, architectural and evidential values as a public-aided school of the post-WWII colonial period. As one of the schools designed and built under this colonial scheme the DMS building carries values on the national level related to how the colonial policies and guidelines about Public Aided secondary education buildings influenced school building in Cyprus at the time. It would be interesting to examine if similar schemes have been implemented in other colonies also, hence adding values at the regional and international level to the building.

Interesting also related to the historic and social value of public aided buildings was the reception of the scheme by the communities. A letter to the Administrative Secretary of the Government of Cyprus by the Commissioner of Pafos on the 29<sup>th</sup> of August 1956 is indicative of how the scheme was received under the political climate of the period and about the intentions of the colonial government related to this scheme:

“You may be aware that when the idea of establishing public-aided schools was first suggested to the people, it provoked, rightly or wrongly, considerable opposition on political grounds from the Church and a large section of the Greek public, and also from a lot of influential and responsible Turks, principally, I think, because the whole thing was interpreted as an attempt on the part of the Government to impose its will and own standards upon the two communities, and to alienate their schools from the Greek and Turkish systems of education. [...] My opinion, for what it is worth, is that unless we assist these school more than we have done so far, we shall never

be able to attain the goal aimed at and to prove conclusively to the opposition that the idea of establishing public-aided schools was not prompted by ulterior clandestine motives but by a genuine desire on the part of the authorities to improve education generally and to raise the standard of the schools in the public interest. It is a recognised fact that one of the reasons for the many troubles we have had from school boys is that the schools in Cyprus, with the exception of the English School in Nicosia, have not been able to offer decent accommodation to their pupils and recreations to keep the boys fully occupied in their out-of-school life. In the case of Ktima, Polis and Polemi we have been able to supply proper buildings and to employ staff which will be controlled by the Education Department. We have not been able to assist in the provision of boarding houses, recreation grounds, furniture and other equipment, and although I agree that Government cannot be expected to provide everything so that the people should come to realize that they will get help if they are able to help themselves, I maintain that in the circumstances of Cyprus at present it is imperative in the public interest that our assistance should be considerably increased and that if we fail to do this, we shall have achieved little or nothing in the field of education".<sup>252</sup>

Another mention to the reaction of the communities and the 'motherlands' to the scheme is made at a letter to the Financial Secretary of the Government of Cyprus by the Director of Education on the 27<sup>th</sup> of November 1957. The Director of Education mentions: "the schools which refused public aided status have been more generously treated by Turkey, receiving not only staff but even grants for the capital cost of new buildings".<sup>253</sup>

These letters reveal how the Public-aided secondary schools aimed at improving the standards of education in the island and at the same time aimed at mitigating the rising anticolonial movement. Within that context the scheme and the schools which accepted it were up to a point negatively received by the communities due to anticolonial sentiments which run high among both the Greek Cypriot and Turkish Cypriot communities at the time.

Furthermore, the school has historic, evidential and communal values related to the twentieth-century history of the Turkish Cypriot community of Larnaka. Over and above, the school is located next to a historic religious site, the Turabi Mosque. The school has value for the local Turkish

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<sup>252</sup> Cyprus State archives, SA1/1180/1951, Page 151, letter to the Administrative Secretary of the Government of Cyprus by the Commissioner of Pafos on the 29<sup>th</sup> of August 1956

<sup>253</sup> Cyprus State archives, SA1/1180/1951, Page 163, letter to the Financial Secretary of the Government of Cyprus by the Director of Education on the 27<sup>th</sup> of November 1956

Cypriot community since it is linked with the communal experience of the Turkish Cypriots living in Larnaka. Many students were educated there, and many teachers taught at the school.

The school also carries social values linked with the value of secondary education for the people of Cyprus at the time, and more specifically for the Turkish Cypriot Community. The DMS was one of the early typologies of post-WWII modern secondary school buildings constructed and built to accommodate the rapidly rising population of Turkish Cypriot students. Its design reflects the post-WWII vision for education and social reform through education.

At the same time the school, shifting hands after 1974, facilitated and served the needs of a number of Greek Cypriot refugees which were relocated in the area after the division. In this way, the school obtained also social values for serving the needs of the Greek Cypriot refugees after 1974.

Further and above, accommodating many generations of Greek Cypriot students since 1974 the school acquired values also linked with the Greek Cypriot community and the many generations of students who were educated there, as well as staff which worked at the school.

Over and above the DMS initial building, has value as the first modern secondary school in the city and one of the first in the island in terms of design and construction but also in terms of school building program of secondary education buildings. It was constructed with a reinforced concrete frame and modern materials as previously described. Part of the original building features and fixtures still survive, including the railings, the flooring, the metal doors of the entrance and balcony, although its original timber windows have been replaced. Thus, the initial school building carries also technical and evidential values on the national level.

Finally, the heritage values of the DMS are irrevocably connected to its historic use as a school.

#### **4.4.4. User interviews**

User interviews were conducted at the DMS in February and March 2018. 10 current user interviews were conducted at the school during two site visits on the 28<sup>th</sup> of February and 7<sup>th</sup> of March 2018. 2 past user interviews were also conducted during this fieldwork period.

The users interviewed provided information regarding:

### *Knowledge on the history of the building*

The users have demonstrated some knowledge about the building's history. The gathered data demonstrate no differences in the knowledge of the building's history between interviewees (i) of different age groups, (ii) who are Larnaka citizens and the ones who are not Larnaka citizens. The users interviewed demonstrated knowledge and provided valuable information regarding the following subjects:

#### Build date

The users of the school interviewed did not demonstrate knowledge of the school's build date. One of the current users was under the misperception that the school was built in 1963 when actually the school was built almost a decade earlier.<sup>254</sup>

#### Name

Past users noted that the school's name was Bekirpasa.<sup>255</sup>

#### Operation

The past users of the school provided valuable information of the school's operation and ethos during its early period as a Turkish Cypriot secondary school. Most specifically one user remembered:

"I remember the big football field. We were going there (at school) by bicycle. We had to pass exams to enter the school. Classes were organised by level. Once a week we had cooking lesson in a special room with ovens. We were taught everything for the household (only girls). The school had very strict appearance standards, not long hair etc."<sup>256</sup>

The same interviewee noted: "It had three classes and if you wanted to continue you had to go to American Academy or to Nicosia, Limassol".<sup>257</sup>

Some of the current users of the school interviewed knew that the school was originally a Turkish Cypriot school.<sup>258</sup> Interviewees also had knowledge that the school operated for a period as a

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<sup>254</sup> (DMS\_CU\_10, Question 6)

<sup>255</sup> (DMS\_PU\_01, Question 6), (DMS\_PU\_02, Question 5; Question 6; Question 7)

<sup>256</sup> (DMS\_PU\_02, Question 4)

<sup>257</sup> (DMS\_PU\_02, Question 4)

<sup>258</sup> (DMS\_CU\_02, Question 6), (DMS\_CU\_09, Question 4)

private higher education institution (KASA),<sup>259</sup> and it became the Drosia Middle School after 1976.<sup>260</sup>

One of the interviewees mentioned that refugee families were accommodated in the school before it started operating as the DMS in 1976.<sup>261</sup> It was not possible to confirm this information in the framework of this study.

#### Alterations / Building phases

Interviewees who were past students provided valuable information about the schools' former phases. Interviewees remember a "fireplace or a wood stove" at the teachers' hall,<sup>262</sup> the flower garden which they described as similar to the garden at the Tuzla Elementary School (AIES).<sup>263</sup> The students remember also the Turabi Mosque next to the school.<sup>264</sup>

#### Involved communities

The survey revealed that the link of the school with the Turkish Cypriot community is a widely known fact among the school users.<sup>265</sup>

#### Important events

The interviews also highlighted various important events in the history of the building.

The users interviewed remembered facts from school life during the bicomunal conflict events. One of the interviewees mentioned that at the time of the 'trouble', as people refer to the events of 1963, the school was set on fire.<sup>266</sup> It was not possible to confirm this information in the framework of this study. Another interviewee added that the school was abandoned by 1964-

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<sup>259</sup> (DMS\_CU\_02, Question 6), (DMS\_CU\_03, Question 6), (DMS\_CU\_09, Question 4), (DMS\_CU\_10, Question 6)

<sup>260</sup> (DMS\_CU\_02, Question 6), (DMS\_CU\_09, Question 6), (DMS\_CU\_10, Question 6)

<sup>261</sup> (DMS\_CU\_01, Question 6)

<sup>262</sup> (DMS\_CU\_02, Question 11)

<sup>263</sup> (DMS\_PU\_02, Question 6)

<sup>264</sup> (DMS\_PU\_01, Question 4)

<sup>265</sup> (DMS\_CU\_02, Question 6), (DMS\_CU\_04, Question 6), (DMS\_CU\_05, Question 6), (DMS\_CU\_09, Question 4)

<sup>266</sup> (DMS\_CU\_04, Question 6)

1965 due to bicomunal strife.<sup>267</sup> More specifically, one of the interviewees mentioned: "Due to the events (bicomunal trouble) in 1966 had to leave the American Academy. We were home for one year and then went to Ticaret college".<sup>268</sup>

Furthermore, the interviewees remembered the involvement of the school in events related to the 1974 war. Some of the interviewees mentioned the fact that the Turkish men were withheld at the school during the war.<sup>269</sup>

#### Proposed sources of information and provided documents

Related to the above, one of the interviewees provided also a photographic document from 1974 when Turkish Cypriots were withheld at the school (Il. 4- 43/DMS). The caption of the photo, originally written in French translates to:

"In Cyprus[...] under the aegis of the International Committee of the Red Cross, liberation of all Turkish Cypriot prisoners in Larnaka and preparation of their transfer before the exchange with the Greek prisoners who will follow at Ledra Palace, in Nicosia"

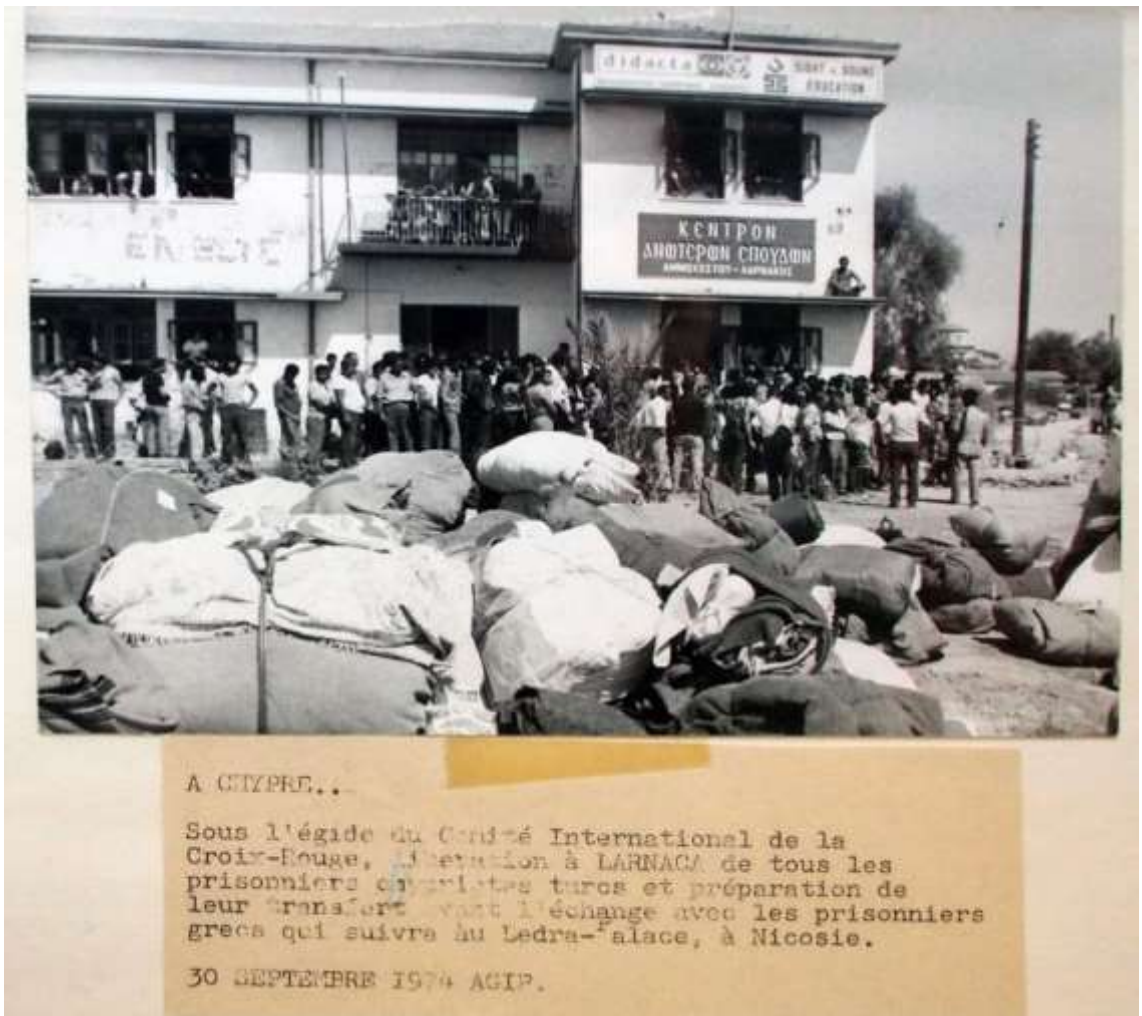
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<sup>267</sup> (DMS\_CU\_10, Question 6)

<sup>268</sup> (DMS\_PU\_02, Question 6)

<sup>269</sup> (DMS\_PU\_01, Question 6)





*Il. 4- 43/DMS Turkish Cypriots being withheld at the school, 30<sup>th</sup> September 1974 @ Paraskevas Samaras private archive*

### Other

Other information the interviewees provided relate to the archaeological and religious heritage of the site. Many of the interviewees referred to archaeological findings in the neighbouring plots to the school, but also in the school site in the area of the sports fields.<sup>270</sup>

<sup>270</sup> (DMS\_CU\_02, Question 7), (DMS\_CU\_04, Question 7), (DMS\_CU\_05, Question 7), (DMS\_CU\_10, Question 8)

The interviewees also mentioned the existence of important religious sites in the neighbouring plots of the school as the burial site and chapel of Agios Therapontas,<sup>271</sup> and the Turabi Mosque.<sup>272</sup>

Noteworthy is the fact that the Greek Cypriot current users of the school interviewed referred only to the archaeological remains of the Agios Therapontas burial site and chapel at the neighbouring site and the Turkish Cypriot past users only to the Turabi Mosque. Both these religious sites are located at the same plot.

The interviewees also remembered past school theatre performances.<sup>273</sup>

#### Historic perception

One of the school's past users interviewed remembers that as a student at the school during the first years of its operation she remembers it as "new and nice".<sup>274</sup>

The users interviewed provided no further information regarding the building's (i) Commission and design, (ii) benefactors, donations and other information about the school's funding, (iii) architect, Engineers and other technical staff/companies involved, and/or (iv) related people or other related buildings.

#### *Valued aspects of the Drosia Middle School*

The Drosia Middle school is moderately valued by its users. Out of the total number of users interviewed, 10 current users and 2 past users (12 users), 9 consider the DMS as significant while 3 out of these 12 do not consider it as significant. 7 out of these 9 responded with a strong positive feeling while 2 out of the 9 recognised that it is significant in some ways but highlighted some of the issues which affect negatively their perception of its significance. For example: "Historically yes (it is significant). It is one of the oldest schools in Larnaka. But today it has many issues building wise. It has no infrastructure",<sup>275</sup> and "It has historic value as any old building of a

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<sup>271</sup> (DMS\_CU\_02, Question 7), (DMS\_CU\_03, Question 7), (DMS\_CU\_04, Question 7), (DMS\_CU\_10, Question 7)

<sup>272</sup> (DMS\_PU\_01, Question 4)

<sup>273</sup> (DMS\_PU\_05, Question 11)

<sup>274</sup> (DMS\_PU\_02, Question 6)

<sup>275</sup> (DMS\_CU\_04, Question 4)

period. There also have been excavations and there were Palaeolithic findings here. Further than this it is nothing special. Historically it used to be the KASA (college). It was Turkish Cypriot. Today it is unsuitable for its current use. It does not meet the educational needs".<sup>276</sup>

Concurrently, 3 out of 12 users interviewed do not consider the building significant. The 2 out of the 3 who replied with a strong negative reply expressed the following reasons: "Due to the fact that it is very old, and it does not serve the contemporary educational needs of its use as is",<sup>277</sup> and "[There is] Nothing special about it to distinguish it from other buildings. Neither architecturally, neither construction wise, neither historically".<sup>278</sup> The third of the users interviewed which does not consider it as significant replied more moderately recognising it has value in a way "It is significant as an educational institution but not as a building".<sup>279</sup>

In addition, 8 out of the 12 interviewees expressed also a personal bond with the building.<sup>280</sup> 2 of the ones who consider the building as significant did not express personal bond with the building,<sup>281</sup> while one interviewee who does not consider the building as significant expressed a personal bond with it.<sup>282</sup>

It is noteworthy that according to the gathered data the levels of appreciation of the building are noted high among the following groups of interviewees: (i) refugees (3 current users and 2 past users), (ii) current or former Larnaka citizens (6 current users and 2 past users).

It is also noteworthy that the total number of interviewees who do not consider the building as significant are current users who used to be also past users of the building.

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<sup>276</sup> (DMS\_CU\_09, Question 4)

<sup>277</sup> (DMS\_CU\_02, Question 4)

<sup>278</sup> (DMS\_CU\_03, Question 4)

<sup>279</sup> (DMS\_CU\_08, Question 4)

<sup>280</sup> (DMS\_CU\_01, Question 5), (DMS\_CU\_05, Question 5), (DMS\_CU\_06, Question 5), (DMS\_CU\_07, Question 5), (DMS\_CU\_08, Question 5), (DMS\_CU\_09, Question 5), (DMS\_CU\_10, Question 5), (DMS\_PU\_02, Question 9)

<sup>281</sup> (DMS\_CU\_04, Question 5), (DMS\_PU\_01, Question 9)

<sup>282</sup> (DMS\_CU\_08, Question 5)

Further than this the gathered data demonstrates no differences in the perception of the building's significance between (i) different sexes, (ii) different age groups, (iv) Turkish Cypriot and Greek Cypriot citizens.

#### Range of heritage values linked with the Drosia Middle School

25 expressions of significance have been noted in the interviews which correspond to a variety of values categories as:

##### *Emotional*

Some of the users interviewed attribute emotional value to the school as employees there and/or as past students.<sup>283</sup>

##### *Use value*

Additionally, the interviewees consider the building significance due to its use as a school, and especially as a historic school of the city of Larnaka.<sup>284</sup>

##### *Historic value*

One of the most widely attributed values to the school among the interviewees is historic value.<sup>285</sup> As mentioned above, the school is valued as a historic school of the city,<sup>286</sup> a school building of a historic period,<sup>287</sup> "[...]the first modern secondary school in Larnaka" as one of the interviewees highlighted,<sup>288</sup> a historic school linked with the local communities,<sup>289</sup> and a school linked with the history of the refugees.<sup>290</sup>

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<sup>283</sup> (DMS\_CU\_01, Question 5), (DMS\_CU\_05, Question 5), (DMS\_CU\_08, Question 5), (DMS\_CU\_09, Question 5)

<sup>284</sup> (DMS\_CU\_04, Question 5), (DMS\_CU\_05, Question 9), (DMS\_CU\_06, Question 4; Question 5), (DMS\_CU\_08, Question 4)

<sup>285</sup> (DMS\_CU\_04, Question 4; Question 9), (DMS\_CU\_05, Question 9), (DMS\_CU\_06, Question 8), (DMS\_CU\_09, Question 4), (DMS\_CU\_09, Question 9),

<sup>286</sup> (DMS\_CU\_04, Question 9), (DMS\_CU\_05, Question 9), (DMS\_CU\_09, Question 9),

<sup>287</sup> (DMS\_CU\_09, Question 4)

<sup>288</sup> (DMS\_PU\_02, Question 7)

<sup>289</sup> (DMS\_PU\_02, Question 11)

<sup>290</sup> (DMS\_CU\_1, Question 4), (DMS\_CU\_10, Question 4)

### *Archaeological value*

Further than the building's historic value is also the archaeological value of the site which have been acknowledged by the interviewees.<sup>291</sup>

### *Architectural value*

The school is additionally valued for its architectural qualities.<sup>292</sup> One of the interviewees noted "It was an excellent building for its time. Modern and had all equipment[...]".<sup>293</sup> Another interviewee highlighted that "the original part is built in stone. I consider it as significant".<sup>294</sup>

### *Aesthetic value*

Linked with its architectural value is the appreciation of the school for its aesthetic value also.<sup>295</sup>

### *Age value*

Age value was also acknowledged by the interviewees. The school is considered significant as one of the oldest school buildings in Larnaka.<sup>296</sup>

### *Social value*

The DMS is considered significant by its users interviewed for its social value. Social value linked to its contribution to educating generations of students.<sup>297</sup> One of the interviewees noted that the school educated students from the whole district who were traveling to Larnaka to attend the school.<sup>298</sup> At the same time social values are attributed to the school for its service to the Greek Cypriot refugees.<sup>299</sup>

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<sup>291</sup> (DMS\_CU\_09, Question 4)

<sup>292</sup> (DMS\_CU\_07, Question 4), (DMS\_CU\_10, Question 4), (DMS\_PU\_01, Question 7), (DMS\_PU\_02, Question 7)

<sup>293</sup> (DMS\_PU\_02, Question 7)

<sup>294</sup> (DMS\_CU\_10, Question 4)

<sup>295</sup> (DMS\_CU\_02, Question 11), (DMS\_CU\_07, Question 4), (DMS\_CU\_07, Question 5), (DMS\_PU\_02, Question 6)

<sup>296</sup> (DMS\_CU\_04, Question 4), (DMS\_CU\_05, Question 4), (DMS\_CU\_09, Question 4)

<sup>297</sup> (DMS\_CU\_04, Question 5), (DMS\_PU\_02, Question 7)

<sup>298</sup> (DMS\_PU\_02, Question 7)

<sup>299</sup> (DMS\_CU\_01, Question 4; Question 6), (DMS\_CU\_09, Question 9), (DMS\_CU\_10, Question 4),

### *Communal value*

Furthermore, the communal value of the school building to the Turkish Cypriot community was highlighted by the Turkish Cypriot past users interviewed.<sup>300</sup> As the interviewees noted: “this building used to be like family for the children and the parents”.<sup>301</sup>

One of the Turkish Cypriot interviewees discussing the school’s significance mentioned that the school, an up to date modern building for its time “was equal to the GC schools”.<sup>302</sup> It is interesting how the communal significance of the school for the Turkish Cypriot community was enhanced by being up to the standards of the Greek Cypriot schools.

### *Other*

Another set of values was acknowledged by the interviewees. The reuse value of the building. “Because it is an old building it should be modified in a suitable manner. Possibly it could be reused differently”.<sup>303</sup>

## Nature of heritage values linked with the Drosia Middle School

### *Past and Present Values*

The interviews reveal that the DMS school building held heritage values also in the past as it does today for its users. The interviewees referred to values the school held in the past, during the first years of its operation and later on mostly related to the architectural quality of the building, the fact that it was new, its scale, its modern aesthetic, the fact that it had an assembly hall with a theatre stage and other specialised spaces.<sup>304</sup> Further, as explained above the school in the past, during the first phase of its operation also held use value, social value and communal value as a secondary school for the Turkish Cypriot community of Larnaka.<sup>305</sup> After 1974 the school acquired use and social value for the Greek Cypriot community for its use for the educational needs of the refugees and later on for the whole Larnaka.

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<sup>300</sup> (DMS\_PU\_01, Question 8; Question 11), (DMS\_PU\_02, Question 7; Question 8; Question 11)

<sup>301</sup> (DMS\_PU\_02, Question 8)

<sup>302</sup> (DMS\_PU\_02, Question 7)

<sup>303</sup> (DMS\_CU\_10, Question 9)

<sup>304</sup> (DMS\_CU\_02, Question 11), (DMS\_PU\_01, Question 7), (DMS\_PU\_02, Question 6; Question 7)

<sup>305</sup>

At present the school is less appreciated for its architectural values, but it is highly evaluated for its historic value, its use and reuse value and its communal value for both Greek Cypriot and Turkish Cypriot communities, while it also acquired emotional values for its users.

#### *Levels of Significance*

The identified expressions of significance related to the building reveal various levels of local importance. The interview replies highlight the building's importance for its users to the personal level,<sup>306</sup> and for the city of Larnaka to the local level.<sup>307</sup> More specifically, the interviewees highlighted the school's value to the city in the past "Students were coming from all the district. It was significant for all Larnaka",<sup>308</sup> and at present as "[...]one of the oldest schools in Larnaka",<sup>309</sup> and "one of the central schools of Larnaka",<sup>310</sup> "[...]part of the city's history" linked with its tradition.<sup>311</sup>

#### *Linked with the refugee experience*

As mentioned in the beginning of this perception subchapter, the data analysed highlighted a pattern in the replies of the school's users interviewed who are refugees. The total number of the school's users' interviews who are refugees (3 current users and 2 past users) consider the building as significant.<sup>312</sup> The analysis of their replies highlighted that they link the school with the experience of refugeehood and this is part of the reasons why the building is valued. The Greek Cypriot current users of the school interviewed highlight that "It is connected with the refugees",<sup>313</sup> "It accommodated refugee population",<sup>314</sup> and "Its history is connected to refugeehood".<sup>315</sup>

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<sup>306</sup> (DMS\_CU\_01, Question 5), (DMS\_CU\_05, Question 5), (DMS\_CU\_08, Question 5), (DMS\_CU\_09, Question 5)

<sup>307</sup> (DMS\_CU\_04, Question 4; Question 9), (DMS\_CU\_05, Question 4), (DMS\_CU\_06, Question 4; Question 5)

<sup>308</sup> (DMS\_PU\_02, Question 7)

<sup>309</sup> (DMS\_CU\_04, Question 4)

<sup>310</sup> (DMS\_CU\_06, Question 4; Question 5)

<sup>311</sup> (DMS\_CU\_04, Question 9)

<sup>312</sup> (DMS\_CU\_01, Question 4), (DMS\_CU\_05, Question 4), (DMS\_CU\_10, Question 4), (DMS\_PU\_01, Question 7; Question 8), (DMS\_PU\_02, Question 7; Question 8)

<sup>313</sup> (DMS\_CU\_01, Question 4)

<sup>314</sup> (DMS\_CU\_09, Question 9)

<sup>315</sup> (DMS\_CU\_10, Question 5)

Physical elements of the building which the interviewees consider of special significance

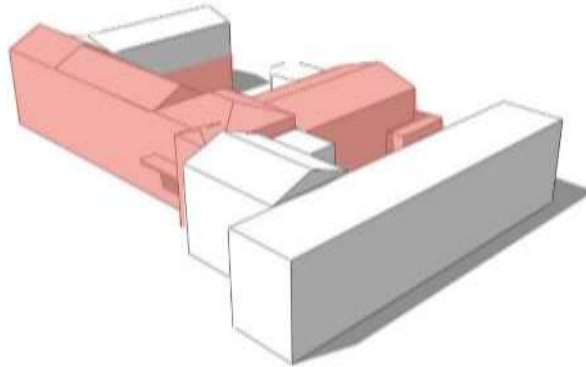
*School building in total*

Only one of the users interviewed considers the DMS school building significant as a whole.<sup>316</sup>

*The old wing*

Some of the users interviewed identified the building's older part of the school as a physical part of the building of special significance. The interviewees attributed age value and historic value to this part of the building.<sup>317</sup>

Il. 4- 44/ DMS The old wing of the DMS



*Building's front façade*

Another of the interviewees identified specifically the building's front (south) façade as a physical feature of the building of special significance.<sup>318</sup>

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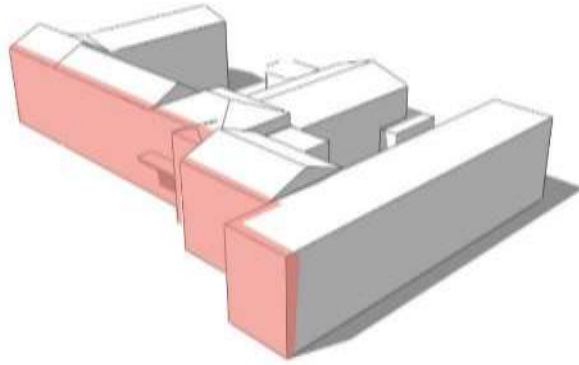
<sup>316</sup> (DMS\_CU\_07, Question 8)

<sup>317</sup> (DMS\_CU\_06, Question 8), (DMS\_CU\_10, Question 8),

<sup>318</sup> (DMS\_CU\_08, Question 8)



*Il. 4- 45/ DMS The front facade of the DMS*



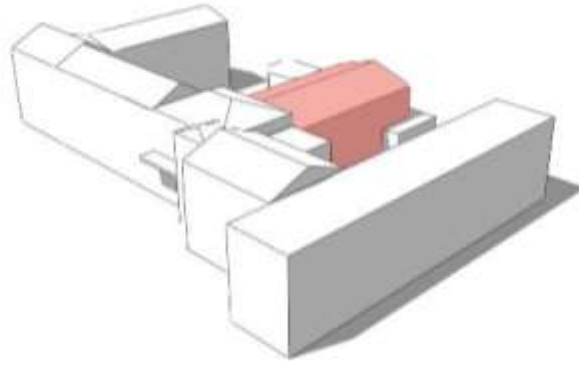
*Il. 4- 46/DMS The DMS front façade of the old wing @ Author, April 2018*

### *Assembly hall*

Several of the users interviewed demonstrated appreciation to the assembly hall (or Sport Salon as it was referred to or theatre space as it is referred to today) of the school (Il. 4- 37/DMS).<sup>319</sup>

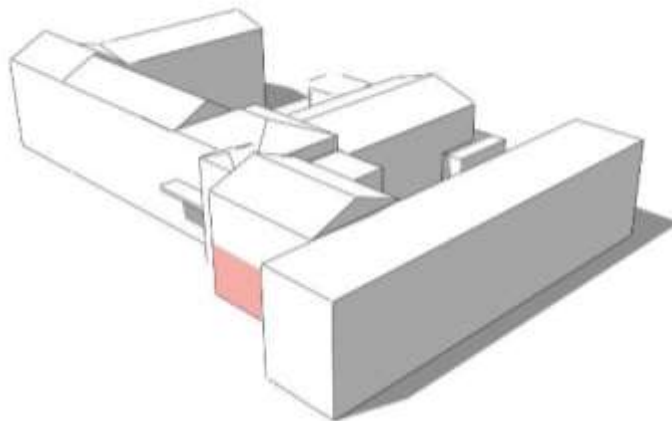
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<sup>319</sup> (DMS\_CU\_02, Question 11), (DMS\_CU\_05, Question 8), (DMS\_PU\_02, Question 10)



*The library*

One of the interviewees also referred to the school's library "[...]for its content and the space".<sup>320</sup>



*Site/ Location*

The school users interviewed repeatedly highlighted the value of the school's location,<sup>321</sup> as well as the archaeological and religious value of the school site and the neighbouring sites as being linked with the school's significance.<sup>322</sup>

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<sup>320</sup> (DMS\_CU\_05, Question 8)

<sup>321</sup> (DMS\_CU\_07, Question 4), (DMS\_CU\_10, Question 4)

<sup>322</sup> (DMS\_CU\_10, Question 8), (DMS\_PU\_01, Question 10)

## *User attitudes survey*

### Attitudes related to the building's protection

10 out of 12 users (8 current and 2 past) interviewed answered positively about the need to protect the building. It is interesting in the case of the DMS that although its users interviewed support its protection at a high percentage, almost all stressed the need for the building's maintenance and upgrade. Out of the 8 current users which replied positively only 1 out of them replied with a strong yes. The rest 7 are positive about protecting the building but they have noted several issues that need to be addressed. Namely the interviewees noted: "It has been neglected for many years and it needs to be maintained",<sup>323</sup> "it needs building upgrade. It needs infrastructure. It has shortcomings in relation to the contemporary educational needs",<sup>324</sup> "there is need to maintain and improve it",<sup>325</sup> "At its current condition there is architectural chaos and visual pollution",<sup>326</sup> "Its façade should be preserved, the rest should be upgraded",<sup>327</sup> "If its physical state was improved I wouldn't object to its preservation",<sup>328</sup> and "It should be protected because it is the mercy of vandalism".<sup>329</sup>

2 out of the 10 current users interviewed believe that the building should not be protected, it should be demolished and replaced by a new school.<sup>330</sup>

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<sup>323</sup> (DMS\_CU\_01, Question 9)

<sup>324</sup> (DMS\_CU\_04, Question 9)

<sup>325</sup> (DMS\_CU\_05, Question 9)

<sup>326</sup> (DMS\_CU\_07, Question 9)

<sup>327</sup> (DMS\_CU\_08, Question 9)

<sup>328</sup> (DMS\_CU\_09, Question 9)

<sup>329</sup> (DMS\_CU\_10, Question 9)

<sup>330</sup> (DMS\_CU\_02, Question 9), (DMS\_CU\_03, Question 9)

2 out of 2 past users believe that the building should be protected.<sup>331</sup>

Willingness to be involved in decision making processes for the building's future

The school interviews revealed moderate interest by its users in participating in decision making processes for the building's future. In total, 7 (5 current and 2 past users) out of the 12 users of the school interviewed expressed interest to participate in any decision process for the future of the building. 4 out of 10 current users expressed no interest to participate in this process and 1 did not reply in the question.

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<sup>331</sup> (DMS\_PU\_01, Question 11), (DMS\_PU\_02, Question 11)

#### 4.4.5. Comparative assessment table

Table 4-2/DMS Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews				
Physical elements	Values identified by the assessment of significance	Level	Values identified by the user interviews	Level
The initial school building	Architectural value and evidential value for its design as a public-aided school of the post-WWII colonial period in Cyprus. Much of the building's original phase exists without severe alterations	Regional and International level/ National level		
	Architectural and historic value as early typology of post-WWII modern secondary school buildings	National level/ Local level (city)	Architectural Historic value as the first modern secondary school buildings in Larnaka	Local level (city)
	Technical values as one of the first modern reinforced concrete schools	National level		
	Historic value as a public-aided Turkish Cypriot school of the post-WWII colonial period in Cyprus	National level		
	Social value of the school as a public aided school	National level		
	Social value linked with the value of secondary education at the time	National level/ Local level (city)	Social value for its contribution to educating generations of students	Local level (city)
	Historic, communal and evidential values related to the Turkish Cypriot community of Larnaka	Local level (city)	Communal value for the Turkish Cypriot community of Larnaka	Local level (city)
	Social value for serving the needs of the refugees after the 1974 war	Communal level/ Local level (city) / National level	Social value for its service to the Greek Cypriot refugees	National level/ Local level (city)
	Communal value for the local Greek Cypriot community	Local level (area)/ Local level (city)		
			Aesthetic value	
		Age value as one of the oldest schools in the city	Local level (city)	
		Reuse value	Local level (city)	
Façade*			Aesthetic value	
Assembly hall*			Emotional value, Use value, Architectural value	
Library*			Use value	

Location and site	Historic, Evidential and Communal linked with the Turkish Cypriot community	National (island-wide)/ Local level (city)		
			Archaeological value for the archaeological findings on site and at neighbouring sites	National level/ Local level (city)
Overall	Use value		Use value as an educational institution	Local level (city)
			Emotional value	Personal level
* Physical elements identified only by the user interviews				

## 4.5. Agios Georgios High School

### 4.5.1. Site Identification

Table 1/AGHS Site description

<b>Building ID</b>	<ul style="list-style-type: none"><li>- <b>Current name:</b> Agios Georgios High School (Λύκειο Αγίου Γεωργίου Λάρνακας)</li></ul>  <p><i>Il. 4- 1/AGHS The Agios Georgios High School @Author, March 2018</i></p>
<b>Historic information</b>	<ul style="list-style-type: none"><li>- <b>Original name (and other former names):</b> Larnaka Gymnasium (Γυμνάσιο Λάρνακος/ Λάρνακας)</li><li>- <b>Educational level:</b> Secondary education</li><li>- <b>Involved communities:</b> Greek Cypriot</li><li>- <b>Involved authorities (past):</b> Technical Services of the Greek Education Office, Greek Cypriot School Ephorate of Larnaka</li><li>- <b>Architect:</b> I. Perikleous (N. Rousos and I. Perikleous architectural and engineering firm)</li><li>- <b>Other involved individuals/companies/ organisations in design and construction:</b><ul style="list-style-type: none"><li>- N. Rousos (civil engineer)</li><li>- Agios Georgios Kontos church (benefactor)</li><li>- Greek Government (benefactor)</li><li>- School Ephorate of Larnaka (benefactor)</li><li>- Agios Lazaros Church (benefactor)</li><li>- G.D. Dianellos Tobacco Industry (benefactor)</li><li>- Metropolitan Bishop of Kition (benefactor)</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>- Completion date: 1961</li> <li>- Inauguration date: 18.2.1962 or May 1962</li> <li>- Years of operation: 1961-ongoing</li> </ul>
Current state	<ul style="list-style-type: none"> <li>- Current state: in use</li> <li>- Involved authorities for the building's upkeep: Ministry of Education and Culture Republic of Cyprus, Larnaka School Ephorate</li> <li>- Status of protection: None</li> </ul>
Location	<ul style="list-style-type: none"> <li>- Address: 101 Georgios Grivas Digenis Avenue, 6043, Larnaka, Cyprus</li> <li>- GPS Coordinates: 34° 55' 20.8"N 33° 36' 37.5"E</li> </ul>

#### 4.5.2. Site Description

##### *Building history*

The construction of the "Larnaka Gymnasium" (Γυμνάσιο Λάρνακας), former name of the Agios Georgios High School (Λύκειο Αγίου Γεωργίου Λάρνακας) was initiated in 1960 in a plot donated for this purpose by the church of Agios Georgios Kontos.



Il. 4- 2/AGHS Cadastral map @ Department of Lands and Surveys, Republic of Cyprus



The construction of the school coincided with the Cypriot independence and the establishment of the Republic of Cyprus. The school was one of the first schools to be built during this new era of the island's history. As previously explained, under the new constitution education remained in the hands of the two Communal Assemblies, Turkish Cypriot and Greek Cypriot (Παυλου, 2015: p. 206). Each community was in charge of its own schools and its own education. During the postcolonial period secondary education was one of the priorities of the communal education and one of its most ambitious projects since it was considered key for the formation of the national identity and the social and economic development (Παυλου, 2015: p.235). Within this context the economic difficulties the Greek communal assembly was facing did not stop the Greek Cypriot community of Larnaka from materializing the up to date school of AGHS. This became possible with contributions from the Greek Government, the Greek Cypriot School Ephorate of Larnaka, the Agios Lazaros Church, the G.D. Dianellos Tobacco Industry, and from other individuals.<sup>332</sup> The initiative for the construction of the school and for gathering the donations was led by the Metropolitan Bishop of Kition.<sup>333</sup>

Under the new constitution, responsible for the design of new school buildings was the Technical Department of the Greek Education Office (Χατζηγεωργίου, 1976: p.166). Nevertheless, the issue of the lack of architects trained in school architecture was still persistent and hence the design of large school projects was still outsourced to private architects with experience in school architecture as the school's architects, N. Rousos and I. Perikleous.

The inauguration plaque which still survives in the entrance space of the school, situated over the main ground floor entrance to the theatre space indicates the inauguration date which is the 18<sup>th</sup> of February 1962. The date was also confirmed by the photographic archive of the Press and Information Office of the Republic of Cyprus which contains photos from the inauguration date.<sup>334</sup> The photos constitute testimony that the first President of the Republic, Archbishop Makarios was present at the inauguration ceremony.

It first operated as a male six-grade secondary education school at this building during the 1961-1962 school year although part of the Gymnasium was first developed as part of the Pangkyprio

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<sup>332</sup> Larnaka Pangkyprio High School, 50 years, 1911-1961, Larnaka, Cyprus, May 1962. P.29. Source: Larnaka Municipality Historic Archive –AP.M. 104 Λεύκωμα, Γ. Ευστρατιάδης.

<sup>333</sup> Ibid, p.25

<sup>334</sup> Press and Information Office, Republic of Cyprus, Photo Archive (Private Archives –Giorgos Vatyliotis archive - 0402-001-YV)

Commercial Lyceum (today Pangkyprio High School).<sup>335</sup> Classical (Humanities) secondary education classes were introduced in the programme of the Pangkyprio Commercial Lyceum already in 1939, and later became a separate gymnasium within the school.<sup>336</sup> In 1960 we have the first graduates of the gymnasium in Pangkyprio High School.<sup>337</sup> As gradually the number of students of the Pangkyprio High School increased, the need for a separate building for the gymnasium became urgent.<sup>338</sup>

During its first year of operation the Gymnasium had Classical and Economic Departments, while a Practical Direction department (Positive Sciences) was added during the next school year 1962-1963. In the year 1968-1969 the Economic Department was moved to another school. The "Larnaka Gymnasium" was recognized by the Greek Government as equivalent to the Greek secondary education school on the 22<sup>nd</sup> of February 1965.<sup>339</sup>

The "Larnaka Gymnasium" in the school year 1972-1973 had twenty-four classrooms. Twelve on the ground floor and twelve on the first floor. It had 800 students and 45 teachers. It included a Gymnasium (gymnastics room), a library, a canteen, a garden and a playing field.<sup>340</sup>

After the island's division in 1974 the school operated in double mode, morning and afternoon for the school years 1974-75, 1975-76 and 1976-77 in order to accommodate the refugee students.<sup>341</sup>

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<sup>335</sup> Ibid, p.25

<sup>336</sup> Ibid, p.33

<sup>337</sup> Larnaka Pagkyprio High School, 50 years, 1911-1961, Larnaka, Cyprus, May 1962. P.33-34. Source: Larnaka Municipality Historic Archive -AP.M. 104 Λεύκωμα, Γ. Ευστρατιάδης.

<sup>338</sup> Ibid, p. 52-53

<sup>339</sup> Student Lighthouse (Μαθητικός Φάρος) Magazine, school year 1977, Published by the Larnaka Gymnasium (Afternoon mode of study). Back cover. Source: Larnaka Municipality Historic Archive - AP.M. 101 Περιοδικά Σχολείου, Γ. Ευστρατιάδης

<sup>340</sup> Student Lighthouse (Μαθητικός Φάρος) Magazine, school year 1972-1973, Published by the Larnaka Gymnasium. p.173. English essay by 2<sup>nd</sup> grade student Christopher Frangeskou. Source: Larnaka Municipality Historic Archive -AP.M. 101 Περιοδικά Σχολείου, Γ. Ευστρατιάδης

<sup>341</sup> Ibid

During the 1977-78 school year the school returned to normal operation mode as a mixed gymnasium with 1,655 students in 43 classes and 87 teachers.<sup>342</sup> Since 1986-1987 it has been operating as a high school (three-grade secondary education)<sup>343</sup>

### *Building chronology*

#### Initial phase

The "Larnaka Gymnasium" building plot has dimensions 341 m. x 244 m.<sup>344</sup> At its original phase the building had twenty main classrooms, and special classrooms for History, Geography, Technical studies, Chemistry and Physics teaching, a large library and reading room and a theatre room of 1200 people capacity. In addition, it included a number of office and storage spaces. The total construction cost at its first phase was around 100,000 Cyprus pounds (additionally to the plot value). In its original phase the building had a short north wing (ill. 3,4) but there was provision from the beginning to extend that wing in order to house the girls' section of the school.<sup>345</sup> Although the architectural drawings of the building have not been identified, the building's initial phase is documented in photograph from the Press and Information Office, Republic of Cyprus and the I. Perikleous personal archive.



*Il. 4-3/AGHS The Agios Georgios High School @ Technical Services Archive, Ministry of Education and Culture, Republic of Cyprus*

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<sup>342</sup> Student Lighthouse (Μαθητικός Φάρος) Magazine, school year 1978, Published by the Larnaka Gymnasium. Back cover. Source: Larnaka Municipality Historic Archive –AP.M. 101 Περιοδικά Σχολείου, Γ. Ευστρατιάδης

<sup>343</sup> Ministry of Education Technical Services, Current State Survey of Agios Georgios High School, June 2016. Plan A01

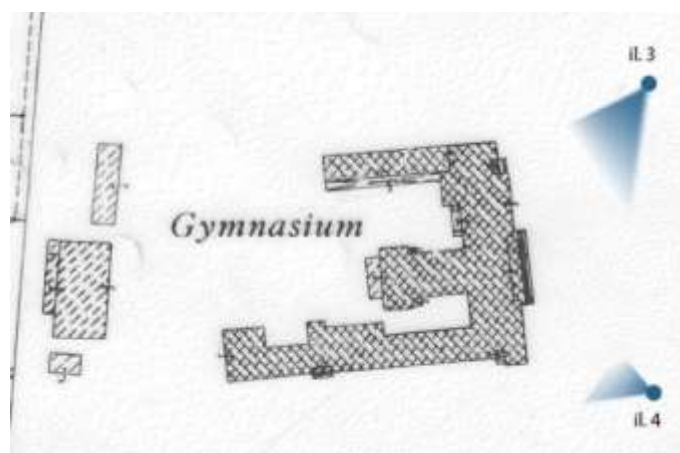
<sup>344</sup> Larnaka Pagkyprio High School, 50 years, 1911-1961, Larnaka, Cyprus, May 1962. P.25. Source: Larnaka Municipality Historic Archive –AP.M. 104 Λεύκωμα, Γ. Ευστρατιάδης.

<sup>345</sup> Larnaka Pagkyprio High School, 50 years, 1911-1961, Larnaka, Cyprus, May 1962. P.25. Source: Larnaka Municipality Historic Archive –AP.M. 104 Λεύκωμα, Γ. Ευστρατιάδης.



*Il. 4- 4/AGHS The Agios Georgios High School on the day of its inauguration, 1962@ Press and Information Office, Republic of Cyprus*

*Il. 4- 5/AGHS Archival photos key map*



The building's initial phase is also documented in the following 1963 orthographic aerial photo from the Department of Lands and Surveys.



*Il. 4- 6//AGHS Aerial orthophoto of the area, 1963. The school site of AGHS has been isolated and marked in red boundary by the author. @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*



In its initial phase the school was designed as an L shaped building with the longer wing on the south side connected vertically at the southeast corner with a shorter eastern wing. Both wings were two storeys high. The main entrance of the school is situated at the middle of the eastern wing and it was preceded by a portico. The portico comprised a series of arches supported by a colonnade supporting the protruding volume of the library on the first floor (Il. 4- 3/AGHS, Il. 4- 4/AGHS). The arched colonnade is unusual for the architectural style of the firm, but it is possible to constitute a reference to arched colonnade which exists at the neighbouring Monastery of Agios Georgios which was the greatest benefactor of the school (donated the land for the school etc. (Il. 4- 7/AGHS).



*Il. 4- 7/AGHS The colonnade of the neighbouring Agios Georgios (Kontos) Monastery @ <https://lamaka.wordpress.com/>*

A small balcony on the first floor placed above the central bays of the portico is an additional feature of the building's main façade towards the east. Positioned vertically in relation to the portico in plan is the volume of the school theatre, a double height theatre room of approx. 500 m<sup>2</sup> equipped with all amenities of a theatre space. This was an exceptional feature for a school at the time.

The south wing contained classrooms on both floors and a staircase, while the eastern wing contained the entrance space and administration offices on the first floor, the theatre space, two staircases and the library and laboratories (including an auditorium) on the first floor. In this case also (as in the case of AGES and AIES) access to the classrooms on the southern wing was happening through a covered open corridor situated towards the north. Access to the laboratories on the eastern wing was happening through internal corridors.

The school had three additional secondary entrances, two at the southern wing (one in the middle and one at the eastern end) and one at the eastern wing (situated at its north edge).

Characteristic as a design by N. Rousos and I. Perikleous, the building has concrete overhangs elongated over four window openings which correspond to a classroom. The overhangs in this occasion, in relation to the earlier school buildings by the firm, are wider. It is not certain if this reveals greater awareness, and a realisation that in order for the overhangs to protect from the sun in the south in any way they had to be wider or if this was a decision taken due to the proportions of the school (the same is observed in such other school buildings by the firm as the Ataturk Primary School). Characteristic of the architectural language of the firm are also the long vertical windows of the staircases.

The AGHS constitutes a reinforced concrete structure, with metal openings and modern materials as terrazzo tiles and steps, metal balustrades, timber interior doors, and material of columns at the entrance, door frames and balcony balustrade and other features of the façade.

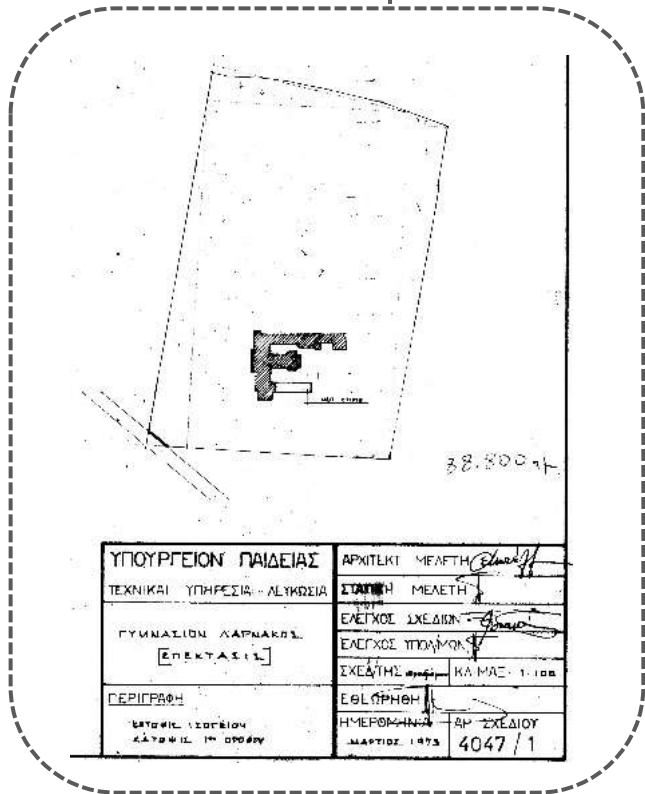
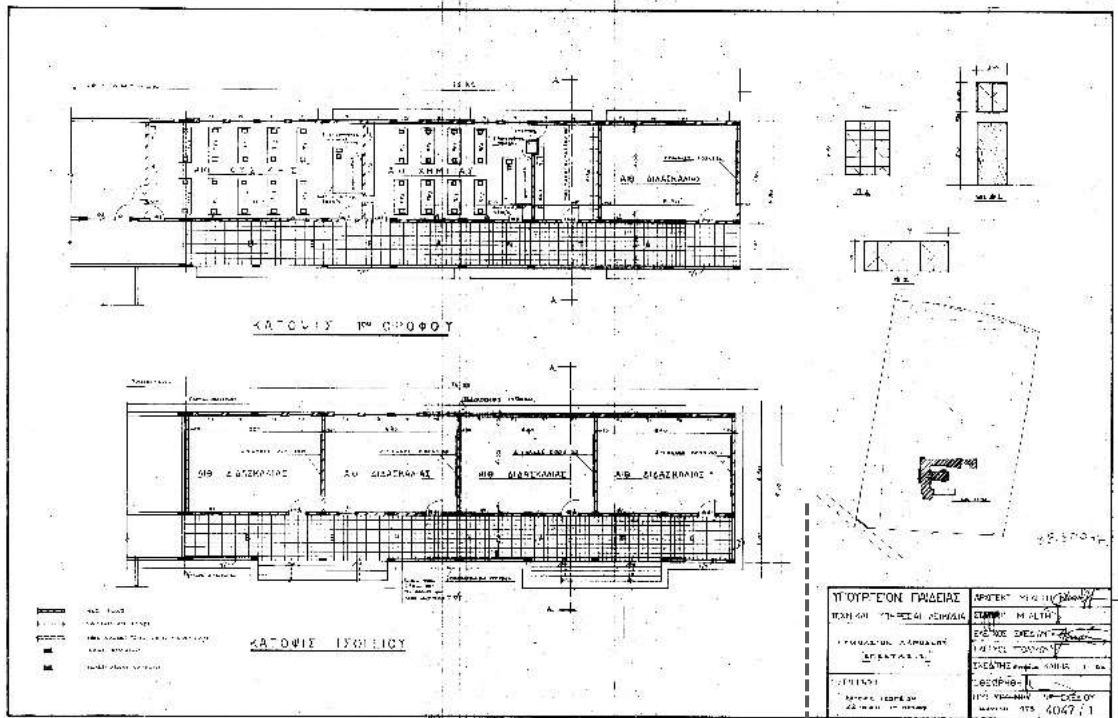
#### School building additions/ alterations

##### *March-December 1973 extension phase*

The drawings for the extension of the northern wing of the school are dated between March and December 1973 (Il. 4- 8/AGHS).<sup>346</sup> It has not been identified yet when the construction of the wing took place and the signature on the drawings of the architect involved has not yet been identified.

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<sup>346</sup> Ministry of Education, Technical Services archive, Plan number 4047/1,2 & 4139



II. 4- 8/AGHS Drawings of the addition of the northern wing of the school @Technical Services Archive, Ministry of Education and Culture, Republic of Cyprus



In 1973, Pefkios Georgiades, Head of the Technical Services of the Ministry of Interior at the time did a photographic survey of the school buildings built between 1960-1973 all over Cyprus. The photograph of the school from this survey demonstrate that the extension of the northern wing was not yet constructed (Il. 4- 10/AGHS).



*Il. 4- 9/AGHS The AGHS from the school buildings photographic survey by Pefkios Georgiades @ Pefkios Georgiades personal Archive*



*Il. 4- 10/AGHS The AGHS from the school buildings photographic survey by Pefkios Georgiades @ Pefkios Georgiades personal Archive*

*February 1978 phase*

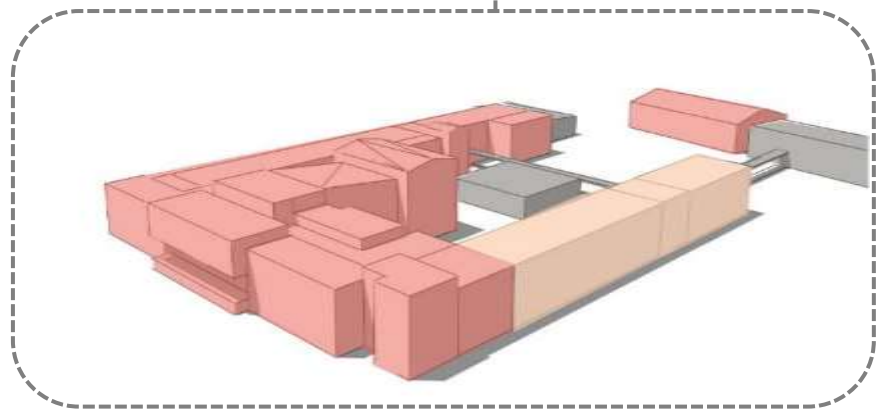
In February 1978 identified drawings demonstrate that some modifications were suggested for the toilet facilities. It was proposed to move the toilets from their original location to a new, single floor separate building.<sup>347</sup> It is not known if this change was ever carried out since the toilet facilities now are located within in the main building spaces and not in a separate building.




*2007-2008 Seismic upgrade phase*

In 2009 there was an extensive seismic upgrade of the building. Within this framework the structural state of the building was evaluated

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<sup>347</sup> Ministry of Education, Technical Services archive, Plan number 4497/1,2



-  Initial phase
-  Later additions \_ 1978-1990
-  Recent additions (post 2002)

*Il. 4- 11/AGHS Aerial orthophoto of the area, 2014. The school site of AGHS has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*

### *Current state*

The school's current state was visually assessed during a site visit by the researcher on the 9<sup>th</sup> of March 2018. The school is still used as a three-grade secondary education school under the name of Agios Georgios High school. The school's current state is also documented in a 2014 aerial photo survey by the Department of Lands and Surveys, Republic of Cyprus.

The school complex's main components are the initial building with a south and east wing, the later northern wing, a further extension to the northern wing built between 1993 and 1999, the sports hall which was constructed before 1993, and the latest additions to the school (post 2002) which are an additional single storey volume connected to the initial south wing, a separate building volume which is situated at the upper western boundary of the school site and a single storey volume in between the northern and southern wings of the school. The wings have been additionally linked to each other by two pedestrian bridges.

A large football field is situated at the south of the school building and a large green area is situated at the southeast area of the school site. In front of the school building towards the east the school garden is situated, while the area between the school's entrance and the garden a car parking area has been created. On the northern area of the site more sports fields are situated.

Currently, the neighbourhood around the school and the wider surrounding area is much more densely built and populated (Il. 4- 11/AGES).



*Il. 4- 12/AGES The southeast corner of the school's initial building, view towards the west @ Author, March 2018*





*Il. 4- 13/AGHS The south facade of the school's initial building, view towards the south @ Author, March 2018*



*Il. 4- 14/AGHS The north facade of the building, view towards the west @ Author, March 2018*



*Il. 4- 15/AGHS The north facade of the building, view towards the south @ Author, March 2018*



*Il. 4- 16/AGHS The west façade of the building, view towards the east @ Author, March 2018*



*Il. 4- 17/AGHS The west façade of the building, view towards the east @ Author, March 2018*



*Il. 4- 18/AGHS Recent school extension, west of the south wing, view towards the east @ Author, March 2018*





*Il. 4- 19/AGHS The recently added western wing of the school, view towards the northwest @ Author, March 2018*



*Il. 4- 20/ AGHS The south facade of the school, view towards the northeast @ Author, March 2018*





*Il. 4- 21/AGHS Sections of the south façade of the school, view towards the north @ Author, March 2018*

*Il. 4- 22/AGHS Sections of the south façade of the school, view towards the north @ Author, March 2018*

*Il. 4- 23/AGHS Sections of the south façade of the school, view towards the north @ Author, March 2018*



*Il. 4- 24/AGHS The sports field, view towards the south @ Author, March 2018*



*Il. 4- 25/AGHS View from the balcony towards the school yard, view towards the west @ Author, March 2018*



*Il. 4- 26/AGHS A school corridor @ Author, March 2018*



*Il. 4- 27/AGHS A school corridor @ Author, March 2018*



*Il. 4- 28/AGHS View from the balcony of the north wing towards the school yard, view towards the west @ Author, March 2018*



*Il. 4- 29/AGHS view of one of the staircases @ Author, March 2018*

*Il. 4- 30/AGHS view of one of the staircases @ Author, March 2018*

*Il. 4- 31/AGHS view of one of the staircases @ Author, March 2018*



*Il. 4- 32/AGHS The theatre space of the school @ Author, March 2018*





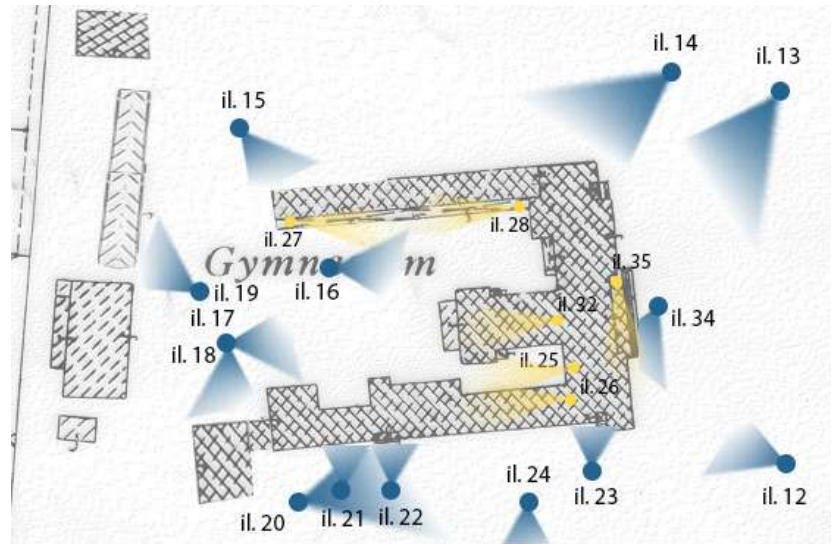
*Il. 4- 33/AGHS The school library @ Author, March 2018*



*Il. 4- 34/AGHS The school portico@ Author, March 2018*

*Il. 4- 35/AGHS The school portico@ Author, March 2018*

*Il. 4- 36/AGHS One of the school laboratories on the east wing of the school@ Author, March 2018*



### *Related Buildings and/or Sites*

As previously mentioned, the school is a design by the architectural firm of N. Rousos and I. Perikleous. Thus, it constitutes a part of the network of school buildings designed by the architectural and engineering firm since the early 1950s, as these have been mentioned previously in this chapter (see subchapters 4.3.2.2., 4.3.3.2). From the group of works of the firm more closely related to the AGHS are the secondary education schools which were designed and built at the same time with the AGHS, namely the Dianellios Technical School (former name Orphanage and Vocational Training School D.G. Dianellou) also built in Larnaka in 1962 (Il. 4-38/AGHS) and the Greek Female High School built in 1960 in Limassol (Il. 4- 39/AGHS).



Il. 4- 38/AGHS Dianellios Technical School in Larnaka @ I. Perikleous personal archive



*Il. 4- 39/AGHS The Greek Female High School in Limassol @ I. Perikleous personal archive*

Furthermore, as mentioned at the beginning of this subchapter the history of the establishment of the AGHS is closely intertwined with the history of the Pangkyprio High School, also included in this case study (Il. 4- 40/AGHS, Il. 4- 41/AGHS).



*Il. 4- 40/AGHS The old building of the Pangkyprio High School (demolished) @ Pangkyprio High School archive*



*Il. 4- 41/AGHS The 1967 building of the Pangkyprio High School @ Pangkyprio High School archive*

### 4.5.3. Assessment of Significance

AGHS is a school building of high importance for multiple reasons.

At the time of its construction the AGHS constituted the largest and most modern secondary education school in Larnaka and one of the largest and most modern island-wide. As a modern up to date secondary education school of its time the school carries architectural and historic values. The school had specialised teaching classrooms for history, geography, technical studies, chemistry and physics, as well as a library and reading room and a theatre for 1200 people. The AGHS constituted an exemplary modern up to date school with all the modern amenities.

In addition, the school has architectural value as one of the schools by the firm of N. Rousos and I. Perikleous and especially as one of their most important secondary education schools. As such it carries additional architectural and evidential values.

In the early 1950s the firm participated in the implementation of a secondary education school in Limassol, based on the design of one of the most important Greek modern architects, Patroklos Karandinos. Karandinos was one of the founding members of the Greek team of CIAM,<sup>348</sup> and one of the key contributors to the school architecture programme of the Greek government implemented between 1928-1932. This programme constituted the most important effort of the Greek government for the development of the primary and secondary education at the first half of the twentieth century. The result of this programme is a series of school buildings which reflected the modern ideals of young Greek architects who were conscious of the wider European cultural context.<sup>349</sup> The design of Patroklos Karandinos for the Greek Gymnasium in Limassol in 1948,<sup>350</sup> reflected the post-WWII ideas and reflections on secondary school architecture of an experienced modern architect and it was innovative for the local architectural production. There is a great possibility that this interaction of N. Rousos and I. Perikleous with the ideas of Karandinos influenced their architectural production of school buildings in the years to come and especially their design of such secondary education buildings as the AGHS. The possible influence of the post-WWII ideas of Karandinos on the design of AGHS constitutes an interesting subject for further research.

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<sup>348</sup> Giakoumatos, 1997. Thesis at the Architecture School of the Aristotelio University of Thessaloniki. P.

<sup>349</sup> Giakoumatos, 1997. Thesis at the Architecture School of the Aristotelio University of Thessaloniki. P. 27

<sup>350</sup> Ibid, p. 93-94

In the early postcolonial period of the island's independence secondary education acquired a very important role for the young republic. As previously mentioned, secondary education was considered key for the creation of a national identity and for social and economic development (Pavlou, 2015: p. 235). The AGHS was the first secondary education institution in Larnaka which was aiming at preparing students for continuing to higher education institutions. The school was aiming at promoting a modern humanitarian approach to education. The national importance of the AGHS as a modern up-to-date high school at the time, is reflected by the presence of the first president of the Republic of Cyprus, Makarios, at the inauguration ceremony (Il. 4- 42/AGHS), as well as by the visit of Princess Irene, Princess of Greece at the time, at the school in 1962 in the framework of the visit to Cyprus (Il. 4- 43/AGHS).



*Il. 4- 42/AGHS President Makarios addressing a speech on the inauguration of the AGHS, 1962 (0402-001-YV) @ Press and Information Office, Republic of Cyprus*

*Il. 4- 43/AGHS The visit of Princess Irene, Princess of Greece, at the school in 1962 (0392-001-YV) @ Press and Information Office, Republic of Cyprus*

The school also carries technical values as a modern reinforced concrete school, constructed with modern materials, as terrazzo tiles, metal openings etc. The school carries evidential values since the greatest part of its original construction survives without major alterations. Over and above, the construction of the theatre required specialised construction for covering spaces with large spans.

The theatre space is also linked with other values relating to its link to the social and cultural life of the city. At the time the city still did not have a municipal cultural space and hence, the school theatre space of the AGHS was the first theatre space of such capacity in Larnaka at the time.



Thus, it was facilitated for many public, social and cultural events and acquired in this way an important role in the social and cultural life of the city of Larnaka.

Over and above, the school had communal value for the Greek Cypriot community of the city. The many generations of the school's students and staff share feelings of pride for the school.

Additionally, the school has social value related to its service to the refugees after 1974. As mentioned previously the school operated in double shift for years after 1974 in order to accommodate the needs of the refugee students.

Furthermore, especially today that the area around the school is densely populated, the school site has value as a green open space in the urban fabric.

In the case of the AGHS also its heritage values are irrevocably connected to its use as a school. The AGHS has been operating as a school continuously since 1961.

#### 4.5.4. User interviews

User interviews were conducted at the school in March 2018. 7 current user interviews were conducted at the school during two site visits on the 1<sup>st</sup> and 9<sup>th</sup> of March 2018. A third site visit for the study of the school archive was conducted on the 27<sup>th</sup> of April 2018. An additional three past user interviews were conducted during this fieldwork period. The users interviewed provided information regarding:

##### *Knowledge on the history of the building*

The users interviewed demonstrated knowledge and provided valuable information regarding the following subjects:

##### Build date

Many of the users interviewed had knowledge that the school was built in 1961.<sup>351</sup>

##### Name

One of the users referred to the first name of the school as Agios Georgios Gymnasium although the first name of the school was Larnaka Gymnasium.<sup>352</sup>

##### Benefactors, donations

Some of the interviewees knew that the land for the school was provided by the church and more specifically by the Agios Georgios Monastery.<sup>353</sup> The contribution of the Greek Cypriot Town School Committee as well as other Larnaka citizens as individual benefactors for the construction of the school building was also acknowledged.<sup>354</sup> The contribution of the Greek School's Ephorate with performance-based studentships for students of all classes was also acknowledged.<sup>355</sup>

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<sup>351</sup> (AGHS\_CU\_03, Question 4), (AGHS\_CU\_05, Question 6), (AGHS\_CU\_06, Question 6), (AGHS\_PU\_05, Question 5).

<sup>352</sup> (AGHS\_CU\_03, Question 4)

<sup>353</sup> (AGHS\_CU\_05, Question 6), (AGHS\_CU\_06, Question 6)

<sup>354</sup> (AGHS\_CU\_03, Question 4)

<sup>355</sup> (AGHS\_PU\_01, Question 7)

## Operation

Some of the interviewees highlighted that the school was the second secondary education school which operated in Larnaka, after Pangkyprio.<sup>356</sup> This is a fact taking into account only the Greek Cypriot schools, since in fact other secondary schools existed in Larnaka at the time as the Turkish Cypriot Middle School (today Drosia Middle School) and the American Academy, a private secondary school.

As the interviewed users remember, the school combined Practical (Positive Sciences) and Classical (Humanities) education.<sup>357</sup> According to one of the users this contributed also to the 'prestige' of the school due to the fact that these two education disciplines were attracting the higher level of students.<sup>358</sup>

The memories of one of the interviewees are indicative of the way the school was operating. The interviewee, a past student of the school during the first years of its operation referred to weekly "student gatherings with discussions on a wide variety of global issues".<sup>359</sup> More specifically the interviewee mentioned:

"One of my first memories of the school is J.F. Kennedy's murder[...]Kennedy was a legendary person, one of the persons who improved the perception of the U.S in Cyprus. We had a student gathering, it was announced to us and then we were released from school for the day. You must understand this was before we experienced the bicomunal strife and hence this left a very bitter taste to us. After 1974 the image we had for the U.S. changed [in a negative manner]".<sup>360</sup>

This testimony reveals the progressive way in which the school was operating, providing universal education and awareness for global issues to its students.

Other references to the school life in the first years of the school's operation are also indicative of the way the school operated and its overall ethos:

"I remember the tree planting activities at the school which contributed to the creation of the landscape as it is today. At the time they were no trees on the site. [...] I also remember the

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<sup>356</sup> (AGHS\_CU\_03, Question 4; Question 9), (AGHS\_CU06, Question 4; Question 6)

<sup>357</sup> (AGHS\_CU\_03, Question 4), (AGHS\_PU\_03, Question 7)

<sup>358</sup> (AGHS\_PU\_03, Question 7)

<sup>359</sup> (AGHS\_PU\_01, Question 6)

<sup>360</sup> (AGHS\_PU\_01, Question 4)

promoted sport activities. The students of the school had very good performance in sports. The school ethos was healthy body and healthy mind".<sup>361</sup>

#### Important events

An event which was referred to by the interviewees is the visit of Princess Irene of Greece at the school in 1962. Although the interviewees were not correct about the details of the visit (date etc) this event was recorded in the collective memory of the former students as an extraordinary event highlighting the significance of the school at the time for the young Republic.<sup>362</sup>

The interviews also revealed how important events on the national scale influenced school life and the school's operation. Interviewees referred to the bicomunal strife: "I also remember the bicomunal troubles in 1963-64. This influenced the student life. Students from the older classes participated voluntarily at keeping guard at military posts".<sup>363</sup>

And more widely, the interviewees referred to the impact of the 1974 war on the school's operation. Many remember that in 1974 the school was used for the temporary accommodation of the refugees.<sup>364</sup> An interviewee remembers what was going on at the school during that period:

"[...] People were helping and brought goods to the space [for the refugees]. The school operation was delayed that year. It [the school] was neighbouring to refugee settlements/ camps. I remember that they brought here [at the school] some girls which were raped during the war. When soldiers came to help, [the girls] started shouting and crying at their sight".<sup>365</sup>

During that school year and for a few years the school operated in a double mode (morning and afternoon mode) in order to accommodate the student needs of the refugees, as almost all the schools in the southern part of Cyprus during that period.<sup>366</sup>

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<sup>361</sup> (AGHS\_PU\_01, Question 4)

<sup>362</sup> (AGHS\_CU\_05, Question 6)

<sup>363</sup> (AGHS\_PU\_01, Question 4)

<sup>364</sup> (AGHS\_CU\_03, Question 7), (AGHS\_CU\_06, Question 11), (AGHS\_CU\_07, Question 6). Although the interview focused on the history of the building, the interviewee AGHS\_CU\_03 in Question 11 highlighted the contribution of important people to the school and especially to the refugees as in the case of the principal of the school at the time Mr. Modestos Samaras.

<sup>365</sup> (AGHS\_CU\_06, Question 11), (AGHS\_PU\_01, Question 7)

<sup>366</sup> (AGHS\_CU\_01, Question 4), (AGHS\_CU\_03, Question 7), (AGHS\_CU\_06, Question 11), (AGHS\_PU\_03, Question 6)

### Alterations / Building phases

One of the interviewees mentioned that the north wing was built after 1974.<sup>367</sup>

### Historic perception

The high perception of the school historically, comes up through the interviews. The interviewees mention the good reputation of the school, its perception as a very important building, the respect for the building and the establishment, the sense of pride shared by its students and referred to it as 'prestigious'. The interviewees attribute the positive perception of the school to the high level of education it offered and the high level of students it attracted, as well as to the architectural qualities of the school building itself.<sup>368</sup>

The users interviewed provided no further information regarding the building's (i) commission and design, (ii) other related people and other information about the school's funding, (iii) architect, engineers and other technical staff/companies involved, and/or (iv) other involved authorities, or any other information.

### *Valued aspects of the Agios Georgios High School*

The Agios Georgios High School is highly valued among its users. The total number of users interviewed, 7 current users and 3 past users (10 users) consider the AGHS as significant and 8 out of these 10 expressed also a personal bond with the building.

The gathered data demonstrates no differences in the perception of the building's significance between (i) current users and past users, (ii) different sexes, (iii) different age groups, (iv) users with refugee status and users with no refugee status, (v) users who currently are Larnaka residents and users who are not. The AGHS had only Greek Cypriot students historically. All user categories interviewed consider the AGHS as significant and value it in a variety of ways.

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<sup>367</sup> (AGHS\_CU\_06, Question 6)

<sup>368</sup> (AGHS\_PU\_02, Question 5), (AGHS\_CU\_04, Question 11), (AGHS\_CU\_06, Question 5; Question 11), (AGHS\_PU\_01, Question 7), (AGHS\_PU\_03, Question 7)

### Range of heritage values linked with the Agios Georgios High School

40 expressions of significance have been identified through the interviews, which correspond to a variety of value categories as:

#### *Emotional*

Many of the users interviewed expressed an emotional bond to the school associated with their experience as employees and/or as former students at the school.<sup>369</sup> Due to this bond, many of the former students stated that they pursued their children to study at the same school. As in the case of the AGES, this long-term connection with the building enhanced the significance of the building to them.<sup>370</sup>

One of the interviewees expressed a strong emotional bond since he became a student at the school as a refugee after the war and he noted the sense of hospitality he felt at the time.<sup>371</sup>

A sense of ownership is noted through the emotional connection of the users with the school. The phrases 'our school' or 'my school' were used repeatedly.<sup>372</sup>

#### *Use value*

Many of the interviewees also value the building due to its use as a school and its long-standing contribution to education.<sup>373</sup> The users especially stressed the significance of the AGHS as a school during the first years of its operation. For example, one interviewee noted:

"[it was] One of the main spaces of secondary education. It cultivated tradition and appetite for learning. The municipal library pre-existed but the school had also a loan library and it was promoting reading. At the time television was not common, hence the sources of information and learning were scarce".<sup>374</sup>

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<sup>369</sup> (AGHS\_CU\_01, Question 5; Question 11), (AGHS\_CU\_03, Question 5), (AGHS\_CU\_06, Question 5), (AGHS\_PU\_01, Question 9), (AGHS\_PU\_02, Question 9)

<sup>370</sup> (AGHS\_CU\_06, Question 5), (AGHS\_CU\_07, Question 5)

<sup>371</sup> (AGHS\_CU\_03, Question 5; Question 8)

<sup>372</sup> (AGHS\_CU\_04, Question 11), (AGHS\_PU\_02, Question 7; Question 9)

<sup>373</sup> (AGHS\_CU\_03, Question 11), (AGHS\_CU\_04, Question 4; Question 11), (AGHS\_CU\_07, Question 4), (AGHS\_PU\_02, Question 5; Question 8), (AGHS\_PU\_03, Question 7)

<sup>374</sup> (AGHS\_PU\_01, Question 7)

### *Architectural and aesthetic value*

The significance of the AGHS as an educational institution is linked also to its architectural significance as a school of its time. As one of the interviewees stated: "The old building was indeed an architectural creation. In those times, it was an educational institution as it was imagined at the time, related to the historical context, the national ideals".<sup>375</sup>

The majority of the interviewees included the architectural qualities of the building in the reasons for which they consider it significant. The building in the framework of the interviews was described as "beautiful", "impressive", "big", "interesting", "unusual", "not ordinary", "well-functioning", "nice" and "imposing".<sup>376</sup>

Often, the reasons for which the building was considered architecturally significant were aesthetic.<sup>377</sup> But further than this, the interviewees acknowledged architectural qualities such as the school's layout and orientation, its design, its spaciousness, its materials.<sup>378</sup>

### *Social value*

The interviewees highlighted also the social value of the school. The school provided education to students of all social classes even during the first years of its operation, when families had to pay tuition fees for their education, since the school provided studentships.<sup>379</sup>

Over and above the social contribution of the school to the refugees in 1974, as previously mentioned, is one of the reasons for which the school is valued.<sup>380</sup>

### *Age value*

Similarly to the other schools the AGHS is valued by its users as an "old" building.<sup>381</sup>

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<sup>375</sup> (AGHS\_CU\_03, Question 11)

<sup>376</sup> (AGHS\_CU\_01, Question 11), (AGHS\_CU\_03, Question 9; Question 11), (AGHS\_CU\_02, Question 4), (AGHS\_PU\_01, Question 8), (AGHS\_PU\_03, Question 7)

<sup>377</sup> (AGHS\_CU\_01, Question 11), (AGHS\_CU\_03, Question 11), (AGHS\_PU\_03, Question 7)

<sup>378</sup> (AGHS\_CU\_01, Question 8), (AGHS\_CU\_03, Question 11), (AGHS\_PU\_02, Question 8)

<sup>379</sup> (AGHS\_PU\_01, Question 7)

<sup>380</sup> (AGHS\_CU\_01, Question 4), (AGHS\_CU\_03, Question 7), (AGHS\_CU\_06, Question 11), (AGHS\_CU\_07, Question 6), (AGHS\_PU\_01, Question 7; Question 11), (AGHS\_PU\_03, Question 6)

<sup>381</sup> (AGHS\_CU\_07, Question 4)

### *Historic value*

The interviewees attributed historic values to the building in their answers to the interview, as one of the first secondary education schools of the city, a historic school and a building linked with many historic events.<sup>382</sup> One of the interviewees described the AGHS as a “historic school of Larnaka whose history goes hand in hand with Cyprus’s independence”.<sup>383</sup>

### *Cultural value*

Over and above, the school’s users interviewed valued the school for its cultural contribution as a place of not only learning but also of cultural creation,<sup>384</sup> and additionally as a space where important cultural events took place.<sup>385</sup>

### *Communal value*

The interviews have highlighted the communal value of the school for the local Greek Cypriot community for several reasons. Firstly, as a school which accommodate many generations of Greek Cypriot students of the city and of the district.<sup>386</sup> Further, as a school which was built due to the contribution of the local Greek Cypriot community.<sup>387</sup> And finally, its communal value for its past students due to the shared feeling of pride among them due to the esteem for secondary education at the time and due to the high level of education provided by the school.<sup>388</sup>

### *Other*

Many of the school’s users valued it due to its location within the urban fabric. The school was easy to access and at the same time in proximity to the main road connection to other cities. As one of the interviewees noted: “It is situated at the entrance of Larnaka from Nicosia and Limassol”.<sup>389</sup>

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<sup>382</sup> (AGHS\_CU\_03, Question 4), (AGHS\_CU\_04, Question 7), (AGHS\_CU\_06, Question 4), (AGHS\_CU\_07, Question 4), (AGHS\_PU\_02, Question 5), (AGHS\_PU\_03, Question 8)

<sup>383</sup> (AGHS\_CU\_06, Question 9)

<sup>384</sup> (AGHS\_CU\_04, Question 4)

<sup>385</sup> (AGHS\_CU\_04, Question 7)

<sup>386</sup> (AGHS\_CU\_04, Question 5), (AGHS\_CU\_06, Question 4), (AGHS\_PU\_01, Question 11)

<sup>387</sup> (AGHS\_CU\_03, Question 4)

<sup>388</sup> (AGHS\_CU\_04, Question 11)

<sup>389</sup> (AGHS\_CU\_05, Question 5), (AGHS\_CU\_06, Question 4)



The school is also valued for its 'openness' and green spaces.<sup>390</sup> These spaces constituted a sport and recreation hub for the whole neighbouring community even after school hours. One interviewee mentions: "it is linked with my free time since it was accessible for us in the summers for play".<sup>391</sup>

#### Nature of heritage values linked with the Agios Georgios High School

##### *Past and Present Values*

The users interviewed referred to the value the building had, both in the past and at present. It can be observed from the results of the interviews that although the school enjoys continuous appreciation in depth of time, the reasons for which the building was valued in the past vary slightly from the reasons for which the building is valued at present.

In the past, the school was valued as a school building for architectural and aesthetic reasons; for its large building's scale which was unusual for a school at the time, and for its architectural style.<sup>392</sup> It was considered as a pioneering school with up to date science laboratories, library, theatre all exceptional for its time.<sup>393</sup> Further, it was valued as a pioneering educational establishment which had a good reputation and its students shared a sense of pride.<sup>394</sup> Secondary education was highly valued at the time.<sup>395</sup> It was valued as a valuable source of information and education, aiming to create 'citizens of the world'.<sup>396</sup> Further, in 1974 the school was valued for its service to the refugees as will be explained more extensively below.<sup>397</sup>

At present, the school's users express a strong emotional bond and deep connection with the building due to its connection to their student years, its long-term presence at the city and its service

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<sup>390</sup> (AGHS\_CU\_05, Question 5; Question 8), (AGHS\_PU\_01, Question 10), (AGHS\_PU\_03, Question 4; Question 10)

<sup>391</sup> (AGHS\_CU\_06, Question 5)

<sup>392</sup> (AGHS\_CU\_01, Question 11), (AGHS\_CU\_03, Question 11), (AGHS\_CU\_04, Question 11), (AGHS\_PU\_03, Question 4)

<sup>393</sup> (AGHS\_CU\_03, Question 8), (AGHS\_CU\_04, Question 11), (AGHS\_PU\_01, Question 7; Question 10)

<sup>394</sup> (AGHS\_PU\_02, Question 5), (AGHS\_CU\_04, Question 11), (AGHS\_CU\_06, Question 5; Question 11), (AGHS\_PU\_01, Question 7), (AGHS\_PU\_03, Question 7)

<sup>395</sup> (AGHS\_CU\_03, Question 9), (AGHS\_CU\_06, Question 4), (AGHS\_PU\_01, Question 7)

<sup>396</sup> (AGHS\_PU\_01, Question 7; Question 10)

<sup>397</sup> (AGHS\_CU\_03, Question 11), (AGHS\_CU\_06, Question 11)

to education.<sup>398</sup> Further, the building continues to be appreciated for architectural and aesthetic reasons,<sup>399</sup> as well as for its contribution as an important educational institution.<sup>400</sup> Over and above, today the building is appreciated as a historic building and as a monument.<sup>401</sup>

### *Levels of Significance*

The interviews have highlighted a breadth of values attached to the AGHS by its users which vary from the personal to the national level.

Many users value the building for personal reasons, related to their experience as students or employees at the school.<sup>402</sup> As previously mentioned, this personal connection on many occasions was extended to the family level (children of former students studied at the school).<sup>403</sup> Noteworthy is that one of the former students expressed his strong personal connection to the school through his experience as a refugee student there after the war. Specifically, the interviewee remembered: "I remember at the propylaea to be welcomed by Mr Modestos Samaras [Principal at the time]. I remember the sense of hospitality especially from the Principal. He demonstrated great concern about the integration of the new students [refugees] at the school".<sup>404</sup>

Furthermore, it is strongly evident in the interviews that the AGHS is considered highly significant at the local level for the city. It is valued as a historic school of the city which was built by the city (by a local religious institution and other local individual benefactors) for the city, and which

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<sup>398</sup> (AGHS\_CU\_01, Question 5; Question 11), (AGHS\_CU\_03, Question 5), (AGHS\_CU\_06, Question 5), (AGHS\_CU\_07, Question 5), (AGHS\_PU\_01, Question 9), (AGHS\_PU\_02, Question 9)

<sup>399</sup> (AGHS\_CU\_01, Question 11), (AGHS\_CU\_02, Question 4), (AGHS\_CU\_03, Question 9; Question 11), (AGHS\_PU\_01, Question 8)

<sup>400</sup> (AGHS\_CU\_04, Question 4)

<sup>401</sup> (AGHS\_CU\_03, Question 4), (AGHS\_CU\_04, Question 7; Question 9), (AGHS\_CU\_06, Question 4; Question 9), (AGHS\_CU\_07, Question 4), (AGHS\_PU\_02, Question 5), (AGHS\_PU\_03, Question 8)

<sup>402</sup> (AGHS\_CU\_01, Question 9; Question 11), (AGHS\_CU\_02, Question 9), (AGHS\_CU\_06, Question 5)

<sup>403</sup> (AGHS\_CU\_06, Question 5), (AGHS\_CU\_07, Question 5)

<sup>404</sup> (AGHS\_CU\_03, Question 11)

accommodated many generations of Greek Cypriot students of the city.<sup>405</sup> Further it is valued as a monument for the city which marked its identity.<sup>406</sup>

Noteworthy in the case of the AGHS, is the recognition of its value on the national level by its users. The interviewees mentioned a historic visit by Princess Irene of Greece as an event which highlights the national significance of the school.<sup>407</sup> The interviewees have described the school as a "historic school of Larnaka who [whose history] goes hand in hand with Cyprus's independence",<sup>408</sup> and "an educational institution as it was imagined at the time, related to the historical context, the national ideals".<sup>409</sup>

#### *Link with experiences of refugeehood*

Further than the school's operation and its history, the reasons for which the AGHS is valued were influenced by the collective experience of the 1974 war. As mentioned above, the events related to the war and the way it influenced the school are the most well-remembered facts by the past students. Further, interviewees expressed personal connection with the school linked with their experience of refugeehood and the service of the school to the refugees.<sup>410</sup>

#### Physical elements of the building which the interviewees consider of special significance

##### *Portico and entrance space*

The most widely valued physical element of the school among the interviewees is the portico in front of the school's main entrance space. The portico was widely referred to by the users as 'propylaea'. The interviewees associated the portico with the interior space of the entrance, which was used also as the foyer for the theatre. The users interviewed value the portico and the wider main entrance space of the school for architectural and aesthetic reasons.<sup>411</sup> The entrance area is valued also for relation with the

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<sup>405</sup> (AGHS\_CU\_03, Question 4; Question 9), (AGHS\_CU\_04, Question 5; Question 9), (AGHS\_CU\_06, Question 4), (AGHS\_PU\_01, Question 7; Question 11), (AGHS\_PU\_02, Question 5), (AGHS\_PU\_03, Question 8)

<sup>406</sup> (AGHS\_CU\_04, Question 9)

<sup>407</sup> (AGHS\_PU\_05, Question 6), (AGHS\_PU\_01, Question 7)

<sup>408</sup> (AGHS\_CU\_06, Question 9)

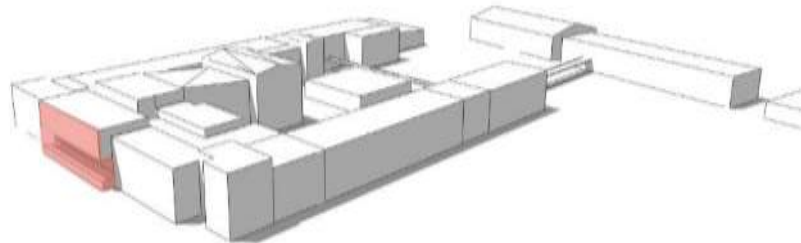
<sup>409</sup> (AGHS\_CU\_03, Question 11)

<sup>410</sup> (AGHS\_CU\_01, Question 4), (AGHS\_CU\_03, Question 5; Question 11)

<sup>411</sup> (AGHS\_CU\_02, Question 8), (AGHS\_CU\_03, Question 8), (AGHS\_PU\_01, Question 10), (AGHS\_PU\_03, Question 4; Question 10)

school theatre since it was used as the theatre's foyer.<sup>412</sup> One of the interviewees drew attention to the inaugural plaque situated in this space, which he considers one of the most valuable physical elements of the school.<sup>413</sup>

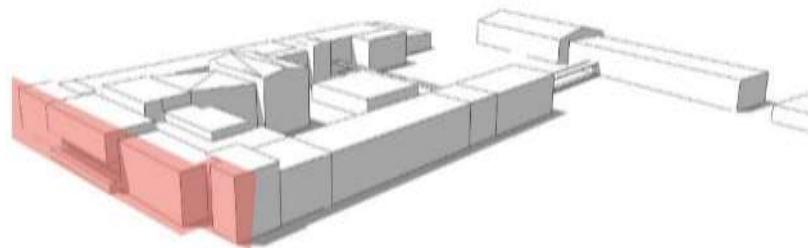
*Il. 4-44/AGHS The portico of the AGHS*



*Façade*

One of the interviewees expressed appreciation for the main façade of the school as a total.<sup>414</sup>

*Il. 4-45/AGHS The main facade of the AGHS*



*Theatre space*

AGHS's users also value the theatre space of the school. The theatre is valued for its use,<sup>415</sup> for aesthetic and architectural reasons,<sup>416</sup> and also for commemorative reasons since according to one of the users

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<sup>412</sup> (AGHS\_PU\_01, Question 10)

<sup>413</sup> (AGHS\_CU\_03, Question 8)

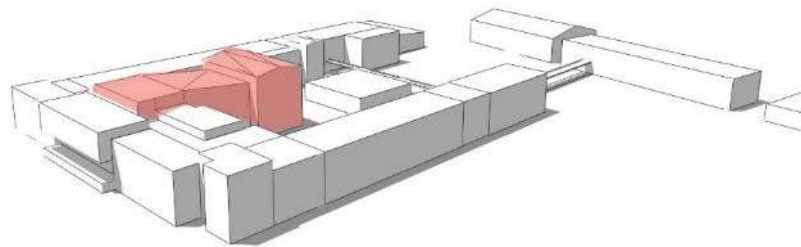
<sup>414</sup> (AGHS\_CU\_03, Question 8)

<sup>415</sup> (AGHS\_CU\_04, Question 8), (AGHS\_PU\_02, Question 8)

<sup>416</sup> (AGHS\_CU\_03, Question 8)

interviewed “These spaces were used publicly since many communal celebrations/ events of the time taking place at the school theatre”.<sup>417</sup>

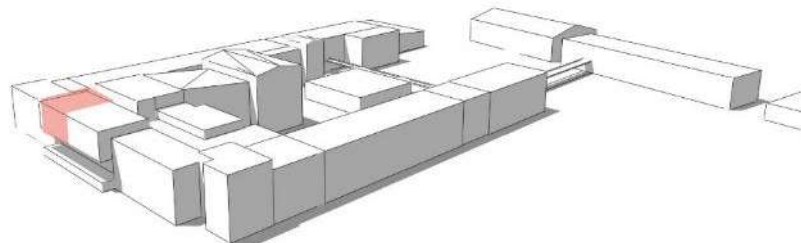
*Il. 4- 46/AGHS The theatre space of the AGHS*



*Library*

The interviewees also value the school’s library, as a space and for its contents.<sup>418</sup> One of the interviewees explained the value the school’s library had during the first years of its operation: “The municipal library pre-existed but the school had also a loan library and it was promoting reading. At the time, television was not common, hence the sources of information and learning were scarce”.<sup>419</sup>

*Il. 4- 47/AGHS The library of the AGHS*



*Laboratories*

One of the users valued the existence of specialised rooms as laboratories at the school during the time she was a student (between 1974-1978).<sup>420</sup>

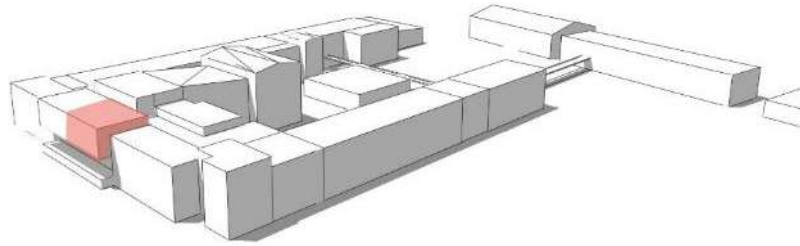
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<sup>417</sup> (AGHS\_PU\_01, Question 10)

<sup>418</sup> (AGHS\_CU\_05, Question 8), (AGHS\_PU\_02, Question 8)

<sup>419</sup> (AGHS\_PU\_02, Question 8)

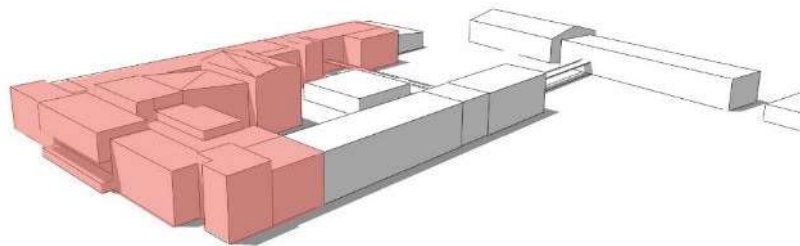
<sup>420</sup> (AGHS\_CU\_11, Question 8)



*The initial school building*

Another of the users interviewed expressed appreciation for the initial building (original phase) overall. In his words: "The initial building is the beautiful part; the spacious rooms, the windows, the tiling, the flooring".<sup>421</sup>

II. 4- 49/AGHS The initial part of the school building



*Open spaces*

Another of the most valued physical elements of the school is its open spaces, including the sport fields, its landscaping and its trees. The open spaces are valued for their recreational value, for their spatial qualities (openness) and for environmental reasons (vegetation and trees).<sup>422</sup>

*Other*

Other valued physical elements of the AGHS mentioned by the interviewees, movable and immovable, are the following:

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<sup>421</sup> (AGHS\_CU\_03, Question 11)

<sup>422</sup>(AGHS\_CU\_01, Question 8), (AGHS\_CU\_05, Question 5; Question 8), (AGHS\_PU\_01, Question 10), (AGHS\_PU\_03, Question 4; Question 10)

### Planetarium

The planetarium, a movable structure which was constructed by one of the school's teachers for the lesson of cosmography.<sup>423</sup> The structure does not survive.

### Sundial

The same teacher who constructed the planetarium was also responsible for the construction of a sundial which also does not survive today. Nevertheless, the users remember it and included it in the list of the valued elements of the school.<sup>424</sup>

### Doors

One of the users interviewed, values the material quality of the openings and especially of the doors which "are from solid wood".<sup>425</sup>

### Historic laboratory instruments (movable)

Movable objects, such as the historic laboratory instruments for physics and chemistry are also valued by the users.<sup>426</sup>

### Pedestrian bridges

One of the users who considers the state of the building today improved in relation to the past, noted the recently added pedestrian bridges as added value to the building.<sup>427</sup>

## *User attitudes survey*

### Attitudes related to the building's protection

All of the current users of the school interviewed believe that the Agios Georgios High School building should be protected (10 out of 10). 7 out of 10 replied with a strong positive feeling,<sup>428</sup> while the other 3 responded positively but added a few notes for improvement: namely, "it must

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<sup>423</sup> (AGHS\_CU\_06, Question 8), (AGHS\_CU\_07, Question 8)

<sup>424</sup> (AGHS\_CU\_06, Question 8)

<sup>425</sup> (AGHS\_CU\_06, Question 8)

<sup>426</sup> (AGHS\_CU\_07, Question 7)

<sup>427</sup> (AGHS\_PU\_02, Question 7)

<sup>428</sup> (AGHS\_CU\_03, Question 9), (AGHS\_CU\_04, Question 9), (AGHS\_CU\_05, Question 9), (AGHS\_CU\_06, Question 9), (AGHS\_CU\_07, Question 9), (AGHS\_PU\_01, Question 11), (AGHS\_PU\_02, Question 11), (AGHS\_PU\_03, Question 11)

remain as is, but it needs upgrade, it is dark “,<sup>429</sup> “Yes but the windows need to be replaced for energy reasons and aesthetic”,<sup>430</sup> “it is valuable to combine the building character of its time with meeting the contemporary educational needs, it enhances a building’s glamour. I am not sure if I can say that for our school. Today it has problems with its current use, security and energy efficiency”.<sup>431</sup>

#### Willingness to be involved in decision making processes for the building’s future

All of the users of the school interviewed, 7 current users and 3 past users, expressed interest to participate in any decision process for the future of the building.<sup>432</sup>

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<sup>429</sup> (AGHS\_CU\_01, Question 9)

<sup>430</sup> (AGHS\_CU\_02, Question 9)

<sup>431</sup> (AGHS\_CU\_04, Question 5)

<sup>432</sup> (AGHS\_CU\_01, Question 10), (AGHS\_CU\_02, Question 10), (AGHS\_CU\_03, Question 10), (AGHS\_CU\_04, Question 10), (AGHS\_CU\_05, Question 10), (AGHS\_CU\_06, Question 10), (AGHS\_CU\_07, Question 10), (AGHS\_PU\_01, Question 12), (AGHS\_PU\_02, Question 12), (AGHS\_PU\_03, Question 12).



#### 4.5.5. Comparative assessment table

Table 4-2/AGHS Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews


Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews				
Physical elements	Values identified by the assessment of significance	Level	Values identified by the user interviews	Level
The initial school building	Architectural value for its design as one of the largest and up to date secondary schools in the early 1960s	National level	Architectural as a secondary educational institution and Aesthetic value	National level/ Communal level/ Local level (city)
	Evidential value for its design as a school in the early 1960s. Much of the building's original phase exists without severe alterations (including the rare metal openings of the time)	National level		
	Architectural and Evidential value as a part of the network of school buildings by N. Rousos and I. Perikleous.	National level		
	Technical values as a modern reinforced concrete school.	National level		
	Social value of the modernisation of secondary education in the period of the independence. Importance of preparing students for higher education and creating 'citizens of the world'.	National level	Social value for the contribution of the school to the education of students of all classes and for its service to the refugees after 1974 (temporary accommodation and education)	Local level (city and district) / National level
	Communal value for the local Greek Cypriot community	Local level (area)/ Local level (city)	Communal value for <ul style="list-style-type: none"> <li>▪ the local Greek Cypriot community</li> <li>▪ the school's alumni especially from the 1960s and 1970s decades</li> </ul>	Local level (city and district)
	Social value for serving the needs of the refugees after the 1974 war	Communal level/ Local level (city) / National level		
	Historic value	National level/ Local level (city)	Historic value	National level/ Local level (city)
		Emotional value for: <ul style="list-style-type: none"> <li>▪ its past students and also for its current employees</li> </ul>	Communal level / Local level (area)/ Local level (city) / personal	

			<ul style="list-style-type: none"> <li>refugees which were accommodated at the school as students after 1974</li> </ul>	
			Age value	
			Cultural value	Local level (city)
Theatre	Technical value related to its construction as a large span space.	National		
	Social and cultural values as the first theatre space of such capacity in the city. Often used for social and cultural events of the city.	Local level (city)		
			Architectural and Aesthetic value	
			Use value	Local level (city)
			Commemorative value	National level/ Communal level/ Local level (city)
Overall	Use value		Use value (stronger in the past - appreciation towards secondary education was higher)	National level/ Communal level/ Local level (city)
School site	Recreational and environmental value as an open green space in the urban fabric.	Local value (area)/ Local value (city)	Recreational, environmental and quality of urban space value	Local level (area)
Location*			Urban value	Local level (city)
Façade*			Architectural and Aesthetic	
Recent Pedestrian bridges*				
Laboratories*			Use value Evidential and Historical value of the historic laboratory instruments	
Library*			Use value (especially in the past) Evidential and Historic value for its contents	
Planetarium (does not survive)*			Educational value Evidential value of the level of education at the school at the time	National level
Sundial (does not survive)*			Educational value Evidential value of the level of education at the school at the time	
Portico and entrance space*			Architectural and Aesthetic value Evidential value of the inaugural plaque situated in this space	
* Physical elements identified only by the user interviews				

## 4.6. Prodomos Elementary School

### 4.6.1. Site identification

Table 4- 1/PES Site Identification

<p><b>Building ID</b></p>	<ul style="list-style-type: none"> <li>- <b>Current name:</b> Prodomos Elementary School</li> </ul> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Il. 4- 1/PES The main façade of the PES school building @ Author, March 2018</i></p>
<p><b>Historic information</b></p>	<ul style="list-style-type: none"> <li>- <b>Original name (and other former names):</b> Larnaka Prodomos Urban School (<i>Αστική Σχολή Προδρόμου Λάρνακος</i>)</li> <li>- <b>Educational level:</b> Primary education</li> <li>- <b>Involved communities:</b> Greek Cypriot</li> <li>- <b>Involved authorities (past):</b> Technical Services of the Greek Education Office, Greek Town School Committee.</li> <li>- <b>Architect:</b> Alexandros Christou (Technical Services of the Greek Education Office)</li> <li>- <b>Other involved individuals/companies/ organisations in design and construction:</b> Unknown</li> <li>- <b>Completion date:</b> 1962</li> <li>- <b>Inauguration date:</b> 25<sup>th</sup> November 1962</li> <li>- <b>Years of operation:</b> 1962-ongoing</li> </ul>
<p><b>Current state</b></p>	<ul style="list-style-type: none"> <li>- <b>Current state:</b> in use</li> <li>- <b>Involved authorities for the building's upkeep:</b> Ministry of Education and Culture Republic of Cyprus, Larnaka School Ephorate</li> <li>- <b>Status of protection:</b> None</li> </ul>

Location	<ul style="list-style-type: none"> <li>- Address: 17 Ektoros str., 6013, Larnaka, Cyprus</li> <li>- GPS Coordinates: 34° 55' 36.1"N, 33° 37' 47.0"E</li> </ul>
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#### 4.6.2. Site Description

##### *Building history*

According to the school website the school's construction initiated in 1961 (Prodromos Elementary School website, n.d.). The school's construction was completed in 1962 and it operated for the first school year as a six-grade elementary school in 1962-1963 (Prodromos Elementary School website, n.d.).<sup>433</sup> The school was inaugurated on the 25<sup>th</sup> of November 1962.<sup>434</sup>

PES is one of the elementary schools designed by the Technical Services of the Greek Education Office which during this early period of Cyprus's Independence was under the authority of the Greek Communal Assembly of Cyprus.<sup>435</sup> The architects employed by the Technical Services at the time were 'architects by profession'. When the relevant authority for providing licenses to practice architecture in Cyprus was established, some practitioners which were already practicing architecture (due to the lack of trained architects), based on some criteria were provided with a special license to practice architecture and they were recognized as 'architects by profession'.<sup>436</sup> One of these 'architects by profession' which were designing school buildings for the Technical Services of the Greek Education Office and who designed the PES was Alexandros Christou.<sup>437</sup>

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<sup>433</sup> This information was confirmed by material from the school archive

<sup>434</sup> Information from the school archive

<sup>435</sup> Information by the Technical Services of the Ministry of Education and Culture, Republic of Cyprus and expert interview of Mr Louis Selipas, retired employee of the Technical Services of the Greek Education Office and later of the Technical Services of the Ministry of Education.

<sup>436</sup> Selipas, L. (2018) Interviewed by Christos Hadjivasiliou and Emilia Siandou, 5 May.

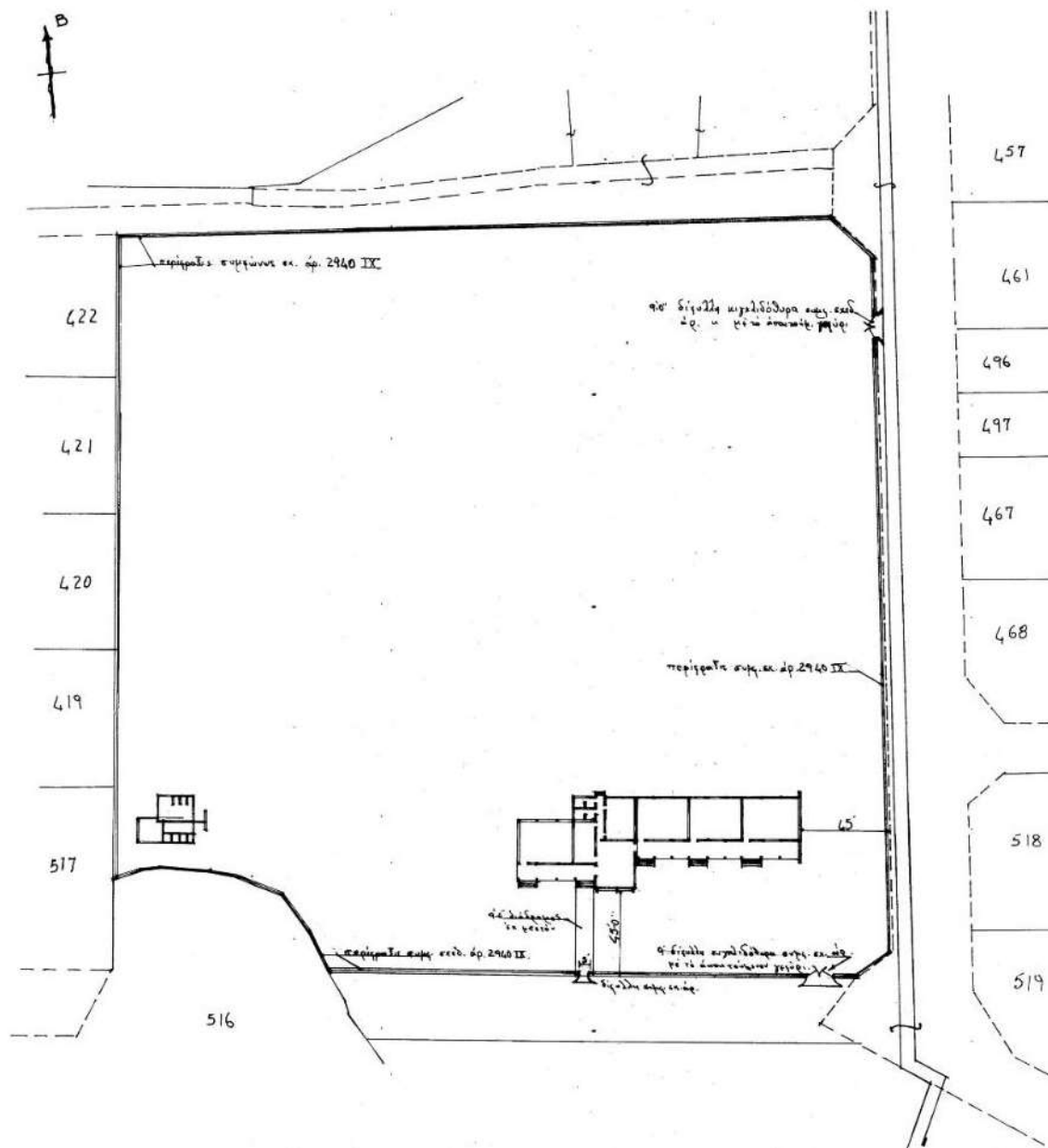
<sup>437</sup> Ibid.

## *Building chronology*

### Initial phase

The building's initial phase is documented on drawings from the archive of the Technical Services of the Ministry of Education and Culture of the Republic of Cyprus (Il. 4- 2/PES, Il. 4- 3/PES) as well as in photographs from the school archive (Il. 4- 4/PES, Il. 4- 5/PES, Il. 4- 8/PES, Il. 4- 6/PES, Il. 4- 7/PES, Il. 4- 9/PES).

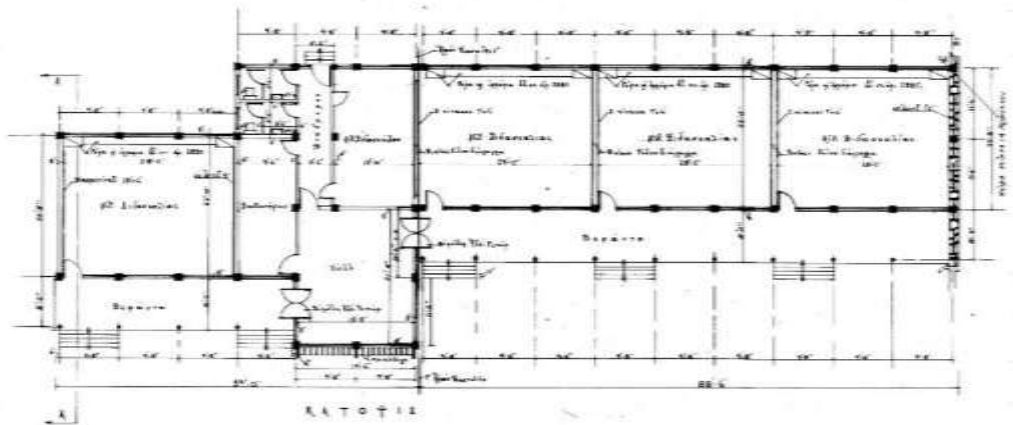
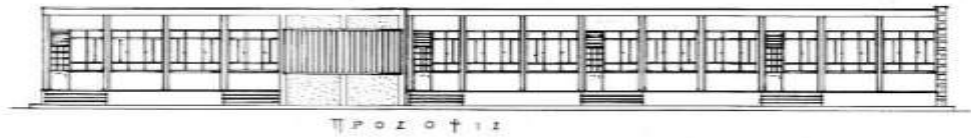
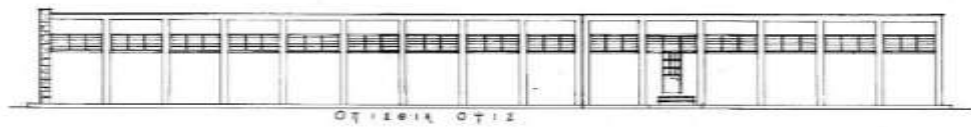
At its initial phase the school was designed and constructed as a single wing, 4 classrooms, single storey building with a protruding volume which accommodated the teacher's hall, the principal's office and other administration spaces. The building volume was positioned parallel to the southern boundary of the site. The building was a concrete frame structure with brick exterior walls, terrazzo tiles flooring and terrazzo steps and metal openings with glazing. Out of the total number of four classrooms, three were located eastward of the protruding volume and one westward. The three classrooms located on the easternmost part of the building and the teachers' hall were divided by double foldable timber panels which when folded the three rooms were united into one large space which was used as an assembly hall and theatre space (Il. 4- 6/PES, Il. 4- 8/PES, Il. 4- 7/PES); the teacher's hall, elevated a few steps higher than the rest of the spaces served as the theatre stage (Il. 4- 9/PES. Il. 4- 10/PES). Characteristic of the school's design is also the ashlar yellow sandstone wall which defined the school towards the east (Il. 4- 3/PES, Il. 4- 4/PES). Furthermore, the design of the PES demonstrates climatic consciousness from the part of the designers, with the verandas located towards the south and vertical sun breakers on the south of the protruding volume of administration (Il. 4- 4/PES).



II. 4- 2/PES Site plan of the school @ Technical Services, Ministry of Education and Culture, Republic of Cyprus

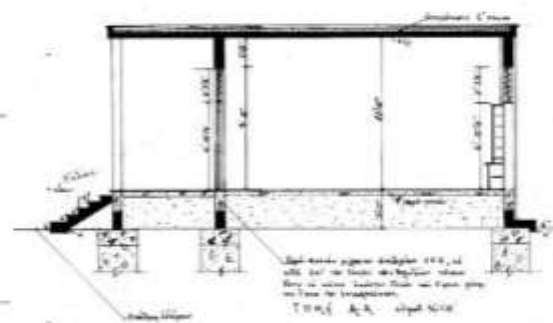
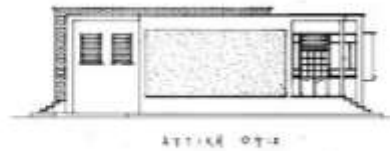
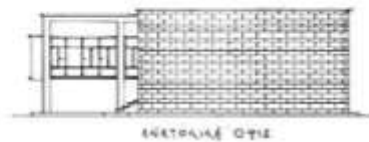
ΣΧΕΔΙΟΝ ΣΧΟΛΙΚΟΥ ΚΤΙΡΙΟΥ ΠΡΟΔΡΟΜΟΥ ΛΑΡΝΑΚΟΣ. ΑΡΧΙΤΕΚΤΟΝ. 2003. I

ΚΛΙΜΑΞ: 60-65



ΣΧΕΔΙΟΝ ΣΧΟΛΙΚΟΥ ΚΤΙΡΙΟΥ ΠΡΟΔΡΟΜΟΥ ΛΑΡΝΑΚΟΣ. ΑΡΧΙΤΕΚΤΟΝ. 2003. II

ΚΛΙΜΑΞ: 60-65



II. 4-3/PES Architectural plans of the school @ Technical Services, Ministry of Education and Culture, Republic of Cyprus

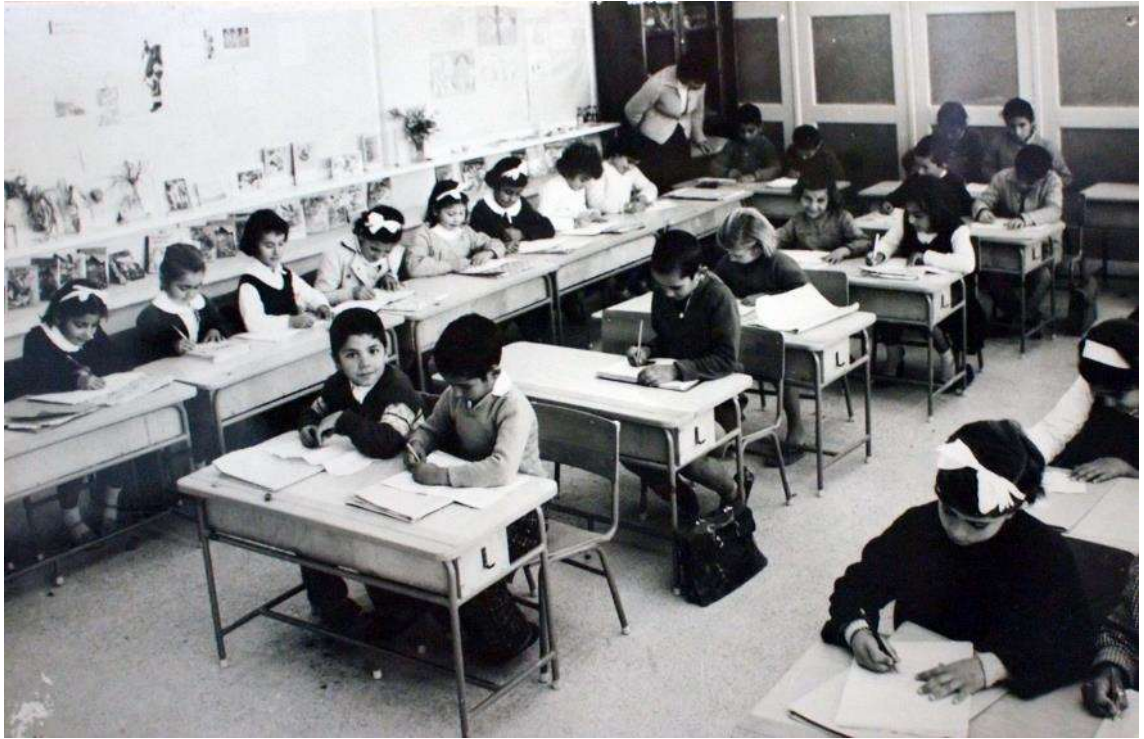


*Il. 4- 4/PES Inauguration day, 25th November 1962 @ Prodomos Elementary School archive*



*Il. 4- 5/PES Inauguration day, 25th November 1962 @ Prodomos Elementary School archive*





*II. 4- 6/PES Classroom @ Prodromos Elementary School archive*



*II. 4- 7/PES School event, 1966 @ Prodromos Elementary School archive*



*Il. 4- 8/PES Christmas school event, 1966 @ Prodromos Elementary School archive*

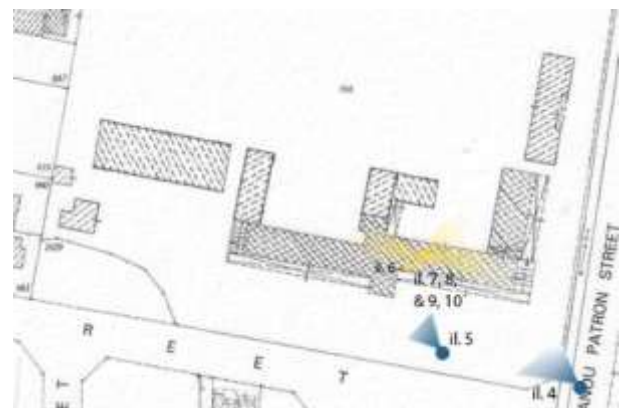


*Il. 4- 9/PES Christmas school event, 1966 @ Prodromos Elementary School archive*



*Il. 4- 10/PES Christmas school event, 1966 @ Prodomos Elementary School archive*

*Il. 4- 11/PES Archive photos key map*



#### School building additions/ alterations

##### *1963 extension phase*

The school is also documented in the 1963 orthographic aerial survey from the Department of Lands and Surveys (Il. 4- 12/PES). The survey indicates that already by 1963 the school was already extended towards the west.

##### *1963-1971 extension phase*

Between 1963 and 1970-1971 another floor was added to the initial school wing and an additional building was added parallel to the eastern boundary of the school site (Il. 4- 13/PES, Il. 4- 14/PES, Il. 4- 15/PES, Il. 4- 16/PES). The additional floor was identical to the ground floor.



Staircases to the first floor were positioned at the easternmost and westernmost locations of the initial school wing. The staircases were framed with ashlar yellow sandstone walls, outwards of the building. The walls were identical with the original eastern stone wall. The vertical sun breakers were also copied on the first floor. The new school building was a pitched roof single storey building.



*Il. 4- 12/PES Aerial orthophoto of the area, 1963. The school site of PES has been marked in red boundary and has been enlarged @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*



*Il. 4- 13/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive*



*Il. 4- 14/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive*





*Il. 4- 15/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive*



*Il. 4- 16/PES Inauguration ceremony of the new school building, 1970-1971 @ Prodromos Elementary School archive*

*2002 Photographic documentation of the school*

The school was additionally documented in 2002, one year before the building underwent seismic upgrade, through photographic documentation. The documentation indicates that between 1971 and 2002 the school was extended towards the north with the extension of the administration wing (Il. 4- 18/PES). This phase is also documented at the cadastral map of the site (Il. 4- 19/PES).



*Il. 4- 17/PES The PES, 2002 @ Prodromos Elementary School archive*

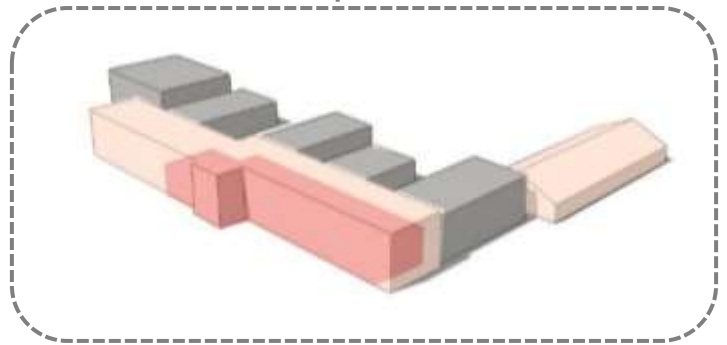


*Il. 4- 18/PES The PES, 2002 @ Prodromos Elementary School archive*



*Il. 4- 19/PES Cadastral map @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus. The school site of PES has been isolated and marked in red boundary by the author*





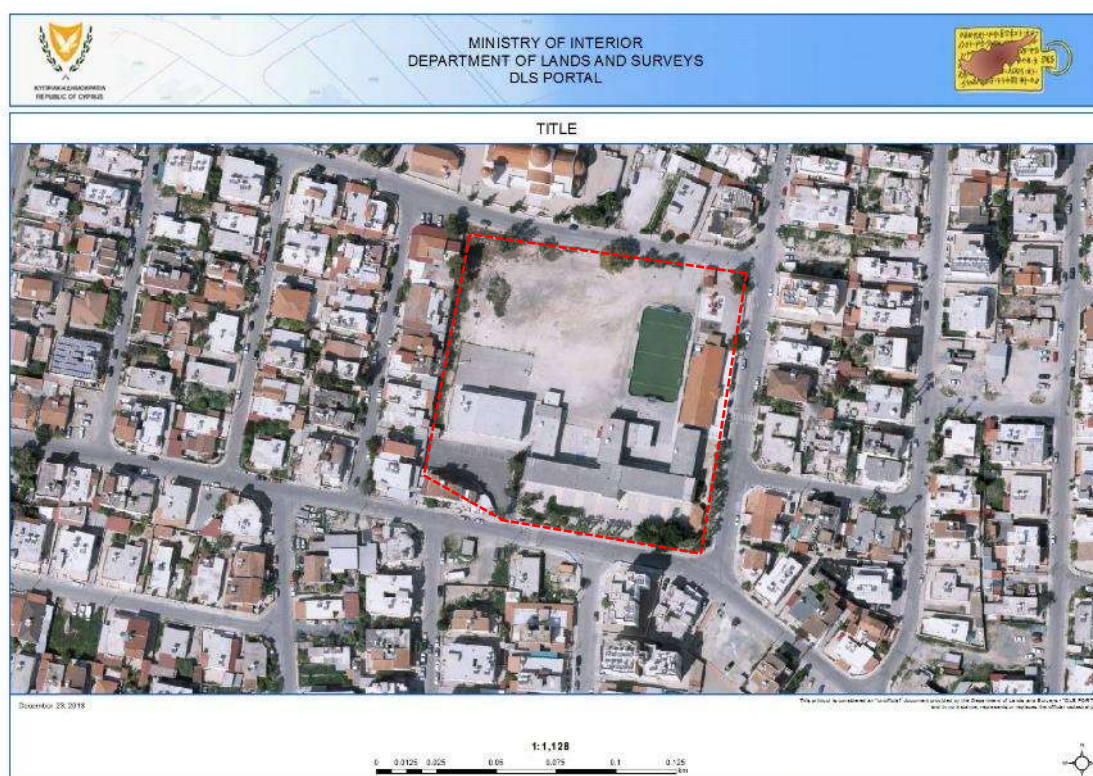
- Initial phase \_ 1961
- Later additions \_ 1994 -2010
- Recent additions

*Il. 4- 20/PES Aerial orthophoto of the area, 2014. The school site of PES has been marked in red boundary and the building phases in colour by the author @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*

### *Current state*

The school's current state was visually assessed during a site visit by the researcher on the 4<sup>th</sup> of April 2018. The school is still used as a six-grade elementary school, divided into two educational cycles: first to third grade (KA) and fourth to sixth grade (KB) under the name of Prodromos Elementary School KA and KB.

The school's current state is also documented in a 2014 aerial photo survey by the Department of Lands and Surveys, Republic of Cyprus.



*Il. 4- 21/PES Aerial orthophoto of the area, 2014. The school site of PES has been marked in red boundary @ Department of Lands and Surveys, Ministry of Interior, Republic of Cyprus.*

The school complex's main components at its current state are: the original southern wing extended towards the west and north and with the addition of the first floor (Il. 4- 22/PES, Il. 4- 23/PES, Il. 4- 24/PES, Il. 4- 25/PES, Il. 4- 26/PES, Il. 4- 27/PES), the eastern building which was added before 1971 and today it operates as a kindergarten (Il. 4- 33/PES), as well as the two additional wings which were later added vertically to the southern wing (Il. 4- 28/PES, Il. 4- 31/PES, Il. 4- 32/PES, Il. 4- 33/PES). One single storey building was also added eastward of the middle of the three vertical wings (Il. 4- 29/PES, Il. 4- 298/PES, Il. 4- 31/PES). The building

underwent seismic upgrade in 2003.<sup>438</sup> A sports hall was added to the school complex in 2009. The sports hall is situated on the west of the plot and parallel to it, towards the south, a parking area was created (Il. 4- 32/PES, Il. 4- 33/PES, Il. 4- 34/PES, Il. 4- 343/PES).

The original openings of the school have been replaced by aluminium doors and windows and the vertical sun breakers have been removed from the south façade (Il. 4- 22/PES).

A small garden area is situated to the south of the building (Il. 4- 42/PES). That area is mostly paved.



*Il. 4- 22/PES Southwest façade of the school, view towards the northeast @ Author, April 2018*

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<sup>438</sup> Information from the Technical Services of the Ministry of Education and Culture, Republic of Cyprus





*Il. 4- 23/PES Southwest façade of the school, view towards the northeast @ Author, April 2018*



*Il. 4- 24/PES Northwest façade of the school, view towards the west @ Author, April 2018*



*Il. 4- 25/PES (left) Northwest façade and east façade of the school, view towards the west @ Author, April 2018*

*Il. 4- 26/PES (right) East façade of the school, view towards the north @ Author, April 2018*



*Il. 4- 27/PES East façade of the school @ Author, April 2018*



*Il. 4- 28/PES North and west façade of the school, view towards the east @ Author, April 2018*



*Il. 4- 29/PES & Il. 4- 30/PES North façade of the school, view towards the west @ Author, April 2018*





*Il. 4- 31/PES North façade of the school, view towards the south @ Author, April 2018*



*Il. 4- 32/PES Northwest and east façade of the school, view towards the west @ Author, April 2018*



*Il. 4- 33/PES North façade of the school, view towards the south @ Author, April 2018*



*Il. 4- 34/PES & Il. 4- 35/PES The corridor between the westernmost wing of the school and the new sports hall building @ Author, April 2018*



*Il. 4- 36/PES, Il. 4- 37/PES & Il. 4- 38/PES School corridors @ Author, April 2018*



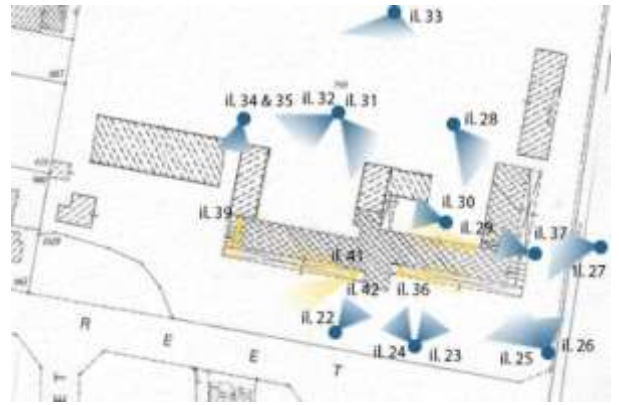


*Il. 4- 39/PES & Il. 4- 40/PES The westernmost staircase of the school @ Author, April 2018*

*Il. 4- 41/PES South corridor of the first floor, view towards the west @ Author, April 2018*



*Il. 4- 42/PES The garden area southward of the school building @ Author, April 2018*



### *Related Buildings and/or Sites*

During this early period of independence, many schools were designed and built all over Cyprus to cover the rapidly increasing educational needs of the young republic. PES is a part of this network of schools, designed by the Technical Services of the Greek Education Office from 1960 until 1965 when the Ministry of Education was created, and a specialised architect was appointed for the design of schools. The schools designed during this period have many common design characteristics. Characteristic of these schools are the ashlar masonry walls, the concrete frame structure with the round columns and the corridor situated towards the south, as well as the characteristic sunbreakers. Furthermore, the foldable timber walls between the classrooms which allowed the unification of many classrooms into one larger space was another common feature of these buildings. Some of these schools are the Akropolis Elementary School, built in 1962 in Nicosia (Il. 4- 46/PES, Il. 4- 46/PES), the Agios Epiktitos Elementary School built in Kyrenia (Il. 4- 44/PES), the 1964 Elementary School in Kyperounta (Il. 4- 45/PES) and many more.

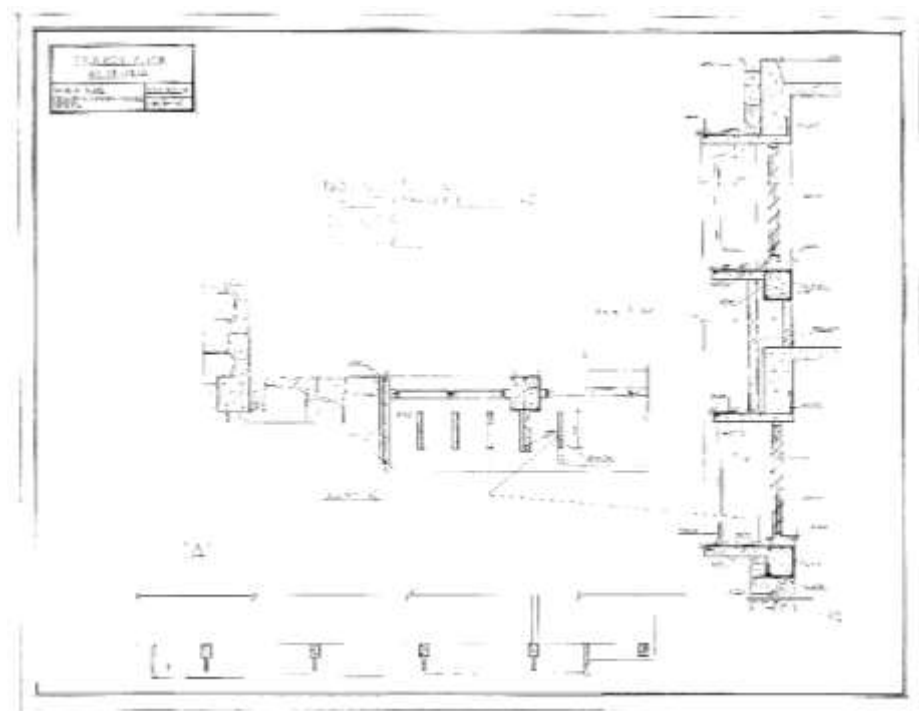


*Il. 4- 44/PES (left) Agios Epiktitos Elementary School in Kyrenia @ Technical Services, Ministry of Education, Republic of Cyprus*

*Il. 4- 45/PES (right) Elementary School in Kyperounta @ Technical Services, Ministry of Education, Republic of Cyprus*



*Il. 4- 46/PES & Il. 4- 47/PES Akropolis Elementary school in Nicosia, 1962 @ Technical Services, Ministry of Education, Republic of Cyprus*



*Il. 4- 48/PES Construction detail of the ashlar masonry and terrazzo vertical sun breakers for the Akropolis Elementary School @ Technical Services, Ministry of Education, Republic of Cyprus*

The architects of the Technical Services of the Greek Education Office, having no formal education in architecture, were clearly influenced by the school designs by Demetris Thymopoulos who, as it was mentioned in the previous chapter, changed school architecture in Cyprus in the 1950s. Design elements such as the ashlar yellow sandstone wall, the round concrete columns and the vertical sun breakers were introduced to school architecture in Cyprus by Thymopoulos a few years earlier. A characteristic example of Thymopoulos' school design is the Lykavittou Elementary School in Nicosia designed and built between 1955 and 1957 (Il. 4-49/PES) (Architektoniki, 1958: p. 42-43; Docomomo Cyprus, 2014).



*Il. 4- 49/PES The Lykavittou Elementary School building in Nicosia, 1958 @ Architektoniki, 1958*



### 4.6.3. Assessment of Significance

The PES is a school building of high importance for multiple reasons.

The PES at its initial phase, despite its small scale, carries architectural, historic and evidential values linked with school design during the early Cypriot independence. The school design of this period carried out by the Technical Services of the Greek Education Office has specific characteristics. The original design of the school constitutes evidence of the introduction of climatic considerations in school design which were absent in earlier school typologies. Furthermore, the economic restrictions of the period are demonstrated through the economic use of space through flexible design solutions such as the foldable timber room partitions which allowed the unification of the classrooms into larger spaces.

The school design also constitutes evidence of the great influence of Demetris Thymopoulos' school design during the early years of the 1960s decade.

Over and above, the school's well-preserved archive holds important historic and evidential value related to the school's history.

Photographs from the school archive documenting the common meals provided to students in need highlight the social value of schools at the time.



*Il. 4- 50/PES & Il. 4- 51/PES The common meal provided to students of the school @ PES school archive*

The school also carries technical values as a modern reinforced concrete school, constructed with modern materials, such as terrazzo tiles, metal openings etc. Over and above, the intensive rhythms in which the school was expanding especially during the first decades of its operation constitute evidence of the increasing needs of elementary education in Cyprus at the time.

Further and above, accommodating many generations of Greek Cypriot students since it first operated in 1962 the school has communal values linked with the Greek Cypriot community and the many generations of students who were educated there, as well as staff who worked at the school.

At the same time the school, as with all the schools of the Republic of Cyprus in 1974, facilitated and served the needs of a number of Greek Cypriot refugees who were relocated to the area after the division. In this way, the school obtained social values for serving the needs of the Greek Cypriot refugees after 1974.

As in the cases of the other schools, the heritage values of the PES are irrevocably connected to its use as a school. The PES has been operating as a school continuously since 1962.

#### 4.6.4. User interviews

User interviews were conducted at the Prodromos Elementary School in March 2018. More specifically 8 current user interviews were conducted at the school during one site visit, on the 29<sup>th</sup> of March 2018. One additional past user interview was conducted during this fieldwork period. The users interviewed provided information regarding:

##### *Knowledge on the history of the building*

The users interviewed demonstrated knowledge and provided information regarding the following subjects:

##### Build date /Operation

Only one of the users interviewed mentioned the exact year the school was built.<sup>439</sup> Another interviewee demonstrated knowledge of the approximate year the school was built,<sup>440</sup> while others had the misconception that the school was built in the 1970s.<sup>441</sup>

Some of the users interviewed mentioned that after the 1974 war the school operated in double shift, morning and afternoon.<sup>442</sup>

##### Inauguration

One of the users interviewed had knowledge of the school's inauguration date.<sup>443</sup>

##### Alterations / Building phases

Users interviewed remember previous phases of the school. One of the users interviewed remembers: "The classrooms were less [between 1974-1977]. All the front wing existed already. The classrooms at the end were opening and becoming a theatre scene".<sup>444</sup> Another user remembers that additions were made at the school after 1974 and these had negative impact to

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<sup>439</sup> (PES\_CU\_06, Question 6)

<sup>440</sup> (PES\_CU\_01, Question 4; Question 6)

<sup>441</sup> (PES\_CU\_02, Question 6), (PES\_CU\_08, Question 6)

<sup>442</sup> (PES\_CU\_05, Question 6), (PES\_CU\_06, Question 11)

<sup>443</sup> (PES\_CU\_05, Question 6)

<sup>444</sup> (PES\_CU\_06, Question 11)

the school's functionality.<sup>445</sup> Another interviewee remembers the most recent seismic upgrade of the school and the addition of the multipurpose room in 2010.<sup>446</sup>

#### Other

Other information interviewees mentioned was the discovery of graves when the building was being built,<sup>447</sup> and the 30-year celebration of the school in 1992.<sup>448</sup>

#### Proposed sources of information and provided documents

Related to the 30-year celebration the interviewees proposed a booklet that was published at the time as a good source of information.<sup>449</sup> Unfortunately, it was not possible to identify a copy of the booklet in the framework of this study. Another one of the interviewees provided from her personal archive her class photograph from the year 1968-1969 (Il. 4- 52/PES). The photograph, taken in front of the easternmost staircase to the first floor of the initial wing constitutes a valuable testimony since it proves that the addition of the first floor of the school's initial wing was already done by 1968-1969. The original ashlar stone wall of the school as seen in Il. 4- 4/PES and Il. 4- 5/PES is the one depicted on the left side of the photo, while the staircase and the second ashlar wall, as seen on the right side of the photo, constitute additions to the original building.

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<sup>445</sup> (PES\_CU\_02, Question 6)

<sup>446</sup> (PES\_CU\_05, Question 6)

<sup>447</sup> (PES\_CU\_01, Question 7)

<sup>448</sup> (PES\_CU\_06, Question 6)

<sup>449</sup> Ibid





*Il. 4- 52/PES A class photo in front of the easternmost staircase of the southern wing of the school, 1968-1969 @ Niki Siandou's personal archive*

The users interviewed demonstrated no knowledge and provided no further information regarding the building's (i) commission and design, (ii) benefactors, donations and other information about the school's funding, (iii) architect, engineers and other technical staff/companies involved, (iv) involved authorities and/or (v) important events or people related to the building, or any other information.

#### *Valued aspects of the Prodomos Elementary school*

The Prodomos Elementary school is one of the schools for which the interviews demonstrated low level of appreciation of any possible significance. In the case of the Prodomos Elementary School, out of the total number of 9 users interviewed (8 current users and 1 past user) only 3 responded positively to the question if they consider the building as significant. 2 out of the 3 responded with a strong yes and one responded positively but raised some issues: "It is significant since it covers the (educational) needs of the area but not architecturally. But it has issues as far as its architecture is concerned. It is too long, and its layout is too spread out. It does not help the

relation between the two study cycles [first to third class and fourth to sixth class]. It does not have an internal courtyard and hence it does not have a protected external space".<sup>450</sup>

5 out of the 9 users interviewed do not consider the building as significant and highlighted some of the issues which affect their perception: "It is dysfunctional, especially the administration offices on the first floor. The staircases are old, and the steps are too high for small children. The circulation between the classrooms in the different wings is problematic, in general it is not functional. It has no values, neither architectural value",<sup>451</sup> "Difficult building, confusing. Difficult access to the classes. Not organised at all. Problematic as far as its functionality, circulation and staircases is concerned",<sup>452</sup> "It is architecturally dysfunctional",<sup>453</sup> and "Nothing special. It doesn't have any stone features",<sup>454</sup> or "it is a common school building".<sup>455</sup> Nevertheless, 1 out of the 5 users interviewed who do not consider the building as significant expressed a personal bond with the building as a work space.

1 out of 9 did not respond to the question but nevertheless considers the building important to them personally.<sup>456</sup>

The analysis of the data did not highlight significant patterns in the perception of the building's significance between (i) current users and past users, (ii) different sexes, (iii) different age groups, (iv) users with refugee status and users with no refugee status, and/or (v) users who currently are Larnaka residents and users who are not.

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<sup>450</sup> (PES\_CU\_05, Question 4)

<sup>451</sup> (PES\_CU\_02, Question 4)

<sup>452</sup> (PES\_CU\_04, Question 4)

<sup>453</sup> (PES\_CU\_07, Question 4)

<sup>454</sup> (PES\_CU\_08, Question 4)

<sup>455</sup> (PES\_PU\_01, Question 10)

<sup>456</sup> (PES\_CU\_06, Question 5)

### Range of heritage values linked with Prodromos Elementary School

8 expressions of significance have been noted in the interviews which correspond to a variety of values categories as:

#### *Emotional*

Many of the users interviewed value the building for emotional reasons as their workplace.<sup>457</sup>

#### *Use value*

Many of the interviewees also value the building for its use as a school, and also about how it operated and operates as such.<sup>458</sup>

#### *Architectural and Historic value*

One of the interviewees acknowledged the architectural and historic value of the building: "It is an interesting building. It was built in 1960. It has historic importance about the school space was conceptualised at the time of the creation of a new state".<sup>459</sup>

#### *Communal value*

The value of the building for the local community of the area and the city was also mentioned: "It is the school of our neighbourhood, of our area; our school. Many generations have been schooled here; our children".<sup>460</sup>

#### *Newness value*

The newness value of the building in the past was included in the identified expressions of significance. More specifically, one of the interviewees referred to the value of the building at the time it was created due to the fact that it was a new school.<sup>461</sup>

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<sup>457</sup> (PES\_CU\_01, Question 5), (PES\_CU\_05, Question 5), (PES\_CU\_08, Question 5)

<sup>458</sup> (PES\_CU\_01, Question 4), (PES\_CU\_05, Question 4), (PES\_CU\_06, Question 9)

<sup>459</sup> (PES\_CU\_01, Question 4)

<sup>460</sup> (PES\_CU\_01, Question 4), (PES\_CU\_06, Question 5)

<sup>461</sup> (PES\_CU\_06, Question 11)

## Nature of heritage values linked with the Prodromos Elementary School

### *Past and Present Values*

The users interviewed referred to the value the building had both in the past and at present. As mentioned above the building in the past was valued for its newness.<sup>462</sup>

The findings reveal that at present the school is valued by its users mostly for its emotional value,<sup>463</sup> communal value,<sup>464</sup> and use value,<sup>465</sup> as well as historic and architectural values in a lesser degree.<sup>466</sup> Noteworthy is the fact that at present the architectural value of the building was repeatedly dismissed by the interviewees.<sup>467</sup> As one of the interviewees clearly highlighted: "It is significant since it covers the (educational) needs of the area but not architecturally".<sup>468</sup>

### *Levels of Significance*

In the case of the PES the identified expressions of significance varied from the personal level to the level of local significance of the building mostly for the local area, the neighbourhood and not at the city level.

A common reference in some of the replies of the users interviewed is the value of the PES particularly for the neighbourhood and the wider urban area around it, especially linked to its use value.<sup>469</sup>

Only one of the interviewees acknowledged national value to the building linked to its historic importance as a new school building built during the first period of the Cypriot independence.<sup>470</sup>

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<sup>462</sup> (PES\_CU\_06, Question 11)

<sup>463</sup> (PES\_CU\_01, Question 5), (PES\_CU\_05, Question 5), (PES\_CU\_08, Question 5)

<sup>464</sup> (PES\_CU\_01, Question 4), (PES\_CU\_06, Question 5)

<sup>465</sup> (PES\_CU\_01, Question 4), (PES\_CU\_05, Question 4), (PES\_CU\_06, Question 9)

<sup>466</sup> (PES\_CU\_01, Question 4)

<sup>467</sup> (PES\_CU\_02, Question 4), (PES\_CU\_05, Question 4), (PES\_CU\_06, Question 9)

<sup>468</sup> (PES\_CU\_05, Question 4)

<sup>469</sup> (PES\_CU\_05, Question 4), (PES\_CU\_06, Question 5; Question 9)

<sup>470</sup> (PES\_CU\_01, Question 4)

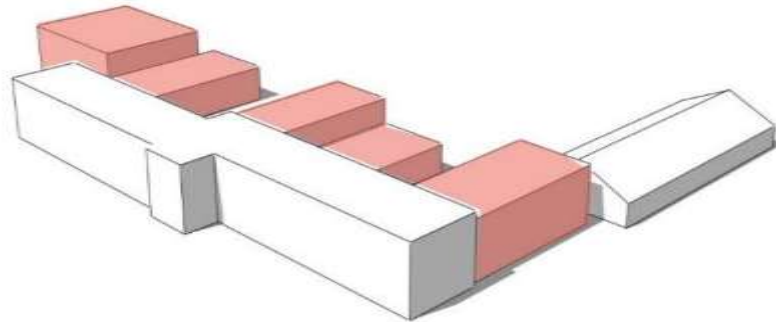
Physical elements of the building which the interviewees consider of special significance

Noteworthy in the case of the PES is that its users do not consider any of the physical elements of the main school building (which includes also the initial part of the building) of any special significance. Instead the only physical elements which were acknowledged of special significance are the following:

*Latest additions to the school*

One of the interviewees referred specifically to the value of the latest classrooms which were added to the school and the new multipurpose hall to the school's overall functionality.<sup>471</sup>

*Il. 4- 53/AGHS The latest additions to the building*



*Open spaces and vegetation*

Furthermore, interviewees valued the trees located in the school yard and the recently created futsal fields.<sup>472</sup>

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<sup>471</sup> (PES\_CU\_01, Question 8)

<sup>472</sup> (PES\_CU\_02, Question 8), (PES\_CU\_07, Question 8)

## *User attitudes survey*

### Attitudes related to the building's protection

The attitudes of the users towards the building's protection are respective to the perception of the building's significance. Only 3 out of the 9 users of the building interviewed believe that the building should be protected in any manner. 1 out of 3 replied with a strong positive feeling (yes),<sup>473</sup> while the other 2 responded positively but added a few notes for improvement (yes but). These two users replied: "It should be preserved. It is convenient for the neighbourhood. But it might be good if they built a new one here", and "It is important for this school to continue to exist, but it needs maintenance".<sup>474</sup>

The analysis of the data did not highlight significant patterns in the attitudes of the users towards the building's protection between (i) current users and past users, (ii) current users who were also past users and current users who were not past users of the building, (iii) different sexes, (iv) different age groups, (v) users with refugee status and users with no refugee status, and/or (v) users who currently are Larnaka residents and users who are not.

### Willingness to be involved in decision making processes for the building's future

Correspondingly, the interviews revealed a low level of interest in participating in decision making processes for the building's future. 7 out of 9 users of the school interviewed expressed no interest to participate in any decision process for the future of the building.<sup>475</sup> At the same time only 2 out of 9 users of the school interviewed, expressed interest to participate in any decision process for the future of the building.<sup>476</sup>

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<sup>473</sup> (PES\_CU\_03, Question 9)

<sup>474</sup> (PES\_CU\_01, Question 9), (PES\_CU\_06, Question 9)

<sup>475</sup> (PES\_CU\_02, Question 10), (PES\_CU\_03, Question 10), (PES\_CU\_04, Question 10), (PES\_CU\_05, Question 10), (PES\_CU\_06, Question 10), (PES\_CU\_07, Question 10), (PES\_PU\_01, Question 12)

<sup>476</sup> (PES\_CU\_01, Question 10), (PES\_CU\_08, Question 10)

4.6.5. Comparative assessment table

Table 4-2/PES Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews

Comparative summary of the heritage values identified in the assessment of significance in relation with values identified by the user interviews				
Physical elements	Values identified by the assessment of significance	Level	Values identified by the user interviews	Level
The initial school building	The initial school building	Architectural value and evidential value for its design as a school of the early independence period in Cyprus	National level	Architectural and Historic value as a school space which was conceptualised at the time of the creation of a new state
		Technical values as a modern reinforced concrete school	National level	
		Social value of the elementary schools at the time	National level	
		Social value for serving the needs of the refugees after the 1974 war	Communal level/ Local level (city) / National level	
		Communal value for the local Greek Cypriot community	Local level (area)/ Local level (city)	
				Newness value
School archive	Historic and evidential value for the school and elementary schools of the time in general	National level/ Local level (city)		
Overall	Use value		Use value	Local level (neighbourhood, area)
	Evidential value of the rapid expansion of the school			

			Emotional value	Personal/ Family level
			Communal value	Local level (neighbourhood, area)
Latest extension of the school*			Use value (functionality)	
Sport fields*			Use value	
Vegetation*			Aesthetic, Environmental	
* Physical elements identified only by the user interviews				



## 5. Case study research findings: the range and nature of heritage values associated with modern schools in Larnaka

### 5.1. Introduction

This case study has provided a rich amount of information in order to be able to answer the first sub-question of this research in regard to the range and nature of heritage values linked with modern architecture in Cyprus.

### 5.2. The range of heritage values linked with the case study

The analysis of the case studies (both the expert and the user analysis) has highlighted a range of values carried by modern school buildings in Larnaka. The data gathered for this case study have been analysed and through the study of conservation charters, conservation guidelines and policy documents I have attempted to match the findings with existing value definitions, in order to comprise a proposed typology of heritage values linked with the case study. The main heritage values identified in the case study research findings and which could compose a heritage value typology are presented below in more detail:<sup>477</sup>

#### 5.2.1. Architectural/ Aesthetic values

The definition of architectural value in conservation charters, conservation guidelines and policy documents is irrevocably linked with the definition of aesthetic value (Australia ICOMOS, 1999: p.12; Mason, 2002: p. 12; Docomomo International, 2003; Canadian Register of Historic Places, 2006: p. 12; English Heritage, 2008: p.30; Australia ICOMOS, 2013: p.3). In this manner the values linked with the architectural form, style, layout, scale, materials, architectural/space qualities and design of the building fabric and the overall site have been included within this joint categorisation of architectural and aesthetic values.

In addition, aesthetic value further than linked with the aesthetic qualities of a heritage asset it is also defined as related to the sensory experiences (Australia ICOMOS, 1999: p.12;

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<sup>477</sup> As main values are considered the values which were identified in all (or almost all) of the schools in the case study.

Mason, 2002: p. 12; Canadian Register of Historic Places, 2006: p. 12; Australia ICOMOS, 2013: p.3).

The definition of aesthetic values includes also the value of a building/site within its setting and/or its identification as a landmark (Australia ICOMOS, 2013: p.3).

Furthermore, as mentioned in the document Conservation Principles (English Heritage, 2008: p.30) "Aesthetic values can be the result of the conscious design of a place ...[and/or] ...the seemingly fortuitous outcome of the way in which a place has evolved and been used over time".

Associations with people as an important architect, planner, engineer, craftsman were also considered under this category.

Related values can be artistic value or design value.

The study has highlighted that the schools of the case study carried architectural/ aesthetic values in the past, as well as in the present.

Their architectural/ aesthetic values are associated with their design as post-WWII modern school buildings of the 1950s and early 1960s, in terms of design, programme, and materials.

Moreover, some of the schools carry architectural/ aesthetic values linked with the architecture of school buildings during the post-WWII colonial period, influenced by the colonial policies but also influenced by the nationalistic aspirations of the local communities. In corresponding manner, other schools carry architectural/ aesthetic values linked with how school buildings were conceptualised and materialised during the first years of the creation of the new state of the Republic of Cyprus influenced by the aspirations of nation building.

The case study's schools additionally carry architectural/ aesthetic values as representative of early typologies of modern elementary and secondary school buildings (1945-1963).

Additionally, some of the school building of the case study additionally have architectural/ aesthetic value as works of significant modern architects with significant contributions to modern school design in Cyprus and further.

Architectural/ Aesthetic values of the case study schools were acknowledged also by the users in some occasions. The interviews further highlighted that the users attributed architectural/ aesthetic values to the buildings due: to their design, their building programme, their scale, their architectural style, their climatic performance and current physical state. Architectural/ aesthetic significance is attributed to the buildings overall and/or to specific parts of the building as the assembly halls, the façades etc.

The interviews have highlighted the aesthetic appreciation of the interviewees towards these school buildings and especially towards the initial school building and/or parts of the initial school building as the façade, portico, balconies, entrance. Additionally, the interviewees expressed aesthetic appreciation towards the green areas of the schools.

Within the framework of the aesthetic attributes of the buildings, one of the users interviewed highlighted the link between the aesthetic appreciation of the school and the 'familiarity' of the space bringing the discussion back to the willingness to preserve 'familiar' spaces as a strong drive for conservation (see subchapter 1.1.2.).<sup>478</sup>

### 5.2.2. Historic values

The category of historic values is one of the most widely accepted heritage value typologies, included in almost all conservation charters, conservation guidelines and adopted by most national policies (Australia ICOMOS, 1999: p.12; Mason, 2002: p. 11; Docomomo International, 2003; Canadian Register of Historic Places, 2006: p. 12; English Heritage, 2008: p. 28-29; Australia ICOMOS, 2013: p. 3; Department of Culture Media and Sport, 2018: p. 4).

Within this category the following are being considered: (i) links of a building/site with one or with multiple historic periods, (ii) links of a building/site with specific historic processes and (iii) links of a building/site with important historic people, groups of people or events. Acknowledging associations is also very important when considering historic value of a building/site.

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<sup>478</sup> (AGES\_CU\_03, Question 5)

Furthermore, considering representativeness, rarity and influence, as well as authenticity is also important when considering historic value (English Heritage, 2008: p. 28-29).

Cultural values are commonly linked with historic values (Canadian Register of Historic Places, 2006: p. 12).

Evidential value is also linked with historical value but it is considered separately within the framework of this thesis due to the importance of the evidential value of a monument in a context where archival documents related to modern architecture in Cyprus are scarce and dispersed, and hence the potential of a building/site to inform research on the matter is very important.

This study has highlighted the historic values linked with the schools of the case study as schools of this specific historic period (1945-1963) in Cyprus. More specifically they carry historic values as post-WWII modern secondary school buildings; as elementary buildings of the post-WWII colonial period, as public-aided secondary buildings of the post-WWII colonial period and as primary and secondary education school buildings of the early independence period. In such manner, the school buildings have historic values linked with the processes of modernisation, colonialism, postcolonialism and nation-building as these have been discussed in previous chapters (see subchapter 1.2.2.). In the case that the schools constitute first or early examples of a specific school typology, then their historic value is enhanced and this has been reflected also in the users' interviews.

Furthermore, the schools carry historic values linked with the history of the local communities (Turkish Cypriot and Greek Cypriot).

The historic values of the schools were widely acknowledged in the framework of the interviews. The users identify the historic value of the buildings in relation to how the school space and school building (either elementary or secondary) was conceptualised at the period of its creation. Furthermore, the users attributed historic values to the school buildings linked with the experience of many generations in these school buildings and with the history of the communities that used the schools, as well as with the history of the city and their urban area. Over and above the users linked the historic values of the schools with the history of education in Cyprus.

Historic values were attributed by users to specific parts of the buildings or even to movable objects (as historic laboratory instruments, historic books etc.).

### 5.2.3. Evidential values

In the framework of this research the definition of Evidential values as it has been defined by the Conservation Principles document has been adopted (English Heritage, 2008: p.28):

“Evidential value derives from the potential of a place to yield evidence about past human activity.”

“Physical remains of past human activity are the primary source of evidence about the substance and evolution of places, and of the people and cultures that made them. These remains are part of a record of the past that begins with traces of early humans and continues to be created and destroyed. Their evidential value is proportionate to their potential to contribute to people’s understanding of the past.”

“In the absence of written records, the material record, particularly archaeological deposits, provides the only source of evidence about the distant past. Age is therefore a strong indicator of relative evidential value, but is not paramount, since the material record is the primary source of evidence about poorly-documented aspects of any period. Geology, landforms, species and habitats similarly have value as sources of information about the evolution of the planet and life upon it.”

“Evidential value derives from the physical remains or genetic lines that have been inherited from the past. The ability to understand and interpret the evidence tends to be diminished in proportion to the extent of its removal or replacement.”

This research has highlighted that the schools in the case study carry evidential values, especially in the case that a large percentage of the original building fabric is preserved without severe alterations. The evidential values are linked with the historic and architectural/ aesthetic values of the building but are based on the physical remains of a historic place or object as carriers of important historic information. In such manner the school buildings of the case study carry evidential values about: the design, programme (ex. inclusion of lavatories, specialised classrooms, laboratories and assembly halls to school buildings), construction methods and materials of the modern schools in the 1950s and early 1960s. In the cases where these schools constitute the last (or rare) physical evidence of a school typology their evidential value is enhanced.

More specifically, the school buildings of the case study of the colonial period, carry evidential values as testimonies of the influence of the colonial guidelines for school design in Cyprus during this period.

Furthermore, the former Turkish Cypriot schools carry evidential values regarding the historic presence of the Turkish Cypriot community in the area.

Moreover, as it is explained in the AGES and the AIES, these schools potentially carry evidential values for the co-operation of the two communities during one the most turbulent periods in their relationship (Greek Cypriot architects designing Turkish Cypriot schools).

Evidential values are linked also with specific parts of the building (inaugural plaques etc.) or even with specific movable objects (library books, laboratory instruments, school's archival documents).

The evidential values of the schools have been acknowledged also by the interviews as explained above.

#### **5.2.4. Social values**

In line with the definition of social value in conservation charters, conservation guidelines and policy documents (Australia ICOMOS, 1999: p.12; Mason, 2002: p. 12; Docomomo International, 2003; Canadian Register of Historic Places, 2006: p. 12; English Heritage, 2008: p.30; (ICOMOS, 2008); Australia ICOMOS, 2013: p.3) within this group the following are being considered: (i) contribution to society at any historic period, (ii) associations with groups within society and (iii) link with social purposes, movements and processes.

Social values are linked with communal values. The definition of communal values is often incorporated within the definition of social values. Although the associations with groups within the society can be considered under this category nevertheless, within the framework of this study, associations with the local communities and religious groups are considered separately under communal values due to special the importance these have in relation to the local conflict.

In the framework of the assessment of the building's significance, social values were identified as an important component.

Social values were identified as being associated with the buildings as educational spaces at the time of their construction (different for primary and secondary education). More specifically, these are associated with the social value of the modernisation of education during the post-WWII period (promoting wider participation in education for all classes, introducing mixed schools, supporting education with public-aided programmes etc.).

Furthermore, the school buildings are all linked with social values for serving the needs of the refugee students after the 1974 war.

Moreover, the social value of specific spaces of the schools was identified, as for example the assembly halls which acted as gathering spaces for the whole city for social and cultural events.

The social values of these school buildings were also acknowledged by the interviewees. Further than the reasons explained above, the interviewees acknowledged the social value of the schools for their contribution to the education of many generations of students (from all social classes). The interviews also highlighted the contribution of the schools to students in need by providing breakfast (milk and accompaniment) both for the Greek Cypriot and the Turkish Cypriot community.

Finally, the social value of the schools linked with serving the needs of the refugees after the 1974 war was also highlighted by the interviews and it was stressed as one of the most important reasons for which the schools are valued. But more importantly, the interviews highlighted additional aspects of the social contribution of the schools to the refugees (operation in double shift for covering the increased number of students, accommodation, meals, voluntary service, clothes etc.). Some aspects of this contribution were linked by the interviewees with specific spaces of the school.

#### 5.2.5. Communal values

Communal values within this framework are considered the meanings, associations of a building/site to the local communities and religious groups and/or other groups within society. Within this framework, symbolic meanings are also being considered.

The contribution of a building/site to the social cohesion amongst these groups, as well to the construction of communal identity are considered as important.

What Mason (2002: p. 12) defines as 'place attachment' is being considered under communal value:

"Place attachment refers to the social cohesion, community identity, or other feelings of affiliation that social groups (whether very small and local, or national in scale) derive from the specific heritage and environment characteristics of their "home" territory"

Important for the consideration of communal values within the framework of this research is the definition provided by the Conservation Principles document (English Heritage, 2008: p.31-32):

“Communal value derives from the meanings of a place for the people who relate to it, or for whom it figures in their collective experience or memory. Communal values are closely bound up with historical (particularly associative) and aesthetic values, but tend to have additional and specific aspects”

“Commemorative and symbolic values reflect the meanings of a place for those who draw part of their identity from it, or have emotional links to it. The most obvious examples are war and other memorials raised by community effort, which consciously evoke past lives and events, but some buildings and places, such as the Palace of Westminster, can symbolise wider values. Such values tend to change over time, and are not always affirmative. Some places may be important for reminding us of uncomfortable events, attitudes or periods in England’s history. They are important aspects of collective memory and identity, places of remembrance whose meanings should not be forgotten. In some cases, that meaning can only be understood through information and interpretation, whereas, in others, the character of the place itself tells most of the story”

“Social value is associated with places that people perceive as a source of identity, distinctiveness, social interaction and coherence. Some may be comparatively modest, acquiring communal significance through the passage of time as a result of a collective memory of stories linked to them. They tend to gain value through the resonance of past events in the present, providing reference points for a community’s identity or sense of itself. They may have fulfilled a community function that has generated a deeper attachment, or shaped some aspect of community behaviour or attitudes. Social value can also be expressed on a large scale, with great time-depth, through regional and national identity”

“The social values of places are not always clearly recognised by those who share them, and may only be articulated when the future of a place is threatened. They may relate to an activity that is associated with the place, rather than with its physical fabric. The social value of a place may indeed have no direct relationship to any formal historical or aesthetic values that may have been ascribed to it”

“Compared with other heritage values, social values tend to be less dependent on the survival of historic fabric. They may survive the replacement of the original physical structure, so long as its key social and cultural characteristics are maintained; and can be the popular driving force for the re-creation of lost (and often deliberately destroyed or desecrated) places with high symbolic value, although this is rare in England”

“Spiritual value attached to places can emanate from the beliefs and teachings of an organised religion, or reflect past or present-day perceptions of the spirit of place. It includes the sense of inspiration and wonder that can arise from personal contact with places long revered, or newly revealed”

“Spiritual value is often associated with places sanctified by longstanding veneration or worship, or wild places with few obvious signs of modern life. Their value is generally dependent on the perceived survival of the historic fabric or character of the place, and can be extremely sensitive to modest changes to that character, particularly to the activities that happen there”.



Communal values were identified as being linked with the school buildings. These communal values were linked with the communal experience of the Greek Cypriot and Turkish Cypriot communities of the city and highlighted links between the schools and the Greek Cypriot and Turkish Cypriot communal identities. The interviews highlighted that some of the buildings, as the AIES and the DMS, have communal values for both the communities.

Communal values were also identified as being linked with other community groups as the neighbourhood communities, the city's community or the schools' alumni communities. In the case of some of the schools as the AGES and the AGHS, the past students of the schools expressed sharing a common feeling of pride.

The communal values of the buildings were reflected in the users' interview responses.

#### **5.2.6. Technical values**

Technical values are often considered as part of the architectural/ aesthetic values of a building. Nevertheless, for modern architecture, technical values have a separate importance since the use of new materials and new techniques "was a credo for modern architects" as being highlighted by Docomomo International (2003) and should be carefully examined.

New finishes, structure types and services and building methods are also being considered under this category.

The schools in the case study also carry technical values such as early examples of reinforced concrete buildings. Their technical values are also linked with the construction methods and construction materials used during that period. In some of the schools there are early examples of construction methods used for large span spaces (usually for the assembly halls).

#### **5.2.7. Use values**

A separate category of values has been dedicated to the use of these buildings/sites since the research findings have demonstrated how all other values are irrevocably connected to the buildings' use as schools and hence use value constitutes an important part of the case study buildings' significance.

Nevertheless, it should be noted that conservation charters, conservation guidelines and policy documents do not include a separate category of values for use, but rather incorporate these values within other categories as social values and/or architectural/aesthetic values.

The interviews have highlighted how in the past the schools' use value was even higher due to the high appreciation towards education at the time and due to the appreciation towards modern up-to-date school buildings. The same goes for the value of assembly halls in school buildings in the past or of school libraries in the past.

Users interviewed have attributed use value to specific areas of the buildings in both old and new spaces; to the initial assembly halls but also to new assembly halls, to the old classrooms but also to the new building wings, to the library (old or newly added), and to the schools' open spaces and sport fields.

Use value has been also attributed by the users to the good current state (with all necessary amenities) of some of the schools.

#### 5.2.8. Emotional values

A separate category for emotional values has not been identified within the framework of this study in conservation charters, conservation guidelines and policy documents except in the *Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites* which refers to the need to have specialists involved in the conservation works who are able to identify and analyse also the 'emotional significance' of heritage (ICOMOS, 1993). Further than this, the emotional aspect or emotional value of heritage it has been considered for other heritage value definitions as in the definition of spiritual value by the 2013 Burra Charter.

It was decided to include emotional values as a separate category of values due to the prevailing presence of expressions which referred to the emotional connection of the individuals to the buildings in the responses received from the users in the framework of the interviews. Based on the replies received 'emotional value' is considered as the quality of the building/site to create an emotional response, intense feeling to individuals or groups of people. In many occasions this is linked with feelings of nostalgia for a specific historic period or a specific time in a person's life.

While acknowledging the challenges for identifying suitable methodologies for exploring emotional attachments to heritage and incorporating them into planning strategies, at the same time it was considered important to highlight the findings of the interviews while also taking into account the importance of emotional values as this has been highlighted through recent research on heritage.

The emotional value of heritage to people or as it is often referred to the 'emotional attachment' of people, or groups of people to heritage has been identified as important by Stephenson in the framework of her research in regard to the attachment of people with the landscape and the link of heritage with identity (Stephenson, 2005, p1-408). The emotional attachment of people with places is also linked with the willingness of people to preserve 'familiar and cherished' spaces has been identified in the experience of the development of the British conservation movement as a strong drive for conservation (see subchapter 1.1.2.).

More recently, the *Heritage and Society* report published by Historic England in the framework of the Heritage Counts reports identified heritage as a source of pride and identity to individuals due to their deep emotional connection to it (Historic England, 2019b: p.3). Most importantly, the report highlights how recent research has demonstrated how deep emotional connection to heritage improves self-esteem, promotes collective identity and belonging (Historic England, 2019b: p.26).

Within the framework of *Recommendation of the Committee of Ministers to member States on the European Cultural Heritage Strategy for the 21st century* the emotional aspects of value are considered as a prospective factor for the reactivation of the link between people and their heritage which might encourage heritage rehabilitation initiatives by local communities and authorities (Council of Europe, 2017: p. 12).

The users expressed emotional value in regard to the schools as their workspace, or as their former schools where they used to be students.

In the case that the interviewees were past students at the schools, the emotional value was attributed to the link between the space and their childhood.

According to the interviews, some of the users considered that this value was enhanced when the relation with the schools continued in the long-term through generations of the same family (their

parents were educated at the same schools, as well as themselves and their children). This appears to have enhanced their emotional connection to the school in depth of time and to have enhanced feelings of ownership. The prospect of their children continuing in the same school was considered as a positive future prospect for some of the users.

The interviews also highlighted the emotional value of the schools to the refugees who were accommodated as students in the schools after 1974.

Emotional values in relation to their schools were expressed by both Turkish Cypriot past users as well as by Greek Cypriot past and current users.

Similarly to other values, emotional values also on some occasions appeared to be associated by the users with specific elements of the buildings (e.g. assembly hall due to participation to school performances).

#### **5.2.9. Other values**

Other values were also identified in the framework of the case study research, mostly in the framework of the interviews. These values were mostly linked with specific aspects of the buildings. The other values identified which could be considered within the framework of one of the main value categories identified above, or further, are:

##### ***Age values***

Age values linked to the building appeared in the interviews. The older parts of the school buildings are considered significant by their users because they are 'old' and still preserve their original character, or because they are 'old' in comparison to other schools. These considerations of the age of a building could be included in historic values, architectural/ aesthetic values and evidential values.

##### ***Cultural values***

Cultural values were attributed to the schools by their users due to their contribution as a place of not only learning but also of cultural production, and additionally as spaces where important cultural events took place.

### *Archaeological values*

Archaeological values are also linked with the school buildings due to the archaeological findings in the school sites or in neighbouring plots associated with the schools. Larnaka is a city with rich historic layering and rich archaeological substrata and hence archaeological findings within the city are not rare.

### *Recreational values, environmental values and urban values*

Recreational and environmental values have been associated with the open spaces of the school sites, including the gardens and the sport fields. School sites are considered valuable open green spaces in the city and hence are attributed also urban values.

Of urban value was also considered in some occasions the location of the schools.

### *Commemorative values*

On some occasions the interviews have highlighted commemorative values attributed by the users to specific areas of the schools such as the porticos where the annual school photos were always taken, or the assembly halls where important events for the school and for the city were taking place.

### *Educational values*

The educational values of spaces such as the library, or other elements of the schools have been acknowledged.

### *Reuse values*

Another set of values was acknowledged by the interviewees.

## **5.3. The nature of heritage values linked with the case study**

### **5.3.1. Time dependent**

The findings of this study have confirmed that heritage values are dynamic in nature and more specifically that heritage values linked with modern schools in Larnaka changed in time. This was very evident in the analysis of the results of the interviews. Even in the cases of schools which generated continuous appreciation in depth of time, the interviews have highlighted variations in the heritage values linked with the school buildings in the past and at present. These changes are related to the socio-political context of the main historic periods of the twentieth century locally

(colonial, postcolonial, pre-1963 independence period) and internationally (post-WWII period), and are linked with specific events, such as the division of Cyprus that followed the 1974 war.

More specifically, the findings reveal that almost all of the school buildings in the case study were appreciated in the past as modern up-to-date buildings with modern amenities and as such they held architectural and aesthetic values. At the same time, they were valued as educational institutions for their use and social value in the post-WWII colonial context, and later during the context of the independence period. The study also highlighted how school buildings in the past held communal values and constitutes a matter of pride for their communities.

After 1974 the schools' use and social values for the Greek Cypriot community were maximised for their service towards covering the needs of the displaced population, educational and further.

An additional reason for which the school buildings were valued in the past, during the first years of their operation, was the fact that they were modern buildings. This acknowledged newness value of the past has been gradually transformed into 'age value' as the interviews highlighted that today the buildings are valued because they are "old".

At the same time the study has demonstrated the effect of time on a building's significance. As mentioned above, the schools which enjoyed a continuous relationship with their users through many generations were highly valued by them and the users had also developed a sense of ownership.

In time, the schools became linked with historic values, evidential values, and emotional values. The schools are still linked with communal values, and they are still appreciated for architectural and aesthetic reasons, as well as for their contribution as important educational institutions. Nevertheless, in some occasions the architectural/ aesthetic value of the buildings is currently dismissed due to lack of awareness regarding the value of modern architecture as heritage or due to extensive alterations to the original school buildings which compromised their architectural/ aesthetic values.

Interestingly, this case study has highlighted through the interviews that stakeholders value the buildings also for the future prospect of their reuse.

### 5.3.2. Context dependent

#### *Related to the socio-political context of the main historic periods of the twentieth century in Cyprus*

The findings of this research highlighted that the local context and developments to the local context, influenced the heritage values associated with the schools included in the case study.

More specifically, as revealed in the framework of the case study research, the heritage values linked with the school buildings during the period of the 1950s had much to do with the value of education at the time. Furthermore, heritage values are linked with the representational attributes of modern architecture, and more specifically of modern school buildings, within the context of colonial Cyprus (processes of colonialism and the nationalistic ideals of the two communities). This is evident in the cases of the AGES, AIES and DMS (see subchapters 4.2, 4.3, 4.4).

Additionally, the research findings highlighted how in the postcolonial context of the Cyprus independence the education was closely related to processes of nation-building and the creation of the citizens of an Independent republic. This was reflected on new school buildings and the value they had for the people. This is most evident in the case study of the AGES (see subchapter 4.5).

Over and above, the case study has demonstrated how the current socio-political context in Cyprus has impact on the way these school buildings are valued by their past and current users. This is most evident in the cases of the former Turkish Cypriot schools of Larnaka, the AIES and the DMS (see subchapters 4.3, 4.4). and the heritage values the two communities (Greek Cypriot and Turkish Cypriot) attach to them (or do not attach to them). This is linked with the association of the school buildings with the local communities and their identities as further explained below.

#### *Related to the identity of the local communities*

The research findings highlighted the impact of the associations of the school buildings in the case study with the local communities and more specifically in this case of the Greek Cypriot and Turkish Cypriot communities.

This is most evident in the cases of the former Turkish Cypriot schools which were mentioned above, the AIES and the DMS. It was evident in the interviews that their Turkish Cypriot users highly value the schools even after more than 40 years that they have been displaced, and they still associate them with the Turkish Cypriot identity.

Furthermore, the Greek Cypriot community also associates these schools with the Turkish Cypriot community even today. Notably one of the most well-known facts about the schools was the fact that they were 'Turkish'. The research findings further highlighted that the Turkish Cypriot schools which switched hands after 1963 or after 1974, as the AIES and the DMS, were not as appreciated as other schools by their Greek Cypriot users and were often dismissed for being 'Turkish'. This highlights the association of the schools with the identities of the two communities and the impact of the conflict between the two communities to their valuing. Nevertheless, it should be noted that these schools were offered less funding for maintenance and extensions due to the fact that they constitute properties of EVKAF and in the uncertain context of the 'Cyprus Problem' the authorities, even today, are more hesitant in investing in the maintenance and upkeep of EVKAF properties. The state of the school buildings, with less maintenance most certainly had effect on the perception of their significance.<sup>479</sup>

The difference in perception between the Greek Cypriot and the Turkish Cypriot schools by their Greek Cypriot users after 1974 is highlighted by the case of the two neighbouring schools included in the case study, the AGES and the AIES (see subchapters 4.2 and 4.3). As explained in the previous chapter, the two schools were both built during the early 1950s, they are of very similar architectural style and scale and it is hypothesized that they were built by the same architect. The AGES was a Greek Cypriot school while the AIES was a Turkish Cypriot school which after 1974 was used by the Greek Cypriot community. As it is documented for example in one of the interviews of the Greek Cypriot past users of the school:

"I remember the building but without any infrastructure, no maintenance. [...] As a school it had a bad reputation as 'the Turkish one'. The teachers avoided coming here. This was also due to the area –it was the area where the refugees and the gypsies were living–. The fact that it was a Turkish Cypriot school created additional problems. This was the difference with Mikti school (Agios Georgios Elementary school). [...] Later on, the school's perception changed".<sup>480</sup>

It is important to note that although it took years for the Greek Cypriot users of the two schools to value them, today their users have a very positive approach towards their preservation and

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<sup>479</sup> The lack of investment for alterations on the schools nevertheless contributed to the preservation of much of their original building fabric which enhances their evidential value today. This applies only in the case of schools where alterations were not made in a rough manner which damaged the building fabric.

<sup>480</sup> (AIES\_PU\_01)



expressed willingness to participate in decision making processes regarding the building.<sup>481</sup> This last finding also relates to the impact of time on heritage values and valuing processes as discussed in the previous subchapter. In such manner, the AIES and the DMS, currently hold communal values for both the communities.

### *Related to the local conflicts*

As it is already evident the heritage values of the school buildings of the case study did not remain unaffected by the local conflicts. The historic period covered by the study has been defined by two major local conflicts: the anticolonial struggle and the conflict between these two communities.

The case studies have highlighted the associations linked with the anticolonial feelings in the 1950s (as these were documented in the interviews of the past users of the AGES).

Furthermore, as it has been explained earlier the case study findings have demonstrated how the link between the schools and the identities of the two communities have impact to the perception of their significance by some groups of users. The way the perception of the significance of the buildings by the two communities is impacted relates to the conflict between the two communities; namely, the fact that a school used to be Turkish Cypriot negatively impacts the perception of the buildings significance by (some) members of the Greek Cypriot community due to the contested relationship between the two communities. In such manner the case studies highlighted how the association of the schools with the local conflict by association impacts the perception of their significance by some groups of users.

What the case study has further highlighted is the fact that some of these schools were physically involved in the conflict and most specifically in the war, as demonstrated in the cases of the AGES and the DMS (see subchapters 4.2, 4.3, 4.4). As mentioned one of the past users of the AGES described fighting scenes, she witnessed during the coup d'état and the war in 1974 at the school which was overtaken by people involved in the coup. The interviewee described a scene of fighting between the two schools AGES and AIES, which was overtaken by Turkish Cypriot fighters. This is one of the many stories of conflict in the city of Larnaka which are not widely known and have not been documented so far. Furthermore, as it has been documented in the interviews

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<sup>481</sup> For a more detailed analysis of the findings see subchapters 4.3 and 4.4, sections *Attitudes related to the building's protection* and *Willingness to be involved in decision making processes for the building's future*

of users of the DMS and it was also supported by historical documentation, the DMS was used for the internment of the Turkish Cypriot men during the 1974 war for several weeks until they were finally exchanged with Greek Cypriot war captives.

Furthermore, after 1974 all the schools in the case study were involved in mitigating the impact of the conflict for the accommodation of the needs of the refugees. As it was also clear in the case study, the heritage values of the buildings were defined by the dramatic change of the context after the 1974 events. The schools are valued for their contribution to the needs of the displaced population and are linked with the experiences of the refugees. This was identified by the interviews as one of the important reasons for which school buildings of that period are valued.

In these multiple ways, the findings of the case study have demonstrated that modern school buildings in Larnaka are linked with the local conflicts both physically and by association. Furthermore, it has been demonstrated that this fact affects the way these school buildings are valued currently by different groups of people.

There was no indication in the findings if the schools in the case study were involved in the local peace-related processes.

### **5.3.3. Levels of significance**

The study has highlighted that the schools have significance on various levels from the personal level to the international level. Namely, the following levels of significance were identified in relation to the schools' significance: (i) personal, (ii) local (neighbourhood/area/city), (iii) national, (iv) international (either regional or global).

The identified levels of significance are related to a geographic scope of importance also related to the specific context.

These levels were evident in all of the case studies as this is also demonstrated in the comparative tables presented at the end of each school.

### **5.3.4. Links of heritage values with physical elements of the buildings**

In the framework of this case study research many tangible and intangible values have been identified to be associated with the school buildings. The schools studied carry heritage values

as landscapes, networks of buildings, architectural ensembles or singular buildings. Furthermore, the case study also has clearly demonstrated that heritage values are linked to specific physical elements of the buildings through the assessment of significance but also through the user interviews. These have been clearly indicated in the comparative summary tables for each of the schools.<sup>482</sup> Notably, the findings of the case study have demonstrated that most commonly the original parts of the building are considered as most significant demonstrating hence that modern architecture is indeed valued in many ways.

## **5.4. Further than the research questions**

### **5.4.1. User attitudes towards the schools' protection**

Further than the findings which fed the research questions, the interviews provided interesting information regarding the users' attitudes towards the buildings' protection and in regard to the interest of the users in participating in decision-making processes for the future of the buildings.

It was very interesting that the users of the majority of the schools included in the study were positive for the buildings' protection. More specifically, all users responded positively for the cases of AGES, AIES, and AGHS. The majority of users responded positively in the case of the DMS (10 out of the 12 interviewees), while in the case of the PES only 3 out of the 9 interviewees consider that it is worthy of protection.

The user attitudes survey provided the opportunity for the users to highlight issues which need improvement regarding the schools, in both the cases that they considered the buildings worthy of protection or not. In many of the cases, these issues were identified as critical to the possibility of the schools' preservation, e.g. "If its physical state was improved, I wouldn't object to its preservation".

The main issues identified mostly focused on the need for maintenance of the school buildings, as well as the need to be upgraded to meet contemporary educational needs, as well as contemporary energy efficiency standards. Furthermore, the users highlighted that the buildings today need more security to be protected from vandalism and crime. The users also noted that

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<sup>482</sup> These have been also described in more detail in the subchapters of the Assessment of significance and the Physical elements of the building which the interviewees consider of special significance for each of the buildings in the case study.

recent alterations and/or additions to the buildings are, in many cases, incompatible with the original character of the buildings, creating a chaotic image of the school buildings and often problems with circulation and functionality.

Moreover, the users' attitudes towards the schools' protection revealed interesting information about which buildings are considered as 'worthy of protection' and hence perceptions towards modern architecture as heritage. In many occasions the buildings although they were considered as significant by their users were architecturally dismissed as not "such a nice architecture in order to be listed",<sup>483</sup> or as "nothing special, [because] it doesn't have any stone features".<sup>484</sup>

In Cyprus listed buildings, or architectural heritage is commonly linked with stone buildings of a particular style (vernacular or neoclassical). This constitutes an obstacle for modern architecture being considered as heritage. This local perception about buildings 'worthy of protection' being made of stone came up several times in the framework of the interviews, as also mentioned above. Namely, for two buildings in the case study, which are widely appreciated by their users and considered as significant, the users noted "the original part is built in stone. I consider it as significant",<sup>485</sup> and "It is architecturally significant. Solid building built with stone [...]".<sup>486</sup> Notably, neither of these two schools is built in stone since they constitute examples of the early use of reinforced concrete frame in school buildings. Nevertheless, the perceptions of architecturally significant buildings being built in stone appear to be still strong. This is indicative of the heritage perception related to twentieth-century concrete architectural elements.

An additional obstacle towards the consideration of modern architecture as heritage constitutes the popular local perception that architectural/ aesthetic value depends on the age of a building. This was also highlighted through the interviews.<sup>487</sup> Indicative is the case of the AIES which, as

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<sup>483</sup> (AGES\_CU\_05, Question 9)

<sup>484</sup> (PES\_CU\_08, Question 4)

<sup>485</sup> (DMS\_CU\_10, Question 4)

<sup>486</sup> (AIES\_PU\_01, Question 7). This is not a fact since the building constitutes one of the early examples of concrete school buildings. Nevertheless, this reveals the preconceptions about architectural significance of buildings (I believe it is architecturally significant = it is a stone construction).

<sup>487</sup> This is communicated also by the fact that in the occasion of many of the schools Age value was attributed to them as an indication of their significance.

was mentioned above, it was characterised by one of its users as “not ancient (and hence not worthy of protection)”.<sup>488</sup>

#### **5.4.2. Users’ willingness to be involved in decision making processes for the future of the building**

The analysis of the findings revealed that the appreciation of the school buildings and the interest of their users in participating in decision making processes for the future of the buildings are corresponding. In the case of schools which were considered unanimously significant by their users, as the AGES, the AIES and the AGHS, a high level of interest for participation in decision making processes for the buildings’ future was expressed by their users interviewed (27/31 responded positively in total out of the interviewees for all the schools combined).

In the case of schools such as the DMS, which the interviews revealed to be significant for the majority of its users, but nevertheless its users noted many issues with the building, the interviews recorded moderate interest by its users to participate in decision making processes for its future (7 out of 12).

Correspondingly, in the case of the PES, which was not considered as significant by the majority of its users, the interviews revealed a low level of interest in participating in decision making processes for the building’s future (2 out of 9 expressed interest).

### **5.5. Conclusion**

The analysis of the case study demonstrated that modern schools in Larnaka carry multiple heritage values as landscapes, architectural ensembles, singular buildings and building networks. These values have personal, local, regional, national and even international importance. The identified heritage values, tangible or intangible, fit to several of the predefined heritage value categorisations as these have been discussed in Chapter 2 –e.g. architectural/ aesthetic, historic, evidential, social, communal, technical, use, emotional and other–.

Furthermore, the systematic analysis of the research findings provided information regarding the nature of the heritage values linked with the school buildings. It was demonstrated that these

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<sup>488</sup> (AIES\_PU\_02, Question 11).

values are not static but dynamic, have changed through time, and thus are time-specific. Furthermore, it was highlighted that these values are influenced by the local context, they were defined by the socio-political conditions of the historic periods of the twentieth and twenty-first century, they are associated with the identities of the local communities and are contested in nature by being associated with the local conflicts.

This case study provided indication that modern schools in Cyprus carry different values for different groups of people.

Moreover, the case study has highlighted links between physical elements of the buildings and the identified heritage values.

Over and above the analysis of the case studies has revealed that the users viewed very positively the protection of the schools they considered as significant (carrying a variety of heritage values). A high level of interest was noted for their involvement in decision making processes for the future of these school buildings.

## 6. A value-based approach for mobilising modern architectural heritage in Cyprus towards sustainable development

The findings of the case studies provide the ground for a discussion on opportunities in a value-based approach for the protection of modern architectural heritage in Cyprus and its mobilisation towards sustainable development.

### 6.1. Opportunities in a value-based approach for the protection of modern architectural heritage in Cyprus and its mobilisation towards sustainable development: Lessons from this research

#### 6.1.1. A value-based approach for modern architectural heritage in Cyprus

The value-based methodology used for the purposes of this thesis, has been developed in line with the international conservation recommendations and benefiting from international experience and research (as it has been explained in Chapter 3). Furthermore, the methodology has been developed with the aim to be practical in its implementation. At the same time, through this thesis the methodology has been tested on case studies of modern architectural buildings and sites in Cyprus and it has successfully produced results. Based on the above, this methodology is recommended as a starting point for using value-based methodologies in the framework of evaluating modern architectural heritage and further in Cyprus.

#### *Establishing a heritage value typology for architectural heritage in Cyprus*

The knowledge built on the range and nature of heritage values linked with the case studies, a small, but nevertheless consistent group of modern school buildings in Larnaka, can be used as a starting point, a provisional typology, as recommended by Mason (2002: p.9-10) suitable for the evaluation of modern architecture in Cyprus. Already, the findings of this research demonstrated the need to expand the types of values which are taken into consideration when evaluating heritage assets in Cyprus. As mentioned in subchapter 1.2.3., Preservation Orders according to the legislative framework of Cyprus are issued for buildings with “special, architectural, historical, social or other special interest or character” (Republic of Cyprus, 1972: article 38). Thus, the law although it does not directly refers to values, at the same time it does not obstruct the consideration of a variety of values under the general concepts of ‘interest’ or

'character'. In the case that this methodology will be applied also to other school buildings, to other modern building thematic categories,<sup>489</sup> and to buildings from other historic periods, there will be the possibility for the typology to be expanded and the method overall to be adapted in order to be able to include effectively the variety of heritage values linked with heritage sites in Cyprus, including modern architectural sites.

At this stage, it is important to reiterate the need to for robust thematic studies on modern architecture in Cyprus (and further) in order to be able to conduct comparative analyses. Despite the fact that there are numerous publications regarding school buildings, thus far these are not sufficient to cover any of the main categories of school buildings in Cyprus (typological, chronological, by main architects etc).

Thematic studies and value-based assessments above would allow for a comparative approach to heritage planning which provides ground for prioritisation in a systematic way. This process can be enhanced as aforementioned by the survey of the users' attitudes towards the building's protection and the consideration of their values. Considering the levels of the buildings' significance, from the personal to the international level, would also enhance strategic heritage planning. At the same time. linking values with physical elements could allow for strategic conservation interventions for heritage buildings, ensembles and sites.

#### *A monitoring mechanism for the heritage values linked with modern architecture in Cyprus*

Heritage values have been recognised to be time and context specific (De la Torre, 2002: p. 15; Gibson et al, 2009: p. 7; Fredheim and Khalaf, 2017: p. 470, 476). The findings of this research have demonstrated how factors of time and context have influenced the values, associations and symbolic meanings related to modern architectural heritage in Cyprus. Many, where the tangible and intangible values, meanings and associations identified through this research, related to notions of identity, nation or nationality, conflict etc. The need to include these factors in value-based methods has taken an important place in the heritage values discourse (De la Torre, 2002: p. 15; Gibson et al, 2009: p. 7). It is necessary for any value-based approach to include a

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<sup>489</sup> Docomomo Cyprus, (2014) identified main thematic (typological) categories for modern architecture in Cyprus, namely, residential buildings, hotels, recreation, education, commercial, industrial, administration, and public services, health, law, religious and transport and communication buildings. These thematic categories were identified through the study of existing research and publications on modern architecture in Cyprus, as well as on the study of archives for the subject.



monitoring mechanism for heritage values. In a conflict affected environment monitoring possible changes in the set of meanings and associations related to heritage can be critical to achieving or sustaining peace.

### *Community involvement in heritage evaluation*

Community involvement has been recognised as an essential component in the heritage processes today and effectively involving all stakeholders in heritage has been recognised as one of the major challenges of value-based approaches, as this was previously discussed (see subchapter 2.4.2). Access to knowledge and active participation by each individual or group who holds an interest in the heritage has been stressed as very important in making heritage relevant to society and in recent years has come to be recognised as a human right. In such manner values of all stakeholders involved with a heritage site, even conflicting, can be recognised through a value-based approach. The involvement of all the related stakeholders and the consideration of all their values in the heritage processes is even more critical in a conflict affected environment where heritage may carry different meanings and interpretations for each of the conflicted local communities and where the ultimate service of heritage would be the promotion of peace and democracy. The recent approval of the signing of the Faro Convention, by the Council of Ministers of the Republic of Cyprus (Secretariat of the Council of Ministers of the Republic of Cyprus, 2019), has opened the road for the ratification of the Convention making this issue ever more relevant for Cyprus. The Faro Convention constitutes a milestone document for the recognition of every person's "right to engage with the cultural heritage of their choice, while respecting the rights and freedoms of others" (Council of Europe, 2005: preamble), as it was presented in subchapter 2.4.2.

Through the introduction of user interviews in the value assessment process, this research highlighted some of the benefits of including stakeholders in these early stages of the heritage planning process. This research comprises interviews with current and past users of the school buildings, people who use and value the building but currently have no leverage in the local heritage planning process for public buildings. It was one of the methodological aims to highlight the benefits of bringing light to the values and views of these groups excluded by the 'authorised heritage discourse' around modern architecture in Cyprus,<sup>490</sup> and the benefits of the democratic

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<sup>490</sup> The term 'authorised heritage discourse' was coined by Smith (2006).

inclusion of these groups of stakeholders in the evaluation processes. The way the user interviews have enhanced this value assessment process are further explained below.

Firstly, through the user interviews historic knowledge about the schools was enriched through the oral testimonies of the interviewees and also through the documents they shared from their personal archives. Many of the interviewees, especially the past users of the buildings had witnessed historic events. In almost all the cases, the interviews provided historic information about the sites and enhanced knowledge about the buildings' history. In some of the cases that limitations of research allowed only for the identification of restricted primary sources, as in the cases of Agios Ioannis Primary school and Drosia Middle school (former Turkish Cypriot schools), the interviews constituted the main source of information about the buildings' history. The interviews also allowed for the identification of such additional sources of information related to the building as personal archives.

Secondly, the user interviews provided a means against which the validity of the expert's assessment could be checked. The user interviews demonstrated whether the values identified through an expert analysis are reflected in society or not. Concurrently, the user interviews worked as a backstop mechanism, making sure that important values linked with buildings which might not have been identified by the expert analysis, were not absent from the assessment. The user interviews overall enriched the knowledge about the buildings' values.

Moreover, the user interviews were useful in highlighting different perspectives regarding the value of the schools as architectural heritage. As Avrami, Mason and De la Torre stress in the GCI, 2000 report: "Heritage is valued in myriad and sometimes conflicting ways. These different means of valuing influence negotiations among various stakeholders and thus shape conservation decision making" (p. 11).

Through the interview process it was possible to identify common and/or conflicting values associated with these school buildings. Some of the buildings, as in the case of the AIES and the DMS, have communal values for both the communities since they were used by both communities. There was emotional value for Turkish Cypriot past users as well as for Greek Cypriot past and current users. Within this framework, the identification of common values between stakeholders can be used as an opportunity for the promotion of peace, while concurrently conflicting values can be acknowledged, addressed and monitored in a risk mitigation process (as developed in more detail in subchapter 3.2.1.).

Over and above, through the user interviews contested aspects of the schools which were not previously known were highlighted. The inclusion in the evaluation process of the views of those excluded from the 'authorised heritage discourse' provided an opportunity to bring to light hidden aspects of the contested nature of these sites.

Furthermore, the involvement of stakeholders, as users, in the value assessment process can aid prioritisation processes for strategic heritage planning. The value-based assessment of the schools, provided an overall image of the school's significance, including how the schools are valued, or not valued, by their users and the users' attitudes related to the buildings' protection. The last two points constitute important information for decision making and prioritisation in the framework of strategic heritage planning for modern architectural heritage in Cyprus.

The users' interviews further provided information about the perception of modern architecture in Cyprus as heritage. For example, the fact that the interviews highlighted a high level of aesthetic appreciation for modern school buildings, especially linked with the initial school buildings and building elements (and not the later additions) constitutes an interesting finding since the lack of aesthetic appreciation for modern buildings is considered as one of the obstacles in raising awareness about their heritage value.

#### *Involvement of more disciplines in heritage evaluation*

Although in the framework of this thesis study the expert analysis of the buildings was conducted by me, based on my experience as an architect specialised in conservation of monuments and trained in heritage value assessment, the findings clearly indicate that the evaluation process could benefit from the involvement of more disciplines. The involvement of historians would benefit the historical research and analysis which is so important in the case of Cyprus that the history of modern architectural heritage is still being written and the research is mainly based on primary archival sources, in many cases uncatalogued, as previously explained. A historian could also support the documentation of oral history. The involvement of historians could also contribute to the much-needed thematic analyses for heritage sites in Cyprus. Furthermore, the involvement of sociologists and/or anthropologists would allow for the deeper consideration of the social value of the sites, but also could support the community involvement and the interview processes and the analysis of their outcomes. As previously mentioned, sociological and anthropological research in Cyprus is contributing greatly in examining the intersections between modern architecture and the island's decolonisation, nation-building, modernisation, conflict and division, its meaning and symbolism as heritage, and hence a heritage value assessment process could

benefit greatly from such expertise. Over and above, economists could contribute also in assessing the economic value of sites.

### 6.1.2. Conclusion

The challenges involved in developing a value-based approach for modern architectural heritage in Cyprus, as this have been discussed in the framework of this thesis, are fully acknowledged. More specifically, I consider as one of the peripheral achievements of this thesis, but probably one of the most important, that it managed to shed light to a small degree on the complexity of the overall issue of the values linked with the modern architectural heritage in Cyprus:

“Conflicts tend to produce simplified narratives of the past, stories with a straightforward theme and plots undisturbed with nuance and complexity. They feed on marked difference – a clear distinction between ‘us’ and ‘them’ that leaves little room for ambiguity and hybridity- and thus place for people or phenomena that do not fit into the binary logics of most conflicts. If this is the case, perhaps the effort to retrieve the complex, the diverse, and the ambiguous is the most important contribution that we can make within the sphere of cultural heritage” (Sorenses and Rose, 2015: p. 266-267).

Ever more challenging is the pursuit for sustainable development, especially in a conflict affected context. In the context of Cyprus resolving the Cyprus conflict and achieving a comprehensive and durable settlement between the two communities constitutes one of the major conditions for achieving sustainable development in Cyprus. In the latest resolution adopted by the UN Security Council on the 30th of January 2019, it was stressed that the status quo is considered as unsustainable and the Council is “convinced of the many important benefits, including economic benefits for all Cypriots, that would flow from a comprehensive and durable Cyprus settlement”. In this context one of the most important aims of heritage planning processes would be to address the contested nature of the modern architectural heritage in Cyprus and to use it as an opportunity to mobilise heritage for peace and reconciliation. This research has highlighted how value-based approaches present opportunities within this framework since they allow for the consideration of aims from the initiation of the process and within this framework, common values between stakeholders can be used as an opportunity for the promotion of peace while conflicting values need to be acknowledged in the framework of a risk mitigation process.

Nevertheless, in the current climate heritage that heritage is widely accepted as the source of important benefits for society, culture and economy (as discussed in 1.1.2), as well as a condition for sustainable development (ICOMOS, 2017a) modern architectural heritage assets not being

protected constitute a missed opportunity for Cyprus and addressing all manifestations of the local heritage is of utmost importance and a shared responsibility.<sup>491</sup>

## Appendix

### Documents submitted to Interviewees

Participant Information Sheet

Informed Consent Form

### Interview questions

Interview questions for current users

Interview questions for past users

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<sup>491</sup> This has been reiterated by a number of international heritage conservation documents over the last decade. This issue has been analysed in subchapter 1.1.2.

## **Participant Information Sheet**

**Research title:** Significance Assessment for 1945-1974 School Buildings in the city of Larnaka

**Researcher:** Emilia Siandou, PhD Researcher,  
Faculty of Architecture and the Built Environment, University of Westminster,  
London, UK

**Director of Studies:** Dr John Bold, Reader at Faculty of Architecture and the Built  
Environment, University of Westminster, London, UK

### **Introduction**

You are being invited to take part in a research study which examines the school buildings built in the city of Larnaka between 1945 and 1974. The [name of school] is included in this study group.

The purpose of this study is to develop a detailed understanding of the significance of each of these school buildings. This research is being undertaken as part of the researcher's PhD studies at the Faculty of Architecture and the Built Environment, University of Westminster.

### **Interviewer's role in the study and Description of Interview process**

Within this framework I would like to invite your participation in this study, as a current or former user of the school building of [name of school], through a short interview. The approximate length of this interview is estimated at 10-15 minutes during which I will ask you some open-ended questions about the school building.

### **Please note:**

- Your participation in this research is entirely voluntary.
- You have the right to withdraw at any time without giving a reason.
- Withdrawal from the research will not affect any treatment that you receive.
- You have the right to ask for your data to be withdrawn at any stage.
- You do not have to answer particular questions if you do not wish to do so.
- Your responses will be made anonymous and will be kept confidential.
- No individuals will be identifiable from any collated data, written report of the research, or any publications arising from it.
- All computer data files will be encrypted, and password protected. The researcher will keep files in a secure place and will comply with the requirements of the Data Protection Act.
- All hard copy documents, e.g. consent forms, completed questionnaires, etc. will be kept securely and in a locked cupboard, wherever possible on University premises. Documents may be scanned and stored electronically. This may be done to enable secure transmission of data to the university's secure computer systems.
- If you wish you can receive information on the results of the research. Please indicate on the consent form if you would like to receive this information.
- The researcher can be contacted during and after participation by email (emilia.siandou@gmail.com) or by telephone (+357 99547199).
- If you have a complaint about this research project you can contact the project supervisor, Dr John Bold by e-mail (j.a.bold@westminster.ac.uk).

**INFORMED CONSENT FORM**

**Title of Study:** Significance Assessment for 1945-1974 School Buildings in the city of Larnaka

**Lead researcher:** Emilia Siandou, PhD Researcher, Faculty of Architecture and the Built Environment, University of Westminster

I have been given the Participation Information Sheet and/or had its contents explained to me. Yes  No

I have had an opportunity to ask any questions and I am satisfied with the answers given. Yes  No

I understand I have a right to withdraw from the research at any time and I do not have to provide a reason. Yes  No

I understand that if I withdraw from the research any data included in the results will be removed if that is practicable (I understand that once anonymised data has been collated into other datasets it may not be possible to remove that data). Yes  No

I would like to receive information relating to the results from this study. Yes  No

I wish to receive a copy of this Consent form. Yes  No

I confirm I am willing to be a participant in the above research study. Yes  No

I note the data collected may be retained in an archive and I am happy for my data to be reused as part of future research activities. I note my data will be fully anonymised (if applicable). Yes  No

**Participant's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This consent form will be stored separately from any data you provide so that your responses remain anonymous.

\_\_\_\_\_  
I confirm I have provided a copy of the Participant Information Sheet approved by the Research Ethics Committee to the participant and fully explained its contents. I have given the participant an opportunity to ask questions, which have been answered.

**Researcher's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Interview Questions for current users

1. Participant's profile information:

- a. Age Group  
18-24 ..... 25-34 ..... 35-44 ..... 45-54 ..... 55-64 ..... 65-74 ..... >74 ...
- b. Gender  
Male..... Female.....
- c. Nationality  
.....
- d. Current place of residence  
.....
- e. Past place(s) of residence  
.....

- 2. What is your current connection with the school?
- 3. Since when do you have this connection?
- 4. I would like to ask you if you consider this building as important/significant in any way. Please support your answer with some explanation
- 5. For you personally is this building important in any other way?
- 6. Do you have knowledge on the history of this building? Can you give me some information on the history of the school?
- 7. Do you remember any other event which took place at this building which you consider noteworthy?



8. Do you consider any physical elements/part of the building more significant in relation to other? Please support your answer with some explanation
  
9. Do you think this building should be protected? Please support your answer with some explanation
  
10. Would you be interested to participate in the decision process for the future of the building?
  
11. Did you have any other connection with the school in the past?
  - a. What was the nature of that connection?
  - b. During which time period did you have this connection?
  - c. Can you mention any characteristic memories of the building at the time?
  - d. What was your perception about the significance of the building during that period?
  - e. Has your perception about its significance changed through time? Please support your answer with some explanation
  
12. Do you consider any other school buildings in Larnaka significant? Please support your answer with some explanation

## Interview Questions for past users

1. Participant's profile information:

a. Age Group  
18-24 ..... 25-34 ..... 35-44 ..... 45-54 ..... 55-64 ..... 65-74 ..... >74 ...

b. Gender  
Male..... Female.....

c. Nationality  
.....

d. Current place of residence  
.....

e. Past place(s) of residence  
.....

2. What is your connection with the school?

3. During which time period did you have this connection?

4. Can you mention any characteristic memories you have of the building?

5. Do you have any knowledge on the history of the school?

6. Do you remember any other event which took place at this building which you consider noteworthy?

7. Can you talk to me about your perception about the significance of the building during that period? Did you consider it as important /significant in any way? Please support your answer with some explanation
  
8. What about today? Has your perception about the building's significance changed? Please support your answer with some explanation
  
9. Is this building important in any other way for you personally?
  
10. Do you consider any physical elements/part of the building more significant in relation to other? Please support your answer with some explanation
  
11. Do you think this building should be protected? Please support your answer with some explanation
  
12. Would you be interested to participate in the decision process for the future of the building?
  
13. Do you consider any other school buildings in Lamaka significant? Please support your answer with some explanation

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