

EDUCATING ON CONSERVATION: THE GREEK EXPERIENCE IN PREPARING SPECIALISTS IN BUILT HERITAGE PRESERVATION AND ENHANCEMENT

Dimitrios Zygomas

Aristotle University of Thessaloniki, Greece

jim_zs@yahoo.com

ABSTRACT

This work aims to review the spectrum of developments in conservation education in Greece, starting with the gradual shift in the undergraduate curriculum of architectural schools towards built heritage issues, passing to the establishment of postgraduate programmes and ending with the prospects for lifelong learning. In doing so, it will examine the contribution of both public and non-governmental bodies, highlighting the scope, nature, and outcome and eventually the adequacy of action assumed so far to create a body of conservationists in a country with a remarkably rich reserve of monuments and sites.

Keywords: Conservation, Postgraduate Education, Lifelong Learning, Greece

INTRODUCTION

In 1993, the International Council on Monuments and Sites (ICOMOS) issued a set of guidelines on education and training in the conservation of monuments, ensembles and sites. A doctrinal text devoted entirely to the educational issues of conservation and in this sense unmatched to this day, the ICOMOS document made it clear that “Conservation works should only be entrusted to persons competent in these specialist activities” (art. 5). Already set forth by Resolution (1976) 28 of the Committee of Ministers concerning the adaptation of Laws and Regulations to the Requirements of Integrated Conservation of The Architectural Heritage (part B, par. 4), this principle accounts for what appears to be for some decades now a major priority both within and beyond Europe: the preparation of specialized professionals in built heritage preservation and enhancement.

The issue of educating specialists in the above fields was first raised in Greece at the outset of the 1970s. In 1972, Bouras, a distinguished academic and pioneer in

post-war Greek conservation matters, published in a major paper on the specialization of architects (Bouras, 1972, 4), highlighting the inadequacy of their undergraduate education in terms of historic buildings appreciation and protection. Carrying on with an evidently contrasting review of schools focusing on architectural conservation abroad, he concluded by emphasizing the necessity of establishing similar institutions in Greece and moreover of fostering an alluring professional activity in the clearly neglected domain.

Keeping to the above set of remarks, Bouras returned with a more lengthy discussion of each merely three years later, on the occasion of the celebration of the European Architectural Heritage Year (1975, 161-163). This time, however, his proposals were set forth in a sense of urgency, routed in the major harm brought upon the historic structures of Greece on a routine basis as a result of conservation matters being resolved by totally inexperienced public bodies and interventions being planned by unqualified archaeologists.

A PURSUIT IN UNDERGRADUATE ARCHITECTURAL EDUCATION

Should one seek an initial response to Bouras calls for action, then that is to be definitely identified in the gradual shift of the undergraduate curriculum of Greek Architectural Schools towards conservation issues from the mid 1970s onwards. This shift can be nowadays best traced by means of a thorough review of available handbooks and university annuals, a source that yields nonetheless information of varying detail for each school; not to mention any information at all on certain academic years of the 1970s and early 1980s, as the respective material is no longer at hand.

The School of Architecture of The National Technical University of Athens

Starting with the oldest institution (founded 1917), a review of available handbooks (1965, 1972-1973, 1974-1975, 1979-1981, 1984-1985, 1995-1996, 2001-2002, 2004-2005) allows us to distinguish as early as 1965 a group of compulsory modules that could be briefly described as providing the necessary basis for a subsequent focus on architectural conservation. Offering prerequisite knowledge in terms of recording, analysis and assessment, *building technology*, *architectural morphology* and *rhythmology*, *history of architecture*, *history of art* and *town planning* were to prove a constantly present core in the school's subsequent curricula; a core marked by numerous alterations in titles and additions of complementary options. The 1972-1973, 1974-1975, 1979-81 and 1984-1985 handbooks indicate that it even touched at times on specific aspects of conservation, primarily modern construction in traditional settings. Moreover, it was periodically extended by similarly related, yet more short-lived modules, such as *Morphology* and *Aesthetics of Architecture* and *Architectural Recordings*. An equivalent of

the latter actually forms part of the school's present curriculum, as does a compulsory project-related studio on the analysis and recording of vernacular buildings and ensembles, a notably focused addition to the persistent core that dates to the 1990s.

Much earlier, in the academic year 1972-1973, the substructure ensemble appears for the first time to have been coupled with modules devoted to the basics of conservation theory and practice. *Restorations*, a double semester elective in the 4th year of study, and *Archaeology - Restoration*, a single semester elective in the 5th and final year, addressed the development of preservation attitudes, along with basic practicalities of historic building maintenance. In addition, the second module discussed the interrelation between conservation and archaeology, the protection of vernacular buildings and ensembles and the international bodies engaged in built heritage safeguarding. Built on a course of lectures and short recording and restoration projects, this pioneering duo of Konstandinides was nonetheless to be shortly after merged into a single module.

Restorations of Architectural Monuments appeared in the 1974-1975 handbook as a double semester option in the 4th year of study, comprising again lectures and short projects. This time taught by Bouras, the yearlong module started with the theory and practice of conservation, laying special emphasis on restoration principles, conservation project drafting and historic building construction issues. Historic ensemble protection and enhancement, monument analysis and recording, legislation on built heritage management and again international bodies involved were addressed in the second semester.

By the academic year 1979-1981, Bouras' double semester option had evolved into a succession of two single semester electives, offered at that time in the 3rd and 4th year of study, yet returning as early as 1984-1985 exclusively in the fourth. Keeping to the structure and content of its 1974-1975 prototype, the new duo remained operational up to the late 1990s with a mere change of title into *Specialized Restoration Topics*. At that time and under this very title it was merged into a single semester option, nowadays called *Protection of Architectural Monuments and Ensembles*.

In completing the picture as far the Athens school is concerned, one needs to note that in the course of the late 1980s and throughout the 1990s, the so far described electives were coupled with a group of lecture-based options and compulsory project-related studios that focused on specific aspects of conservation. Currently at its peak, this novelty is manifested by four options and one studio in the school's 2004-2005 curriculums. The first ones address conservation - restoration of vernacular buildings, modern construction in traditional settings and reuse, while the studio engages in either building stock reuse or modern construction

integration in special settings. Yet, while the electives have been provided from the outset mainly in the 4th year of study, the studio remains linked to the third, quite paradoxically parallel to, rather than after, the basic theory and practice module, which again is an option.

The School of Architecture of The Aristotle University of Thessaloniki

Passing to the Architectural School of Thessaloniki (founded 1957), ones fails to recognize anything different from what has already been recorded in Athens in terms of the 1960s and early 1970s curricula. Here again, a substructure core, comprising compulsory modules with complementary options in subsequent years lays the groundwork for architectural conservation, as witnessed in the available university annuals (1960-1961 to 1984-1985) and school handbooks (1985-1986 to 2005-2006). Confined to a list of module titles, the annuals point up to 1983-1984 the *History of Architecture*, *History of Art*, *Town Planning*, *Building Technology* and *Architectural Morphology and Rhythmology*. Their listings obviously allow no conclusions as to whether any of the above modules went as far as to address specific aspects of conservation, a remark that certainly holds true for their post 1983-1984 equivalents. Still, a student of the early 1960s claims that at that time one hour per term in the history module was devoted to conservation theory (Karadedos, 2005). In addition, a collective volume of projects completed in the morphology and rhythmology module from 1975 to 1980 reveals a notable reference to modern construction integration in traditional settings (Seminar Exercises, 1981), an issue similarly touched in the Athenian curriculum. Also similarly to the latter, the substructure core of Thessaloniki appears to have been complemented from 1960-1961 to 1962-1963 by a thematically related module on *Recordings*. In 1984-1985, the module in question was reintroduced as a compulsory project-related studio on vernacular buildings recording and analysis, another match with Athens that persists to this day.

Thessaloniki's turn to couple the substructure group with a module concentrating on the basics of conservation theory and practice came in 1975-1976. Counting merely three years from the introduction of its earliest equivalent in Athens, *History of Architecture - Conservation* incorporated a distinct segment on the terminology of built heritage preservation, the development of relevant theoretical postures and the basic practicalities of conservation. Here again comprising lectures and short projects, the pioneering elective was attached to the 5th and final year of study as a single semester module, a clear variation from its double semester equivalent in the Athenian School. Starting from 1975-1976, the elective was successively taught by N. Moutsopoulos and D. Filippides and, from 1977-1978 onwards, G. Lavas and G. Karadedos.

Karadedos remains the module's instructor, which after a notable reshaping in the academic year 1984-1985 steered a steady course to the school's present curriculum. In 1984-1985, it was spared of the segment on architectural history, in addition to being directed purely to theory and terminology issues and upgraded to a compulsory unit of either the 2nd or 3rd year of study. Renamed *Introduction to The Protection of Architectural Monuments and Ensembles*, it retained the above characteristics up to the present, though with a title now reading *Theory of Conservation and Restoration of Architectural Monuments and Ensembles* and an audience extended to 4th year students.

In terms of the 1984-1985 curriculum, one also needs to note the emergence of a considerable number of electives that focused on specific aspects of architectural conservation, a development again recorded in Athens from the late 1980s onwards. Yet whereas the Athenian curricula tended towards lecture-based modules, their counterparts moved clearly in the opposite direction. In 1984-1985, Thessaloniki offered from the 2nd to the 5th year of study no lecture-based units, compared to a total of seven project-related studios. The latter covered historic building conservation, restoration and reuse, historic ensemble urban renewal and more strongly modern construction integration in historic or purely vernacular settings. Having suffered few losses and double gains, the above group nowadays comprises a total of nine studios, addressing the same issues as the original core. What is more, the present studios are as of the 1990s coupled with lecture-based modules, namely two options on historic building restoration and archaeological site enhancement. The earlier lean evidently persists, in addition to a notable revision: as of 1998-1999, students are required to complete a studio on historic building conservation, here again though without assurance of an earlier pass in the basic theory module.

The Newly Born Schools

Faced with the so far discussed shift in the two major schools, one is inclined to examine whether a similar emphasis is placed by the group of recently established architectural institutions, namely the schools in the Universities of Thrace (founded 1999), Thessaly (founded 1999), Patras (founded 1999) and Crete (founded 2004). Though, in their infancy, especially in the case of the newly born School of Crete, the four curricula appear at the moment to align themselves with their older counterparts (Table 1).

Information provided on the respective university websites shows firstly all four schools adhering to the rule of a substructure core. The latter comprises compulsory modules with complementary options on history of art and architecture, building technology and town planning. To these, one needs to add a compulsory grouping on topography and morphology - rhythmology in the case of Thrace.

As regards Patras, an elective again on topography, along with a pair of options on the recording and analysis of historic buildings and ensembles, are to be additionally considered. It is important to mention that except from Crete, where relevant information is scarce, in all the remaining schools the substructure group does go as far as to address specific aspects of architectural conservation.

Table 1. Comparative Listing of Conservation-related Modules in The Curricula of Greek Schools of Architecture (academic year 2004-2005)

	Athens	Thessaloniki	Thrace	Thessaly	Patras	Crete
Basic theory and practice modules	1	1	2	1	2	3
Lecture-based modules on specific aspects of conservation	4	2	-	1	2	?
Project-related studios on specific aspects of conservation	1	9	2	1	4	?

A second point of alignment with Athens and Thessaloniki is identified in the lecture-based module devoted to the theoretical and practical basics of conservation. The latter is presently equaled in the School of Thessaly by a single semester elective, followed in either the 5th, 7th or 9th year of study. The option focuses exclusively on conservation theory, in contrast with its counterparts in Thrace and Patras, which review both theoretical and practical issues, not to mention in two single semester electives in the 4th year of study, similarly to the recently revised duality of Athens. As regards the School of Crete, available data yields no more than three single semester modules on historic buildings and ensembles restoration, the structure and content of each remaining unknown.

In final proof of the overall convergence, one is faced with a group of lecture-based modules and project-related studios that address specific aspects of architectural conservation. To be more precise, the curriculum of Thessaly supports a lecture-based elective on the recording and enhancement of Modern Greek Architecture and a compulsory studio on modern construction in historic settings. Both modules are taught though as early as the 3rd year of study, thus ensuring at best a parallel pass in the basic theory unit, which remains an elective. Turning to the School of Thrace, one notes yet again a studio on modern construction in special settings, along with another on restoration and reuse. The latter appears fixed in the 5th and final year of study, thus facilitating this time an earlier pass from the basic theory module, which again constitutes an option. Finally, in total absence of relevant data on the School of Crete, the School of Patras sets forth two lecture-based units and four studios. The latter cover protection and enhancement at respectively distinct levels: building, settlement, town and landscape. What caus-

es scepticism though is that they are linked to the 4th year of study, again parallel to -rather than after- the basic theory and practice duo. Moreover, not one of them is listed as compulsory in a clear variation from the curricula of all other schools.

THE ESTABLISHMENT OF POSTGRADUATE PROGRAMMES

No matter how remarkable the growth of related modules in Schools of Architecture may have been, the pursuit of specialization in architectural conservation obviously requires more than an undergraduate acquaintance. It demands an insight at postgraduate level, not to mention openness to a wider range of professions. The fact did not escape the attention of the faculty of the Schools of Athens and Thessaloniki. Outline proposals, incorporating module listings, were set forth in the former in 1982, 1984 and 1993 (Balodimou, 2005), whereas in the latter in the early 1990s (Karadedos, 2005). Yet it was only in 1998 that postgraduate programmes came to exist, ending a notably long interim since the establishment of their counterparts in most European countries. Needless to say, up to 1998, these counterparts had attracted numerous Greek professionals. It is characteristic that in the first thirty years of existence of the Conservation Studies course at the University of York, approximately one tenth of its students, a group second only to that of native British, were of Greek origin (Celebrating Conservation, 2002, 119).

These two programmes that started in the academic year 1998-1999 were actually actions of an Operational Programme for Education and Initial Training, led by the European Commission. The opportunity for affiliation to the latter was cleverly seized both in Athens and Thessaloniki, thus surpassing the otherwise strong barrier of funding, at least until the affiliation's termination in 2003. Now in their 8th year, they remain the sole providers of postgraduate education on architectural conservation in Greece. A comprehensive review of each, based on information from interviews with their administrators (Balodimou, 2005; Labropoulou, 2005; Triantafilidou, 2005) and the respective 2004-2005 / 2005-2006 course handbooks, is provided below.

Interdepartmental Postgraduate Programme: *Protection of Monuments*

An affiliate of the National Technical University of Athens, this programme is run by the School of Architecture in collaboration with the School of Chemical Engineering and with support provided by the Schools of Civil Engineering and Rural and Surveying Engineering, in all cases of the NTUA. Supervision is performed by a committee of nine members of staff from the above schools, chaired by the programme's director, E. Biris, who took over from the initial director, N. Kalogeria, in 2004. An even greater number of staff members from all contributing schools, along with academics from other Greek and foreign universities,

Emeritus professors, specialized scientists and researchers from highly regarded research centers man the programme's interdisciplinary academic personnel. Lastly, a group of five employees operates the administrative sector.

The programme is a one-year full-time, with a maximum registration period of two years. It leads to a postgraduate degree either in *Conservation and Restoration of Historic Buildings and Ensembles* or in *Conservation Materials and Interventions*. A maximum of 40 students do both courses each year after being selected on the basis of certificate evaluation, written examination and interview. An estimated 20 to 24 of them read for the former degree, whereas 17 read for the latter. As regards professional background, restoration has been so far followed by a clear majority of architects, complemented merely by archaeologists, civil engineers and topographers. In vivid contrast, the materials course has attracted a more balanced and varied body of primarily chemists and chemical engineers, secondly civil engineers, architects, topographers, geologists, physicists and biologists, and finally philologists, and metal and mineral resources engineers.

Students are required to complete six compulsory core modules, three electives, a number of projects and a graduation thesis, while an additional pass in a Laboratory Seminars unit applies exclusively for the materials degree. With the exception of three of the core modules, which are jointly followed by the programme's entire student body, the remaining prerequisites are set in separate curricula for each degree direction. The latter are run by and operated on the premises of the Schools of Architecture and Chemical Engineering, respectively, in the second case under the direction of T. Markopoulos.

The tripartite common core addresses restoration history and theory, basic issues of monuments and materials pathology and restoration, legislation, administration and planning. From there on, the restoration degree curriculum covers recording and analysis, repair techniques, protection and enhancement design, conservation case studies, archaeological research, reuse for museum purposes, lighting design and geometric recording. On the other hand, the materials degree agenda includes building materials and conservation science and practice, pilot repair applications, specialized repair techniques, environmental management, historic ensembles environmental management and materials recording and assessment.

Further to the above, another notable difference between the two curricula is noted in terms of the projects prescribed. While the materials course calls for a number of works in the framework of the Laboratory Seminars unit, the restoration-orientated option requires a total of five projects distributed in equal individual modules. The projects in question involve completed work evaluation, building recording and analysis, settlement or town protection, structural problem resolution and modern construction integration in historic settings.

Attention should also be drawn to the fact that each curriculum incorporates a considerable number of field visits in Athens and neighboring areas, in addition to a minimum of two study tours at greater distances. The materials course for instance organizes on an annual basis a study tour to Istanbul and the medieval city of Rhodes, apart from day visits to the Acropolis, the Ligroin Cultural Park, the Titan Cement Industry, the National Research Foundation and other sites and related body seats in the Athens area.

The above tours and visits are reserved for students, an exclusivity that raises the question of whether the programme is actually linked in some way to the wider scientific community and general public. Such a link was definitely manifested in its early stages by a number of lectures that were organized beyond teaching work before unrestricted audiences. In later years, these lectures were incorporated in modules of the respective curricula, thus leading to a minimal contact, which until recently rested on the diffusion of two collective volumes. The latter bring together graduation theses of students reading for the conservation and restoration degree, bearing witness to an educational procedure of notably high standard. As of late November 2005 though, contact was extended by a two-day seminar, the first to be organized in the framework of the programme. Its aim was to evaluate the performance of the restoration-orientated course so far and to provide a forum for the presentation of the work of its graduates.

Whatever the conclusions of the evaluation are, the fact remains that future prospects do not appear wholly bright. This has mainly to do with the fact that since the termination of the programme's affiliation with the European Commission, funding has risen to a major strain. So far adopted countermeasures cannot be credited as anything but provisional solutions. An annual grant from The Ministry of Education and spontaneous support by the Ministry of Culture allow little room for development at a time well beyond the arduous stages of establishment.

Interdepartmental Programme: Protection, Conservation and Restoration of Cultural Monuments

Affiliated with the Faculty of Engineering of the Aristotle University of Thessaloniki, this programme is jointly run by all seven schools of the faculty (Architecture, Civil Engineering, Rural and Surveying Engineering, Mechanical Engineering, Electrical and Computer Engineering, Chemical Engineering, Mathematics, Physical and Computational Sciences). Here again, supervision is assigned to a committee of 36 members of staff from the basic contributors, chaired by the programme's director, X. Skarpia-Heupel and, as of 2005, G. Karadedos. Teaching work is the responsibility of an interdisciplinary assembly of members of staff from the seven schools, complemented by academics from other Greek and foreign universities, Emeritus professors, specialized scientists

and researchers from highly regarded research centers. As regards administrative duties, these are performed by four employees of the School of Architecture. The latter additionally provides two teaching rooms, though the programme is soon to be based in an autonomous building, a major development that is largely due to funds allocated from its own budget.

Contrary to its Athenian counterpart, the Thessaloniki-based programme is a two-year full-time, leading to a postgraduate degree in *Protection, Conservation and Restoration of Architectural Monuments*. A more technical specialization does not apply in this case, though an optional direction does exist. The latter concerns on conservation of works of art and mechanisms, is an area clearly beyond the scope of this work. Focusing therefore exclusively on the conservation-orientated course, now in its 4th two-year session, one counts 35 students; a body notably augmented in comparison to the previous three sessions, which were followed by approximately 26 to 29. In all four cases, the selection of the students was based on certificate evaluation and interview. Their professional background reveals a majority of architects and civil engineers, supplemented with a mixture of topographers, archaeologists, electrical engineers, mechanical engineers, historians and mineral resources engineers. On the contrary, a clear majority of architects, coupled with topographers and archaeologists, comprises the programme's doctoral student body. A grouping of 15 conservation graduates is currently unmatched in the Athens-based equivalent. These PhD candidates are registered for a minimum three-year period.

Going back to the primary postgraduate degree, one initially notes a more complex set of requirements in relation to the Athens-based courses. Enrolment is followed by *homogenization* lessons, a means of establishing common background knowledge. From there on, graduation is preceded by a pass in nine compulsory modules, a varying number of electives selected from a group of 22 available options, a project-related studio and three seminars. Lastly, students are expected to produce a graduation thesis. The first two sessions also included placement, which due to lack of potential employers was subsequently abandoned. Contrarily, the conduct of field visits and study tours has proved so far a major segment of the curriculum, recently upgraded by a five-day trip to Egypt.

As regards the compulsory core, students engage in conservation theory and history, art and architecture history, settlement development history, building technology, traditional materials pathology and repair, historic structure structural - seismic behavior, foundations pathology and recording and analysis. From there on, the electives provide an opportunity for in depth focus on technical aspects of conservation, recording and analysis techniques, reuse, rehabilitation, coloring, lighting, archaeological site and historic ensemble protection.

Unlike the conservation - restoration course and similar to the materials option in Athens, the Thessaloniki-based programme favours project work in a single, yearlong module. Supplemented by a series of lectures, its project-related studio basically involves preparing from scratch a complete conservation and restoration plan for a building or small complex in the area of Thessaloniki. What is to be specially noted is that the entire project is worked out in teams comprising students of varied professional background; interdisciplinary cooperation, a major prerequisite in the international conservation agenda, is admirably put to the test from early on.

The projects completed in the programme's first two sessions, along with the respective graduation theses, were recently published in three collective volumes, thus establishing a means of contact with the scientific community and general public, a kind of contact not unknown in the Athens-based programme. Yet its counterpart in Thessaloniki can certainly boast a more extensive interaction. This has firstly to do with the conduct of three seminars (Restoration of Ancient Monuments, 2003; Repair - strengthening of load bearing masonry buildings, 2003; Industrial heritage, 2005). Instead of being reserved for students, as was the case in the programme's first two sessions, the three events were also open to the public. Bringing together renowned speakers from Greece and abroad, each of them attracted an audience of approximately 150, mainly conservation specialists. A clearly appreciated contribution to life-long learning, the programme's seminar agenda has so far included two more events, which were attended exclusively by members of the wider scientific community. Focusing on the design of compatible repair materials, the seminars in question were organized in 2003 in collaboration with the Building Materials Laboratory of the School of Civil Engineering, attracting 20 participants due to laboratory restrictions.

As a last remark one cannot avoid mentioning that, as with the Athens-based programme, funding is proving a major strain for its Thessaloniki equivalent. Since 2004, the latter is similarly dependent on clearly interim solutions, namely an annual grant from the Ministry of Education and spontaneous support from the Faculty of Engineering. Only recently, the above were coupled with an annual student fee, a measure still in dispute, though again not sufficient for a programme that has moved beyond the crucial stage of establishment at notably high standards.

PROSPECTS FOR LIFE-LONG LEARNING

Regardless of financial restraints, as much as postgraduate programmes may have gained ground over the last years, a systematic approach to lifelong learning remains to be adopted. Personal study and participation in conferences and symposia basically set the course for Greek conservationists, as from there on the

conduct of advanced study courses, the actual basis of a systematic approach, proves a rarity.

A report of such courses up to now is confined to a small number of events, not to mention of a primarily technical focus. Prior to the already outlined initiatives of the Thessaloniki-based postgraduate programme, one can note two courses on *Conservation of Ancient Masonry of Byzantine Architecture* (1998, 1999). Comprising lectures and extensive laboratory work, the above were organized by the Building Materials Laboratory of the School of Civil Engineering in Thessaloniki, bringing together an audience of 35, both from Greece and abroad (Stefanidou, 2005). Keeping to a similar structure, the more recent advanced study course *ITECOM-Innovative Technologies and Materials for the Conservation of Monuments* (2003) attracted 42 conservation graduates from various European countries, including 12 from Greece. The two-week course was hosted by the School of Chemical Engineering in Athens (Labropoulou, 2005).

Even more recently, the Building Materials Laboratory in Thessaloniki returned with a couple of short courses on the preparation and application of compatible repair materials (2004) and on the conservation of historic brick structures (2005). Comprising again lectures and laboratory work, each of the 20-hour events was attended by an audience of 20 (Stefanidou, 2005). One needs to note though that both events were organized for the local branch of the *Institute for Education and Continuing Training of the Members of the Technical Chamber of Greece*. A year-round provider of short courses in three major cities of Greece, the institute could hopefully set continuing education on conservation issues on a regular basis from this point on, not to mention in a wider scope.

Lastly, our research points to a branch of the above institute's parent organization. The Section of Central Macedonia of the Technical Chamber of Greece conducted as early as 1999 a 25-hour course on the repair of listed buildings constructed of load bearing masonries. The event took place in Thessaloniki and was repeated five years later in the same city, as well as in neighboring Veria. Beyond this, similar courses focusing on pre and post-earthquake strengthening of buildings are noted to have addressed among other issues the safeguarding of historic structures, from 2001 onwards (Mitrakaki, 2005).

CONCLUSION

In concluding our discussion on the preparation of conservation specialists in Greece, we should first of all remark that, until lately, the issue of specialization was practically exhausted in the undergraduate curricula of Greek Architectural Schools; not to mention in an occasionally problematic sequence of modules, which in certain cases persists to this day. Postgraduate education came into being

with considerable delay in comparison with other countries. Now in their 8th year, the respective programmes can certainly be credited with the establishment of high academic standards in a relatively short time. Nonetheless, funding puts a major strain on their operation, a strain that ought to be quickly and effectively dealt with if no further delay is to be anticipated. Finally, beyond postgraduate education, a systematic approach to lifelong learning remains to be determined. A basic step in this direction, the conduct of advanced study courses has only recently emerged into the Greek conservation agenda, what is more in small numbers, on an irregular basis and with a clear accent on the technical side of conservation.

REFERENCES

- BALODIMOU, M. (2005), Protection of Monuments, *Direction A': Conservation and Restoration of Historic Buildings and Ensembles*, Athens.
- BOURAS, C. (1972), Postgraduate Architectural Education, *To Vima*, (no. 31, December) p. 4.
- BOURAS, C. (1975), Information and Education for The Protection and Rehabilitation of Architectural Monuments, *Architektonika Themata*, (no. 9) pp. 161-163.
- KARADEDOS, G. (2005), *Protection, Conservation and Restoration of Cultural Monuments*, Thessaloniki.
- LABROPOULOU, A. (2005), Protection of Monuments, *Direction B': Conservation Materials and Interventions* (4 November 2005), Athens.
- MITRAKAKI, T. (2005), *Central Macedonia*, Thessaloniki.
- TRIANTAFILIDOU, N. (2005), *Protection, Conservation and Restoration of Cultural Monuments* (20 October 2005), Thessaloniki.
- Annals of the Aristotle University of Thessaloniki*, (1960-1961) to (1984-1985), Thessaloniki.
- Taught Courses Handbook of The National Technical University of Athens*, (1965), (1972-1973), (1974-1975), (1979-1981), (1984-1985), Athens.
- Resolution (76) 28 Concerning The Adaptation of Laws And Regulations to The Requirements of Integrated Conservation of The Architectural Heritage*, (1976), adopted by The Committee of Ministers of The Council of Europe on 14 April 1976.
- Seminar Exercises* (1981), Aristotle University of Thessaloniki, Faculty of Engineering, Department of Architectural Morphology and Rhythmology, Thessaloniki.
- Handbooks of the School of Architecture* (1985-1986) to (2005-2006), The Aristotle University of Thessaloniki, Thessaloniki.
- Guidelines on Education and Training in The Conservation of Monuments, Ensembles and Sites* (1993), adopted by the ICOMOS General Assembly in August 1993.
- Handbooks of The School of Architecture* (1995-1996), (2001-2002), (2004-2005), The National Technical University of Athens, Athens.

Celebrating Conservation (2002), Burman, P. (eds.), University of York, Centre for Conservation, York.

Handbooks of The Interdepartmental Postgraduate Programme "Protection, Conservation and Restoration of Cultural Monument (2004-2005), Direction A': Protection, Conservation and Restoration of Architectural Monuments, Thessaloniki.

Handbook of the Interdepartmental Postgraduate Programme "Protection of Monuments" (2005-2006), Direction A': Conservation and Restoration of Historic Buildings and Ensembles, Athens.

Handbook of the Interdepartmental Postgraduate Programme "Protection of Monuments" (2005-2006), Direction B': Conservation Materials and Interventions, Athens.

www.arch.duth.gr; Curriculum of The School of Architecture of The University of Thrace, (9 November 2005).

www.arch.tuc.gr; Curriculum of The School of Architecture of The University of Crete, (14 November 2005).

www.arch.upatras.gr; Curriculum of The School of Architecture of The University of Patras, (9 November 2005).

www.arch.uth.gr; Curriculum of The School of Architecture of The University of Thessaly, (9 November 2005).