



# Chapter 2:

## Policy Measures @ Heritage.Conservation

### Section 2:

#### Conservation and Adaptive re-use of Government-owned Historic Buildings

### Introduction

Government-owned historic buildings are graded historic buildings owned by the Government. As these historic buildings are public property, the interests of society needs to be considered when conserving them. The Government has the responsibility to maintain society's assets in a sustainable way across generations, into the future. Heritage, as a social asset, needs to be conserved and safeguarded for future generations to learn from and enjoy.

This section will focus on discussing how the current policy on heritage conservation can enable the community to enjoy these assets through the concept of adaptive re-use.

In the past, conservation of historic buildings usually focused on renovating the hardware and exterior of the buildings. The current heritage conservation policy incorporates the concept of adaptive re-use, meaning that apart from renovating the buildings, the Government would identify a suitable opportunity to put them to good use, in order to realise their cultural significance and life, and to extend and expand their social function. In so doing, the public will have more opportunities to access and enjoy these Government-owned historic buildings.

Both Government departments and non-government organisations are taking part in revitalising Government-owned historic buildings. The Government also revitalises historic buildings into commercial operations based on the features of the historic building. As long as these buildings are reused in an appropriate manner, their lives are extended and they are able to serve different social functions. The following are related examples:

# 1. Government Departments

## Old Wan Chai Post Office

### Introduction:

The Old Wan Chai Post Office is the oldest post office building in existence in Hong Kong. This angular (曲尺形) building was built between 1912 and 1913, and was opened for service as the Wan Chai Post Office on 1 March 1915. This simple building, with its pitched roof, walls and grey sculptures, possesses unique features.

### Category of Monument:

Declared a monument in 1990

### Address:

221 Queen's Road East, Wan Chai, Hong Kong

(Source: Virtual Heritage Explorer. Antiquities and Monuments Office, Leisure and Cultural Services Department)

## Method of adaptive re-use

Organisation currently using the building:  
Environmental Protection Department

### Use:

It was adaptively re-used as an environmental resource centre called the "Environmental Protection House" in 1993. Members of the public can enjoy the use of the interactive study room in the resource centre, the library database, and the environmental gallery, in order to gain first-hand knowledge of environmental protection.



## Flagstaff House - Former Official Residence of the Commander of the British Forces, Cotton Drive, Central

### Introduction:

The Former Official Residence of the Commander of the British Forces, on Cotton Tree Drive in Central, was built in 1846 by Major General D'Aguilar. Originally called the "Commander's Headquarters Building", its name was changed to "Flagstaff House" in around 1932.

Until 1978, the building had been the official residence of the Commander of the British Forces, having accommodated 58 commanders. Flagstaff House is now the oldest Western-style building in existence in Hong Kong, showcasing Greek renaissance style architecture. However, as it was both expensive and inefficient to ship building materials from Europe to Hong Kong, the rooftop was made of local Chinese style materials.

### Category of Monument:

Declared a monument in 1989

### Address:

Cotton Tree Drive, Central, Hong Kong

(Source: Antiquities and Monuments Office, Leisure and Cultural Services Department)

## Method of adaptive re-use

Organisation currently using the monument:  
Hong Kong Museum of Art

### Usage:

In 1984 it was redeveloped as the Museum of Tea Ware, mainly to conserve and exhibit tea ware heritage and related tea culture.

Apart from being an exhibition venue, the Museum of Tea Ware also regularly organises pottery demonstrations, tea culture activities and seminars, in order to promote pottery art and China's tea culture.



## 2. Non-government Organizations

### Old District Office North

**Introduction:**

The Old District Office North was built around 1907, and was the earliest home affairs centre since the New Territories was leased to Britain. After leasing the New Territories, the British Government selected Tai Po as the venue for the handover ceremony. During that time, the villagers in the New Territories resisted, until finally, under the assistance of the British Forces, the flag raising ceremony was held at Wan Tau Tong Hill in Tai Po on 16 April 1899. After this, the British Government set up the District Office North in that location, to manage the residences of the northern New Territories. Apart from general administration, the District Office was also responsible for land registration. Until 1961, the District Office had a magistracy inside.

**Category of Monument:**

declared a monument in 1981

**Address:**

15 Wan Tau Kok Lane, Tai Po, New Territories, Hong Kong

*(Source: Antiquities and Monuments Office, Leisure and Cultural Services Department)*

### Method of adaptive re-use

Organisation currently using the monument:  
Hong Kong Scout Association

**Usage:**

This building has now been adaptively re-used as the Hong Kong Scout Association New Territories East Region Headquarters, and named "Law Ting Pong Scout Centre". Inside the centre is a lecture hall and activity rooms for training scouts.



### Island House, Yuen Chau Tsai, Tai Po- Former Official Residence of the Secretary for Administration

**Introduction:**

When Island House was built in 1905, it was situated on a small island called Yuen Chau Tsai in Tolo Harbour, connected by a dyke. An early 20th century typical colonial style building, the official residence is 2-storeys with a verandah. The building was originally used as the residence of the New Territories District Officers at that time, and was later converted into the official residence of the Secretary for Administration.

**Category of Monument:**

declared a monument in 1983

**Address:**

Yuen Chau Tsai, Tai Po Highway, New Territories, Hong Kong

*(Source: Antiquities and Monuments Office, Leisure and Cultural Services Department)*

### Method of adaptive re-use

Organisation currently using the monument:  
WWF-Hong Kong

**Usage:**

This building has been adaptively re-used as an education and conservation research centre. Apart from conducting research, it also promotes environmental conservation in Hong Kong.



## Mei Ho House

### Introduction:

Shek Kip Mei Estate was the prototype of the Government's public housing scheme, and Block 41 (Mei Ho House) is one of the surviving H-type public housing blocks in Hong Kong. Shek Kip Mei Estate was built as a temporary resettlement estate to house the 27,000 homeless victims of the Shek Kip Mei Fire in 1953. Just four days after the fire, the Government ordered the construction of many blocks of 2-storey bungalows to house the 35,000 victims. These bungalows were later named "Po Ling Bungalows"(寶靈平房). In 1954, eight blocks of 6-storey houses were completed, one of which was Mei Ho House.

### Grading:

Declared a Grade 2 historic building in 2010

### Address:

Block 41, Shek Kip Mei Estate, Sham Shui Po, Kowloon, Hong Kong

(Source: Commissioner for Heritage's Office, Development Bureau)

## Method of adaptive re-use

Organisation currently using the monument:  
Hong Kong Youth Hostel Association

### Usage:

This building was one of the first batch of historic buildings designated since the launch of the Revitalising Historic Buildings Through Partnership Scheme. The Mei Ho House Hostel proposal, submitted by the Hong Kong Youth Hostel Association, was selected. In the near future, this building will be developed into a youth hostel.



## 3. Commercialisation

## Old Stanley Police Station

### Introduction:

Built in 1859, the Old Stanley Police Station is now the oldest police station building in Hong Kong. In its early years, the police station was the outpost in the southernmost corner of Hong Kong Island, for the joint use by the police and the British Forces. During the Second World War, the Japanese Army used it as their district headquarters, and a mortuary was also built as an extension. After the war, the building resumed its function as a police station until 1974.

### Category of Monument:

declared a monument in 1984

### Address:

88 Stanley Village Road, Stanley, Hong Kong

(Source: Antiquities and Monuments Office, Leisure and Cultural Services Department)

## Method of adaptive re-use

Organisation currently using the monument:  
Wellcome Supermarket

### Usage:

This building has been adaptively re-used as a supermarket for Stanley residents and tourists who need to buy daily goods and other commodities.



## Old Sheung Wan Market

### Introduction:

The Western Market, in Sheung Wan, originally comprised of a north building and a south building. The south building was situated in Queen's Road Central. It was built in 1858 and demolished in 1980. The existing north building was built in 1906. It was smaller than the south building, but designed to be more densely packed. It was of Edwardian style of architecture, which was very popular in Britain between 1901 and 1918. The building was built on a symmetrical axis, with an elegant exterior and plenty of usable space. It was built mainly with red bricks and granite, with colourful stones and patterns. The external wall of the turret was lined with brick decorations. Since the completion of the neighbouring municipal services building, the market building has remained unused.

### Category of Monument:

Declared a monument in 1990

### Address:

323 Des Voeux Road Central, Sheung Wan, Hong Kong

(Source: Antiquities and Monuments Office, Leisure and Cultural Services Department)

## Method of adaptive re-use

Organisation currently using the monument:  
Recreation Club Limited

### Usage:

In 1991, the Urban Renewal Authority (formerly the Land Development Corporation) started repair work to convert the market into a centre for traditional trades and handicrafts, and changed its name to the Western Market (西港城). In 2003, it was further renovated and the Recreation Club Limited was appointed to manage the monument. As a result of adaptive re-use, more theme restaurants and theme shops were incorporated.



## Teaching tips:

When introducing the above examples, the teacher can make use of the Virtual Heritage Explorer (<http://vhe.lcsd.gov.hk/vhe/main.jsp?langNo=2&pageAction=MAIN>) and the Hong Kong Heritage Geographical Information System ([http://www5.lcsd.gov.hk/gishinter/html/viewer\\_tc.htm](http://www5.lcsd.gov.hk/gishinter/html/viewer_tc.htm)) so that the students will be able to learn more about these historic buildings through virtual tours and locating the monuments on a map. A discussion on “what makes an appropriate and successful adaptive reuse?” can also be introduced.

## Glossary of Terms

### What is the “Revitalising Historic Buildings Through Partnership Scheme”?

The Government launched this scheme in 2008 and invited non-profit organisations to provide proposals for revitalising historic buildings in the form of social enterprises. The Government hopes to preserve historic buildings through this scheme and make good use of these buildings in an innovative manner so that they will become unique cultural landmarks. It is also hoped that the scheme will create employment opportunities on the district level.

#### Reference .....➤

*Revitalising Historic Buildings Through Partnership Scheme, Conserve and Revitalise Hong Kong Heritage*  
<http://www.heritage.gov.hk/en/rhbt/about.htm>

# Proposal for **Teaching** and **Learning**

## Learning Objective

Hong Kong Today: Quality of Life, Rule of Law and Social-political Participation

## Teaching Objectives

- 1.To understand the methods used in Hong Kong to conserve and adaptively re-use Government-owned historic buildings
- 2.To understand the various factors to be considered when deciding to adaptively re-use historic buildings
- 3.To nurture independent thinking in students

## Generic Skills

1. Communication skills
2. Collaboration skills
3. Critical thinking skills

## Contemplating Issues from Multiple Perspectives

1. What are the measures used by the Government to conserve and adaptively re-use Government-owned historic buildings?
2. How do the various adaptive re-use methods protect and highlight the heritage value of historic buildings?
3. How do the various adaptive re-use methods drive Hong Kong's economic, social, cultural and educational development, apart from achieving the aim of conservation?

## Values and Attitudes

1. Responsibility
2. Culture and civilization



## Proposed Teaching Flow

### Knowledge Framework

Teachers will make reference to the content of the introduction and use related examples to illustrate the various adaptive re-use methods currently implemented to conserve Government-owned historic buildings.



### Teaching Activity (1)

- Group discussion: How to appropriately adaptively re-use Government-owned historic buildings
- Refer to Worksheet 1



### Teaching Activity (2)

- Conceptualise the “Hollywood Road Former Married Police Quarters” Development Proposal
- Refer to Worksheet 2



### Teaching Activity (3)

- Revitalise Historic Buildings Through Partnership Scheme
- Operation Proposals Competition
- Refer to Worksheet 3



### Extended Activities 1, 2 & 3



### Enter Chapter 2: Section 3

Experiences of Adaptive re-use in Mainland China and overseas

## Knowledge Framework

With the changes in the times and the needs of society, some of the Government-owned buildings have lost their original social function. However, since they have witnessed the city's historical, social and cultural development, they possess certain heritage value. Hence "how to conserve and adaptively re-use historic buildings" has become an important issue. The teacher can discuss this with the students topics based on the following teaching tips:

### Conservation and adaptive re-use of Government-owned historic buildings

- Teachers can use the Virtual Heritage Explorer of the Antiquities and Monuments Office (<http://vhe.lcsd.gov.hk/vhe/main.jsp?langNo=2&pageAction=MAIN>) and the Hong Kong Heritage Geographical Information System ([http://www5.lcsd.gov.hk/gishinter/html/viewer\\_tc.htm](http://www5.lcsd.gov.hk/gishinter/html/viewer_tc.htm)) to introduce the above examples mentioned in the introduction and the current usage after adaptive re-use.
- The teacher will play the video 《古蹟再生》: Secretary for Development on the Revitalising Historic Buildings Scheme (<http://app3.rthk.org.hk/creativearchive/list.php?type=3>), so that students will understand the direction of the Government's policy of adaptive re-use.
- Teachers will guide students in discussing:
  - What are the advantages of adaptively re-using historic buildings?
  - What are the effects on society?
  - What are the factors to consider when adaptively re-using historic buildings?
  - What are your views on the Government using this concept to conserve the historic buildings that it owns?

### Integrated explanations:

- Adaptively re-using Government-owned historic buildings can renew the social function of the buildings that have lost their functionality, in order that the public will have more opportunities to access and enjoy using them.



## Teaching Activity (1)

### **Group discussion: How to appropriately adaptively re-use Government-owned historic buildings.**

#### **Introduction to the activity:**

Students are to divide themselves into groups and select one of the examples from the Introduction section as a case study, and then have a discussion based on Worksheet 1.

#### **Teaching objectives:**

- To enhance students' understanding of the current functions of Government-owned historic buildings
- To enhance students' critical thinking ability through analysing the current functions of Government-owned historic buildings

### **Format of the activity: Group discussion (2 sessions)**

#### **Proposed procedures:**

- Divide the students into 4 to 5 groups. Each group will select 1 example from the Introduction section as a case study
- The teacher will ask students to fill out Worksheet 1
- Students will discuss for 20 to 30 minutes and explore the advantages and opportunities for improvement of the current functions of their case study
- Each group will prepare a reporting session for about 5 minutes and present the analysis of their group to the other students
- The teacher will make a summary conclusion for the lesson and encourage the students to use this worksheet to further analyse other adaptively re-used historic buildings and explore the advantages and opportunities for improvement of their current functions

# Worksheet 1: Inspection List of Historic Buildings

Name: \_\_\_\_\_ Class \_\_\_\_\_ ( )

Name of building: \_\_\_\_\_

Address: \_\_\_\_\_

Heritage value

Year built: \_\_\_\_\_

Declared monument: ☐ Yes ☐ No Grade: \_\_\_\_\_

Initial use:

\_\_\_\_\_  
\_\_\_\_\_

**Conserve and Revitalise**

Current use: \_\_\_\_\_

Organisation using the monument:

☐ Government department ☐ Non-government organisation ☐ Other (please specify name of the organisation): \_\_\_\_\_

Advantages: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Opportunities for improvement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Group discussion:

1. The advantages of the current function and opportunities for improvement are:

Advantages:

\_\_\_\_\_  
\_\_\_\_\_

Opportunities for improvement:

\_\_\_\_\_  
\_\_\_\_\_

2. Please propose a new function for this historic building based on the above views:

\_\_\_\_\_  
\_\_\_\_\_

3. Please cite from your own knowledge an example of an historic building that has had its original function changed:

\_\_\_\_\_  
\_\_\_\_\_

## Teaching Activity (2)

### Conceptualise a Development Proposal for the Hollywood Road Former Police Married Quarters

#### Introduction to the activity:

The Chief Executive (CE) announced in his 2009-10 Policy Address that the Government would proceed to invite interested organisations to submit proposals for the management, operation and maintenance of the Former Police Married Quarters site on Hollywood Road (PMQ) as a creative industries landmark. Students are asked to form groups of 6 to 8 people to visit the site and its environs to collect related information. Then, draft a development proposal based on Worksheet 2.

#### Teaching objectives:

- To understand how revitalisation can protect and highlight the heritage value of historic buildings
- To investigate and conceptualise a development proposal in groups, enhancing students' ability to communicate and cooperate
- To enhance students' participation in social affairs and their sense of responsibility

#### Format of the activity: Field study / group presentation (about 4 sessions – 2 sessions for presentation and questionnaire design, and 2 sessions for reporting)

#### Proposed procedures:

- The teacher will, in advance through pictures, describe the history and background information of the Hollywood Road Former Police Married Quarters
- The teacher will then ask the students to form groups of 6 to 8 people. The teacher will ask the students to study online information and related news reports, to understand the social discussions related to the Hollywood Road Former Police Married Quarters
- The teacher will ask the students to design interview questions to collect the views of the neighbouring residents and shop staff (including shop owners and workers), students of the former Central School and their descendants, or the police families who lived in the quarters, on the Hollywood Road Former Police Married Quarters
- After the teacher has agreed to the interview questions, the students will visit the Former Police Married Quarters site on Hollywood Road and its environs to collect related information
- After organising and analysing the information collected, the students will draft the development proposals
- The groups will produce reports on their proposals and report to the other students
- The teacher will select the best development proposal based on (1) protecting and highlighting the value of historic buildings; (2) the concept and operation of the creative / social enterprise; and (3) the design concept and creativity of the proposal

### Teaching tips:

This teaching activity is divided into two parts – a field study and the development of the proposal on revitalisation. Teachers can, through this activity, ask students to methodically collect, organise and analyse information, thereby developing the students' basic ability to conduct independent research. In addition, teachers can, in the exploration process, encourage students to further consider the relationship between historic buildings and the community in order to enhance their sense of involvement.

# Information

## Geographical environment of the Former Police Married Quarters site on Hollywood Road



(Source: the website "Conserve and Revitalise Hong Kong Heritage")

## Worksheet 2:

# Conceptualise the Development Proposal for the Hollywood Road Former Police Married Quarters

Name of group members:

( )  
\_\_\_\_\_  
( )  
\_\_\_\_\_  
( )  
\_\_\_\_\_

( )  
\_\_\_\_\_  
( )  
\_\_\_\_\_  
( )  
\_\_\_\_\_

Class:

\_\_\_\_\_

Before the investigation, students will read in detail the “Invitation for Proposals (IFP) for Transformation of the Former Police Married Quarters on Hollywood Road into a Creative Industries Landmark” (English version) (Reference materials: <http://www.heritage.gov.hk/en/pmq/about.htm>)

### Part 1: Field Study

#### 1. Questionnaire design

- a. Please design interview questions with other group members for the purpose of collecting the views of the neighbouring residents and shop staff (can include shop owners and workers), students of the former Central School and their descendants or the police families who lived in the quarters, on this developing project of the Hollywood Road Former Police Married Quarters.

##### Background information

Name: \_\_\_\_\_ Status: \_\_\_\_\_ (such as, neighbouring resident)

Questions:

Example: How long have you lived / worked / studied here?

1. \_\_\_\_\_

2. \_\_\_\_\_

##### Views on the development of the Hollywood Road Former Police Married Quarters

Questions:

Example: The Hollywood Road Former Police Married Quarters have been vacant for a long time. What are your expectations for its new function?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

- b. The students will visit the Hollywood Road Former Police Married Quarters to interview the neighbouring residents and shop staff (can include shop owners and workers), students of the former Central School and their descendants or the police families who lived in the quarters.

## c. Organising the information

Number of interviewees:

Consolidating the interview content, the interviewees have the following background features:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Consolidating the interview content, the interviewees have the following views on the development of the Former Police Married Quarters site on Hollywood Road:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Based on site investigation, the environment of the Former Police Married Quarters site on Hollywood Road and its neighbourhood is recorded:

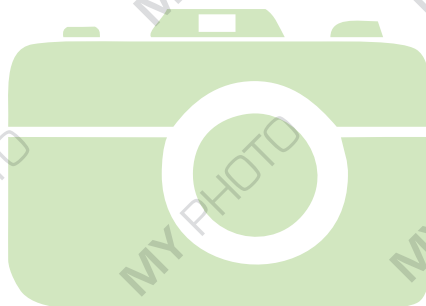
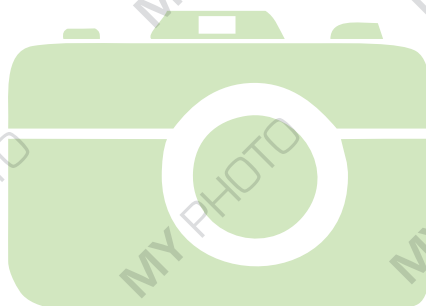


Photo of the Former Police Married Quarters site on Hollywood Road

(Please insert here the photos taken during the field study)



Neighbouring environment

(Please insert here the photos taken during the field study)

## Part 2: Development Proposal for Adaptive Re-use

Based on the Government's project description and the information collected in our investigation, our group has the following proposal on the development of the Former Police Married Quarters site on Hollywood Road:

Protecting and highlighting the values of the historic buildings:

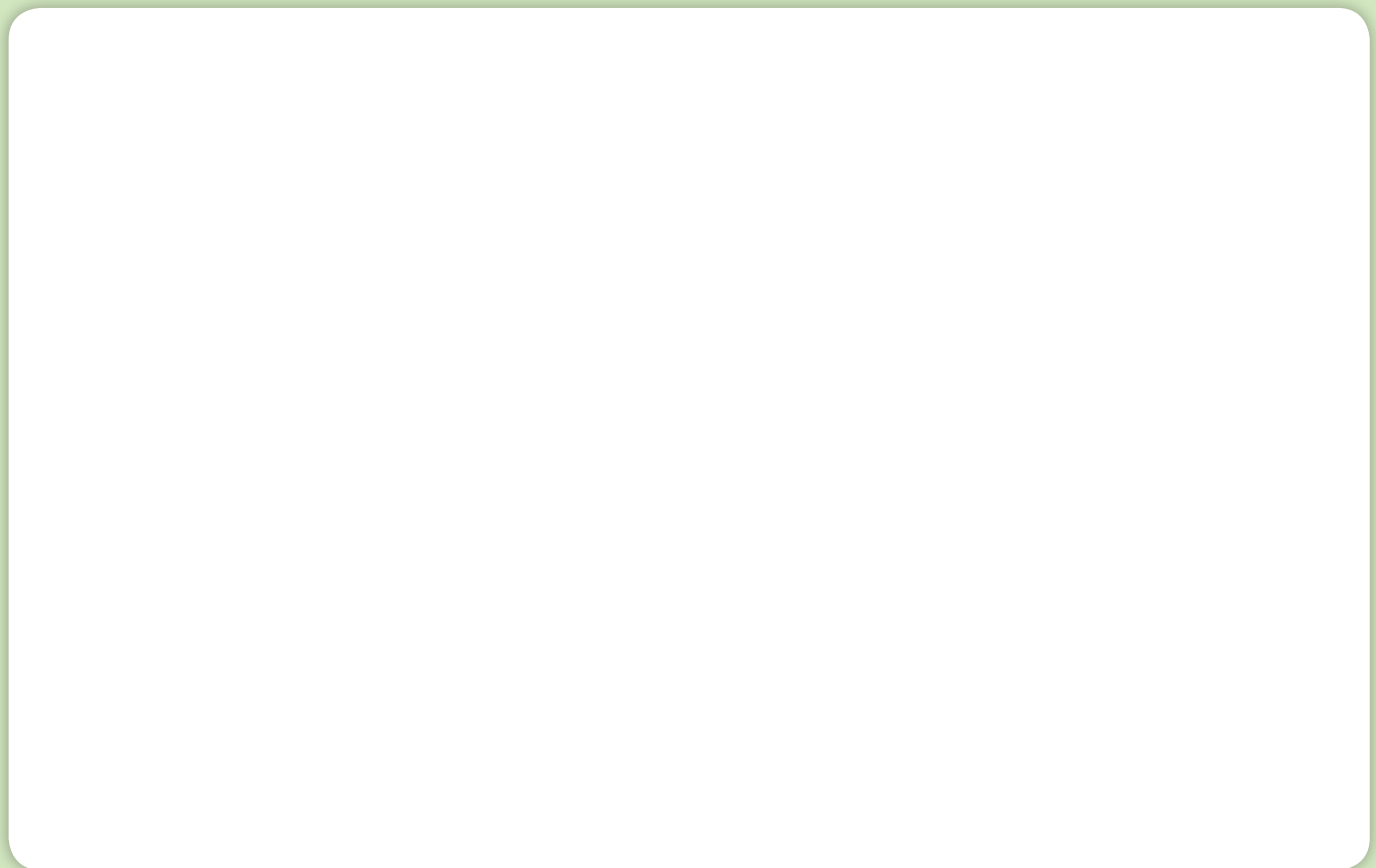
Example: Retaining Block A and Block B in their entirety. Block A will be retained as a quarters for local or overseas artists so that they can carry out onsite creative activities. The lobby and 1/F of Block B will be converted into a Time Gallery on the history of the Central and Western District community. The Time Gallery will display the heritage and historical photos of the district.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Build a new glass structure for use as a creative art gallery:

Location for the construction: \_\_\_\_\_

Concept drawing of the building:



Describe the features of this glass structure:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



Design for beautifying the leisure space:

Theme concept: (example: “Booking” my harbour city)

1. \_\_\_\_\_

Design features:

For example: Hong Kong has a lot of literary figures, such as Weiluan Lu (盧瑋鑾, 小思). They have written a lot of representative literary works. This design will select some of their works and turn them into artistic creations through calligraphy – to decorate this leisure space.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Conceptual drawing:

Operational plan:

For example: Convert the 2/F and above of Block B into studio space for the creative arts, and pay for the operational and maintenance fees through collecting rents.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## Teaching Activity (3)

### **“Revitalising Historic Buildings” Operation Proposal Competition**

#### **Activity introduction:**

Suppose you and your classmates are taking part in the “Revitalising Historic Buildings” Operation Proposal Competition. Please select a graded historic building according to the competition rules, and design a revitalisation proposal for taking part in the competition.

#### **Teaching objectives:**

- To understand how adaptive re-use can protect and highlight the heritage value of historic buildings
- To encourage students to contemplate ways to balance heritage conservation and urban development through conceptualizing adaptive re-use proposals
- To enhance students’ ability to communicate and cooperate through group work
- To enhance students’ participation in social affairs and their sense of responsibility

#### **Format of the activity: Group study (2 sessions)**

#### **Proposed procedures:**

- Students will divide themselves into groups of 6 to 8 people. Then select, according to the competition rules, a graded historic building as a possible site for adaptive re-use (for the list of graded historic buildings, please browse the website of the Geographical Information System on Hong Kong Heritage: [http://www5.lcsd.gov.hk/gishinter/html/viewer\\_tc.htm](http://www5.lcsd.gov.hk/gishinter/html/viewer_tc.htm))
- The group members will collect, organise and analyse the information about that historic building
- Based on Worksheet 3, design a creative proposal for adaptive re-use
- The groups will produce conceptual drawings or models on their proposal, or present their proposal through briefing or another method of presentation to all of the other students
- The teacher will evaluate the proposal of each group based on the marking scheme and select the winning team
- The teacher will make a summary conclusion on the various evaluation criteria and the performance of each group

## Worksheet 3: “Revitalising Historic Buildings” Operation Proposal Competition

Name of group member:

_____	( )
_____	( )
_____	( )

Class:

_____	( )
_____	( )
_____	( )

\_\_\_\_\_

\_\_\_\_\_ (Name of plan) Proposal on Revitalisation Plan

The target historic building for revitalisation selected by this group:

☐ Lui Seng Chun    ☐ Blue House    ☐ Other (Please specify name of building: \_\_\_\_\_)

Heritage value

Declared monument: ☐ Yes    ☐ No

Grade: \_\_\_\_\_

Year built: \_\_\_\_\_

The building's historic value:

1. \_\_\_\_\_
2. \_\_\_\_\_

The building's architectural value:

1. \_\_\_\_\_
2. \_\_\_\_\_

Other features (can include social value and aesthetic value etc.):

1. \_\_\_\_\_
2. \_\_\_\_\_

Operation Proposal

The method of adaptive re-use proposed by the group (please describe its service targets and main function):

\_\_\_\_\_

\_\_\_\_\_

How does the proposal reflect the building's heritage value:

1. \_\_\_\_\_
2. \_\_\_\_\_

How does the proposal allow public participation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The proposal’s benefits to the community / society / service targets:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How does the proposal achieve balance in income and expenditure, and how much financial support is needed from the Government:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Conceptual drawing of the adaptive re-use proposal



# “Revitalising Historic Buildings” Operation Proposal Competition

## Competition Rules

1. The competition takes place in groups, each comprising of 6 to 8 people;
2. The participating teams can select 1. Lui Seng Chun; 2. Blue House; or 3. One of the graded historic buildings – as the target for revitalisation (A list of graded historic buildings can be seen in the Geographical Information System on Hong Kong Heritage: [http://www5.lcsd.gov.hk/gishinter/html/viewer\\_tc.htm](http://www5.lcsd.gov.hk/gishinter/html/viewer_tc.htm));
3. The proposals submitted by the participating teams must be original;
4. The participating teams must list, in detail, the various values and features of their selected historic building;
5. The proposals submitted by the participating teams must describe how to protect and highlight the heritage value of that building and how the public will benefit from the adaptive re-use proposal;
6. On the competition day, the participating teams will present their proposal to the judges using their conceptual drawings, models, presentations or other methods;
7. On the competition day, the presentation time for each team will be 10 minutes; and
8. The judges will evaluate the teams’ performances based on their proposals’ 1. Reflection of historic value and significance; 2. Technical details; 3. Operation of social enterprise; 4. Financial viability; and 5. Management capability and other considerations.

## Marking Scheme

	Team 1	Team 2	Team 3	Team 4	Team 5
Criteria	Marks	Marks	Marks	Marks	Marks
<p>Highlighting historic value and significance</p> <p>Factors:</p> <ol style="list-style-type: none"> <li>1. How the proposal highlights the building's historic value or significance;</li> <li>2. How the proposal can convert the historic building into a unique cultural landmark.</li> </ol>	/20	/20	/20	/20	/20
<p>Technical details</p> <p>Factor:</p> <p>How the proposal can conserve the building and its authenticity through the proposed conservation concept.</p>	/20	/20	/20	/20	/20
<p>Operation of social enterprise</p> <p>Factor:</p> <p>The proposal's benefits and effects on the community, society and the service targets.</p>	/20	/20	/20	/20	/20
<p>Financial viability</p> <p>Factors:</p> <ol style="list-style-type: none"> <li>1. How the proposal's operation method achieves a balance between income and expenditure;</li> <li>2. Financial support from the Government required by the proposal.</li> </ol>	/20	/20	/20	/20	/20
<p>Management capabilities and other considerations.</p>	/20	/20	/20	/20	/20
Total marks	/100	/100	/100	/100	/100

## Extended Activities

1. The teacher will guide the class in selecting the best work from either Teaching Activity (2) or (3) and will have the students work together in producing posters and models for display in their school.
2. During the exhibition on the best proposals, the teacher will guide the students in designing questionnaires to collect views of other students in the school on those proposals.
3. The teacher will guide the students in organising and analysing these views and amend the content of the proposals based on them.

### References:

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