



Chapter 3: Public Participation @ Heritage.Conservation

Introduction

Historic buildings are witnesses of Hong Kong's urban development that provoke people's memories. Through the appreciation of their architectural design and layout, the public can understand the living conditions of people from different walks of life in different periods. Historic buildings also act as important urban landmarks and enhance the aesthetics of a city's environment. Hence, historic buildings are in effect cultural resources to be enjoyed by the public.

In this regard, full participation of various stakeholders is necessary for the Government to formulate policies for the revitalisation of historic buildings and heritage conservation. This section will describe how the Government, professional organisations, academic organisations, non-governmental organisations and private organisations promote public participation in heritage conservation.

Teachers can make use of this section to teach students how different stakeholders promote heritage conservation and to consider the significance of public participation and the various factors affecting participation. The following is a description on how different stakeholders such as the Government, professional organisations, academic institutions, non-governmental organisations, private organisations and the public take part in heritage conservation.

Government @ public participation

The Government is responsible for formulating heritage conservation policies and implementing the related measures. The Government will adopt various methods to carry out public education and publicity, to promote public understanding of its policy directions and their implementation, and enhance public participation in the process. The following are some examples:

Inviting non-profit organisations to take part in conservation and revitalisation initiatives

In 2008, the Development Bureau launched the Revitalising Historic Buildings Through Partnership Scheme, inviting non-profit organisations to join together in the revitalisation of Government-owned historic buildings. About 100 non-government organisations and professional bodies attended the briefing on Batch 1 of the scheme and a total of 114 applications were received.

Open access to meetings

Some meetings of the Antiquities Advisory Board are opened to the public (except those related to property ownership and confidential issues), in the hope of enhancing public understanding of the regulatory work of the Board regarding antiquities and monuments.

For details, please refer to: Open meetings, Antiquities and Monuments Office http://www.amo.gov.hk/en/antiquities_meetings.php

Providing information on heritage conservation to the public

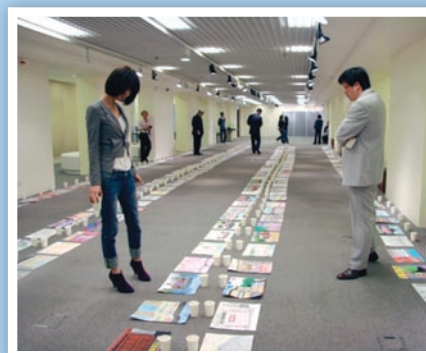
The Commissioner for Heritage's Office (CHO) publishes a bi-monthly newsletter 《活化@Heritage》 to update the public on the Government's conservation efforts.

The website of CHO – “Conserve and Revitalise Hong Kong Heritage”, also provides information on heritage conservation and a geographical information system on heritage to assist the public in searching for information on historic buildings.



Organising educational and promotional activities

The Government organises different kinds of educational activities (such as guided tours, competitions and seminars) to enhance public understanding of the importance of heritage conservation. For instance, in 2009, the Commissioner for Heritage's Office organised a historic buildings drawing competition, and produced postcards featuring the awarded works for distribution to all primary and secondary schools in Hong Kong.



(Source: The website “Conserve and Revitalise Hong Kong Heritage”)

Professional Organisations @ public participation

Professional organisations are formed by practitioners of the profession concerned. Professional organisations related to heritage conservation include the Hong Kong Institute of Architectural Conservationists (HKICON), the Hong Kong Institute of Architects (HKIA), the Hong Kong Institution of Engineers (HKIE), the Hong Kong Institute of Planners (HKIP) and the Hong Kong Institute of Surveyors (HKIS). Armed with professional knowledge, these organisations provide their expert opinion to the Government on heritage conservation, conduct research and offer related professional services. These organisations also arrange activities to raise public awareness on heritage conservation. The following are some examples:

Organising educational and promotional activities

Exhibitions on special topics, lectures and competitions organised by professional organizations help to enhance the public knowledge of and concern for heritage conservation. For instance, in 2007, “An Infinity Journey - Ideas Competition for Mei Ho House of Shek Kip Mei Estate” and the related exhibition were jointly organised by the Hong Kong Institute of Architects, the Hong Kong Institution of Engineers (Building Division and Structural Division), the Hong Kong Institute of Planners and the Hong Kong Institute of Surveyors.

Promoting professional development of heritage conservation work

Various professional organisations regularly organise professional development activities to share field experience. For instance, in 2004, a conference entitled “Heritage Conservation: Opportunities and Challenges” exploring conservation issues from the architectural, social and economic perspectives was jointly organised by the Hong Kong Institute of Architects, the Hong Kong Institution of Engineers and the Hong Kong Institute of Surveyors in 2004. In 2009, the Building Surveying Division of the Hong Kong Institute of Surveyors organised a continued professional development event called “Protection and Usage of Historic Buildings”.

Responding to Government policies

Professional organisations provide opinions on the policies and measures of heritage conservation for the Government’s reference. For instance, the Hong Kong Institute of Architects submitted the document “HKIA Opinion on Revitalisation of the Original Site of Central School on Hollywood Road” (http://hia.lokosuite.com/UserFiles/Image/position_paper_press_release/BLA_DB_CSHR_let0807.pdf).

Academic Institutions @ public participation

Academic institutions include tertiary institutions and research institutes, which mainly carry out research and teaching. Architecture schools and history departments of local universities are actively taking part in heritage conservation. The following are some examples:

Organising academic activities

Apart from providing academic training, academic institutions also provide public education opportunities, such as the “Historical Building Exploration Series” jointly organised by the Centre of Architectural Research for Education, Elderly, Environment and Excellence Ltd and the Community Participation Unit of the School of Architecture of The Chinese University of Hong Kong.

Opening up research findings as publicly accessible resources

Research is the primary work of academic institutions and research findings can become references for stakeholders in carrying out heritage conservation work. For instance, the theses of the Master of Science in Conservation of The University of Hong Kong are available to the public: (<http://sunzi1.lib.hku.hk/hkuto/index.jsp>).

Organising educational activities

Conferences and forums are organised by academic institutions for experts and scholars to exchange experience. For instance, in 2009, the “Symposium on the Revitalisation of Urban Heritage Buildings and Sites: Private Sector Experience in Three Cities (Hong Kong, Toronto and Vancouver)” was jointly organised by the Faculty of Architecture of The University of Hong Kong, the Commissioner for Heritage’s Office and the Antiquities and Monuments Office to share the conservation experience of these three cities.

Non-governmental Organisations @ public participation

Non-governmental organisations are independent from the Government and the business sector. Apart from enhancing public understanding of the issues of heritage conservation, these organisations also encourage the public to discuss and voice different opinions on conservation issues. The following are some examples:

Motivating social actions to promote public participation

Non-governmental organisations voice their aspirations and raise public concern for heritage conservation through social actions. For instance, the Conservancy Association initiated the Ribbon Action (絲帶行動) to invite the public to voice to the Government their wish to retain Queen's Pier.

Launching publications to raise public awareness of heritage conservation

Non-governmental organisations often publish books and other publications to promote public concern for heritage conservation. For instance, SEE Network published the book 《深水埗故事：從社區公共歷史建築看地方發展史及其人文價值》. The Tung Wah Group of Hospitals also published the compilation 《東華三院檔案資料彙編》 and 《東華三院與香港的歷史與發展》 to enhance public understanding of the group's history and its relationship with the social development of Hong Kong.

Organising public education and promotional activities

Various non-governmental organisations coordinate different types of public education and promotional activities to raise public concern for heritage conservation. For instance, HULU Culture organised "The Vanishing Romance: Hong Kong Old Shops and Streets –Photography Exhibition by Simon Go" and co-organised "Family Joy Tours – Heritage Architecture Tour in Tsim Sha Tsui" with the Commissioner for Heritage's Office.



Private Institutions @ public participation

The private sector also takes part in heritage conservation in various ways. For example, the Kadoorie Family commissioned the "Our Home, Our History - The Hong Kong Heritage Project", which is an audio, visual and documentary archive of their family activities and business endeavours in which they have been involved since the 19th century.

Public @ public participation

As a stakeholder of historic buildings, members of the public can take part in heritage conservation work through the various activities mentioned. They can also take the initiative to express their opinions to the various government departments, or organize concern groups on important heritage conservation issues. No matter what views they have on heritage conservation or what form of participation they choose, members of the public can play a role in driving heritage conservation forward.

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

Glossary of Terms

What are stakeholders?

Stakeholders refer to individuals or groups who have a vested interest in a certain organisation, issue or incident.

Hence these individuals or groups should be consulted and their views considered regarding the discussions or decisions about a certain organisation, agenda or incident.

For instance, when revitalising an historic building, the Government, owner, tenants and neighbouring residents are all stakeholders.

Reference>

Freeman, R. Edward, Strategic Management: A Stakeholder Approach. Boston: Pitman, 1984.

What are non-governmental organisations?

Non-governmental organisations are self-initiated and non-profit organisations operationally independent from the Government, and with specific objectives. These organisations are mostly concerned with the advocacy of social, cultural, environmental and human rights issues.

Reference>

website of United Nations Department of Public Information
<http://www.un.org/chinese/aboutun/ngo/qanda.html>

Proposal for **Teaching and Learning**

Learning Theme

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

Teaching objectives

1. To understand the ways the Government, public organisations, academic institutions and non-governmental organisations promote public participation in heritage conservation
2. To consider the impact and significance of different methods of public participation on different stakeholders and society

Generic Skills

1. Communication skills
2. Critical thinking skills

Contemplating Issues from Multiple Perspectives

1. How can different organisations enhance public participation when carrying out heritage conservation?
2. What is the significance and impact of different methods of public participation on different stakeholders and society?

Values and Attitudes

1. Participation
2. Responsibility
3. Sense of belonging

Proposed Teaching Flow

Knowledge Framework

Teachers will make reference to the introduction and use related examples to explain the methods used by different stakeholders in promoting public participation in heritage conservation.



Teaching Activity (1)

- Promoting public participation in heritage conservation
- Refer to Worksheet 1



Teaching Activity (2)

- Issues of concern in conserving Lung Tsun Stone Bridge (龍津石橋)
- Refer to Worksheet 2



Extended Activities 1 & 2

Knowledge Framework

There are various methods employed by the Government, professional organisations, academic institutions and non-governmental organisations to promote public participation in heritage conservation. Teachers can make use of these examples to explore with students the topics of (1) “the degree of significance of public participation to individuals, specific groups, the government and society as a whole” and (2) “the factors affecting the level and form of socio-political participation” from the LS subject in the New Senior Secondary Curriculum. Teachers can consider the following tips on teaching and learning:

Methods, significance and impact of public participation in heritage conservation:

- The teacher will ask the students to prepare for the class by collecting online information, including posters or promotion leaflets, about a heritage conservation activity.
- In class, teachers will divide students into groups and ask each group to introduce their collected information.
- The teacher will ask students to discuss:
 - Which is the organisation holding this activity?
 - What are the beliefs of that organisation? Why did they organise this activity?
 - What heritage conservation messages were brought out through this activity?
 - Would members of the public choose to take part in this activity?
 - What would the significance and impact of this activity have on other stakeholders?
- The teacher will invite each group to appoint a representative to report on the contents of the activity and the outcome of their discussion.

Integrated explanation:

- Based on the Introduction, the teacher will provide the following analysis to the students:
 - The type of organisation to which the organiser of their selected activity belongs; the characteristics and roles of this type of organisation.
 - Due to their different roles, backgrounds, standpoints and knowledge of heritage conservation, different types of organisations have adopted different methods to take part in heritage conservation.
 - The teacher will give related examples to illustrate ways of participation, which have not been discussed by the students.
 - Different organisations have different methods of participation. The significance and impact on other stakeholders and society as a whole also differs.

Teaching tips:

In the “Knowledge Framework” section, the teacher should clearly explain to the students the different methods used by different organisations to participate in heritage conservation and their different significance and impact on other stakeholders and society. For instance, social actions put pressure on the Government, while the Revitalising Historic Buildings Through Partnership Scheme, promoted by the Government, enables non-profit organisations to have an opportunity to take part in the revitalisation of historic buildings.

Teaching Activity(1)

Activity design: Promoting public participation in heritage conservation

Introduction to the activity:

If you are one of the following stakeholders:

- a) Government department b) Professional organisation
- c) Academic institution d) Non-governmental organisation

Conceptualise a series of activities based on their characteristics and backgrounds to raise public understanding and concern for heritage conservation.

Teaching objectives:

- To enable students to contemplate how to enhance public participation in heritage conservation
- To enable students to appreciate the importance of public participation in heritage conservation
- To enable students to develop their critical thinking abilities through designing and analysing different forms of participation as well as their advantages and limitations

Format of the activity: Group discussion (2 sessions)

Proposed procedures:

- The teacher will ask the students to divide themselves into 5 or 6 groups and collect information about incidents of heritage conservation that happened recently in Hong Kong. Then they will select one incident which the group finds the most interesting and report it to the rest of the class
- The teacher will ask each group to assume one stakeholder's role based on Worksheet (1)
- The teacher will guide the students in designing the stakeholder's background to increase their sense of involvement
- Students will conceptualise their activity plan by group discussion
- Students will report their plans to the class and invite other students to discuss and give feedback on the activity's advantages and limitations
- The teacher will invite the students to carry out class discussion and select the best activity plan
- The teacher will conclude the reports and views of the various groups and give an integrated explanation

Teaching tips:

Before the activity, the teacher can provide students with the content of the introduction as background information in order to help them to play their stakeholder roles.

When the students are evaluating their activities, the teacher can guide them to reflect on:

1. Whether the content and format of the designed activity is well-suited to the background of the role they are playing, their standpoint on heritage conservation and the objective and characteristics of this activity
2. Whether the content and format of the designed activity is well-suited to the proposed targets and can attract their participation
3. The significance and impact of the content and format of the designed activity to other stakeholders

Based on the feedback from the students to the above questions, the teacher can analyse in the integrated explanation the topics of (1) "the different meanings and effects of public participation to individuals, specific groups, the Government and society as a whole", and (2) "the factors affecting the degree and form of participation".

Worksheet (1)

Activity design: Promoting public participation in heritage conservation

Name of group members:

()

()

Class:

()

()

()

()

1. Information collection

Try to collect information on recent incidents of heritage conservation in Hong Kong and select the one which you have the greatest concern for and explain the reasons for this.

The incident of heritage conservation which we have the greatest concern for is: _____

The reasons are:

(a) _____

(b) _____

(c) _____

2. Role-playing

If you are one of the stakeholders in this heritage conservation incident e.g. government department, non-governmental organisation, professional organisation or academic institution, please discuss with the group to conceptualise a plan for public participation in heritage conservation, with the aim of enhancing public understanding and concern.

Our role is (please tick "✓" the appropriate box):

☐ Government department (name of department: _____)

☐ Professional organisation (professional field: _____)

☐ Academic institution (name of institution: _____)

☐ Non-governmental organisation (name of organisation: _____)

Our understanding of heritage conservation is:

(a) _____

(b) _____

We think that public participation in heritage conservation is important because:

(a) _____

(b) _____

The objectives of this activity are:

(a) _____

(b) _____

3. Conceptualising the content of the plan

When conceptualising an activity, please avoid duplicating the nature, targets and functions of the various activities.

Heritage Conservation Public Participation Activities

Name of activity: _____

Target and characteristics:

Reason for selecting this target:

Activity content:

How to enhance public participation:

Name of activity: _____

Target and characteristics:

Reason for selecting this target:

Activity content:

How to enhance public participation:

Name of activity: _____

Target and characteristics:

Reason for selecting this target:

Activity content:

How to enhance public participation:

Name of activity: _____

Target and characteristics:

Reason for selecting this target:

Activity content:

How to enhance public participation:

4. Activity evaluation:

After listening to the groups' reports on their activity plans, try to evaluate their advantages and limitations.

	Advantages	Limitations
Activity plan (Group 1)		
Activity plan (Group 2)		
Activity plan (Group 3)		
Activity plan (Group 4)		
Activity plan (Group 5)		
Activity plan (Group 6)		

5. Class discussion

Do you think the activity plans proposed by the other groups are feasible and effective? Why?

Teaching Activity(2)

Issues of concern in conserving Lung Tsun Stone Bridge

Introduction to the activity:

After over 10 years of planning and revisions, the Government decided to convert the old Kai Tak Airport into a green node of culture, sports and tourism. When the Government carried out an archeological inspection in the northern apron of the old Kai Tak Airport, the Lung Tsun Stone Bridge remains were discovered. This activity enables students to play the roles of different stakeholders and to raise concerns and proposals regarding the conservation of Lung Tsun Stone Bridge. Students will also exchange their opinions and understand the standpoints and viewpoints of different stakeholders.

Teaching objectives:

- To develop students' understanding of the different considerations and issues of concern of different stakeholders on heritage conservation
- To develop students' understanding of the balance between heritage conservation and urban development and the factors of concern through discussion of the Lung Tsun Stone Bridge Conservation Plan and the Kai Tak Development Project
- To enable students to learn mutual respect when conflicts arise regarding different concerns and proposals, and to consider feasible solutions, so as to enhance their communicative abilities
- To enhance students' participation in social affairs and their sense of responsibility

Format of the activity: Group discussion and mock forum (2 sessions)

Proposed procedures:

- The teacher will use the information sheet to explain the historical backgrounds of the Kai Tak Development Project and the Lung Tsun Stone Bridge remains
- The teacher can consider arranging for the students to carry out a field study in Kowloon City, to provide them with an initial idea of the geographical location of the district and the livelihood of the local residents (this is an optional procedure)
- The teacher will divide students into 4 groups, each playing the role of a different stakeholder: A developer, a non-governmental organisation, a professional organisation or a Kowloon City residents' representative. In their respective roles, they will discuss the value of the Lung Tsun Stone Bridge and the issues concerning its conservation
- The teacher will then ask the students, each role-playing one type of stakeholder, to discuss and understand the concerns and suggestions of the other stakeholders
- The teacher will guide the students to discuss whether they believe there will be conflicts between the proposals and the issues of concern among the different stakeholders, and if so, discuss how the conflicts could be resolved
- After the discussion with the different stakeholders, the groups will prioritise the concerns according to their believed importance to formulate the basic principles for the conservation of the Lung Tsun Stone Bridge
- The teacher will organise the students' views and principles, and conclude the class on this note

Teaching tips:

This learning activity is designed to incorporate a possible field study and consideration for the significance of the conservation of the Lung Tsun Stone Bridge. Before the field trip, teachers should explain to students the different methods of carrying out field trips and their expected outcomes. Students will experience the five stages of "set the objectives" ► "design the route" ► "select the appropriate information collection method" ► "collect information" ► "record", and learn how to learn independently.

In the process of exploration, teachers should also note the relationship between historic buildings and the community or social groups, thereby highlighting the impact of the change in use of the historic building to the residents in the area.

Worksheet Information

A. Old Kai Tak Airport Site Development Project:

After the completion of Chek Lap Kok Airport in 1998, the old Kai Tak Airport underwent over a decade of planning. Now, the Government has decided to develop the 320-plus hectares of land in Kai Tak Airport and its environs in three phases into a green hub of culture, sports and tourism in Hong Kong. The entire project is expected to cost HK\$100 billion.

The project will include:

Projects	Planned construction	Remarks
North apron (Kai Tak City Centre)	<ul style="list-style-type: none"> Public housing (about 13,000 units) Quality offices 	Tying in with the completion of the Sha Tin-Central Line, land will be reserved for private housing and commercial building development
Runway (tourist leisure centre, large-scale park)	<ul style="list-style-type: none"> Large-scale shopping centre Sports stadium area 	The park will occupy 24 hectares and become Hong Kong's largest green metropolitan park
End of runway (ocean liner terminal)	<ul style="list-style-type: none"> Ocean liner terminal Large-scale shopping centre 	The ocean liner terminal will be able to accommodate the world's largest ocean liners

B. Information about Lung Tsun Stone Bridge:

In April 2008, the Government carried out an archeological investigation in the northern apron of the old Kai Tak Airport and found the Lung Tsun Stone Bridge remains.

History of Lung Tsun Stone Bridge

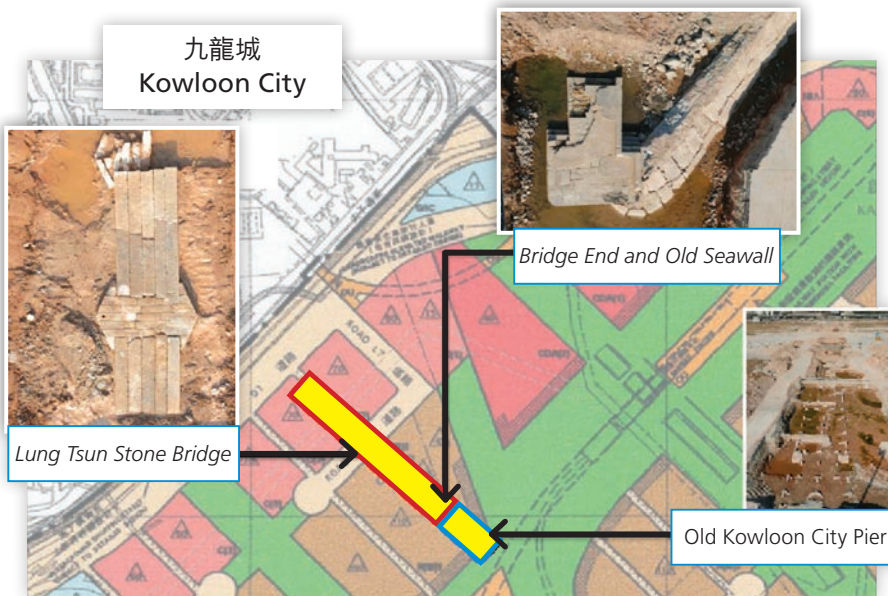
- In 1842, after the Qing Regime lost the first Opium War, Hong Kong was ceded to Britain. To reinforce its coastal defence capabilities, the Qing Government built the Kowloon Walled City in 1847.
- The construction of the Lung Tsun Stone Bridge started in 1873-75. The bridge measured about 200 metres long, and was the landing pier between the Kowloon Walled City and the coast. As Kowloon Street near Kowloon Walled City had become the market at that time, Lok Sin Tong raised funds in 1892 to build the bridge with wood. The details about the conversion of the bridge into stone and its extension can be found in the inscriptions on the stele.
- At the inland end of the bridge there was a pavilion, with the two characters of "Lung Tsun" inscribed at the front. As the pavilion was designed to welcome officials, it was also called the "Pavilion for Greeting Officials".
- The "Developing Hong Kong's Boundaries Article" promulgated in 1898 stated that the Qing Court would retain the sovereignty of the Kowloon Walled City and the pier landing facilities. Later, the officials and the people of the Kowloon Walled City were ousted. From 1900 to just before the Second World War, the colonial government carried out numerous works, either to maintain the pier facilities, or to extend the bridge with cement.
- The "Pavilion for Greeting Officials" and part of the stone bridge was buried during the reclamation works on the Kai Tak coast in the 1920s, although the seaward section of the bridge was still used as a pier. During the Japanese occupation in 1942, the Japanese army demolished the stone bridge and its extended part, and buried it in the reclamation area under the airfield, to make way for the expansion of the airport.

C. Public participation in the revitalisation of Lung Tsun Stone Bridge

According to documents from the Antiquities Advisory Board "Kai Tak Development Public Engagement Programme on Preservation of Lung Tsun Stone Bridge remnants" (http://www.amo.gov.hk/form/146meeting/AAB146_42_progress_report.pdf), the Government carried out public participation activities to collect public opinion on the best way to preserve and interpret the Lung Tsun Stone Bridge remains. The following three conservation principles have been proposed by the Government:

1. As a special cultural heritage, Lung Tsun Stone Bridge must be conserved in-situ.
2. Convenient access and proper setting for the Bridge site should be provided to echo the historical context of the bridge itself as a transport node and its vicinity as an activity place.
3. Linkage with existing cultural/heritage resources in the Kowloon City District, in particular the Kowloon Walled City Park, should be established to promote the public awareness of Hong Kong's local history.

D. Development plan for Kai Tak Sub-district (commercial area and site of Lung Tsun Stone Bridge)

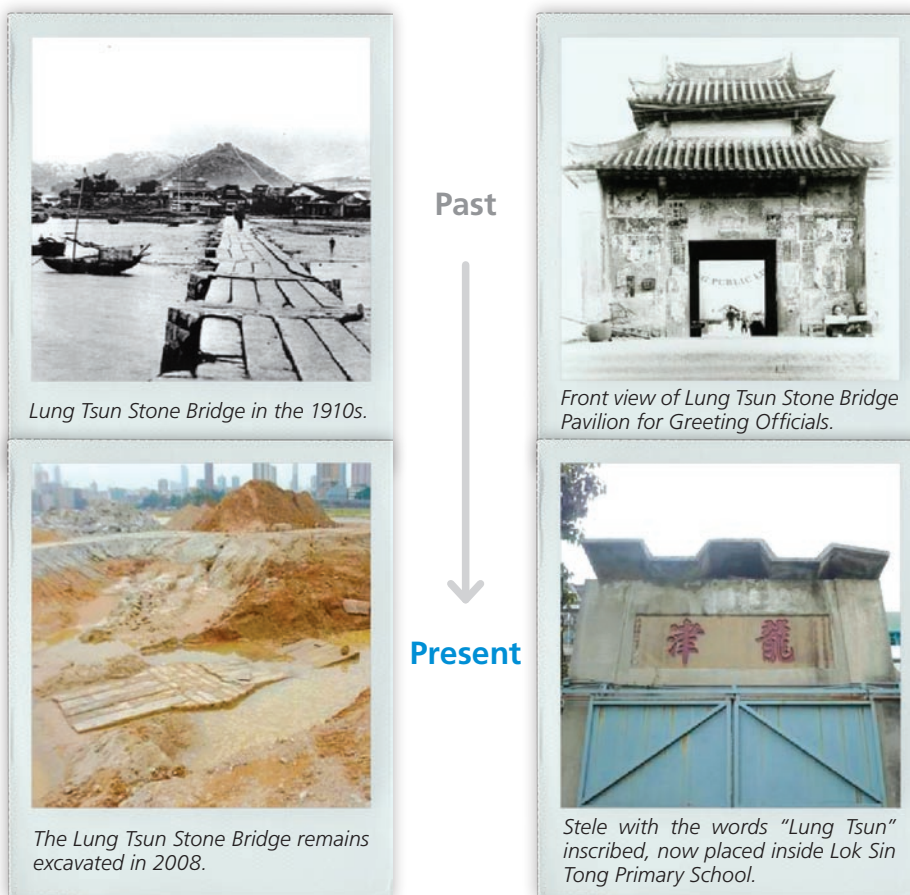


The Bridge Site on Kai Tak Outline Zoning Plan (Plan No. SIK22/2)

*The stone bridge was situated at the old terminal building on the northern apron of the old Kai Tak Airport. It was originally planned to be a pedestrian precinct surrounded by commercial and residential land. If the stone bridge is to be conserved, the original plan had to be revised to tie in with the conservation arrangements.

(Source: "Antiquities Advisory Board: Kai Tak Development Public Engagement Programme on Preservation of Lung Tsun Stone Bridge Remnants (Annex B)")

E. Lung Tsun Stone Bridge – Past and Present:



(Source: "Antiquities Advisory Board: Kai Tak Development Public Engagement Programme on Preservation of Lung Tsun Stone Bridge Remnants (Annex A)")

Reference >

Website on the Kai Tak Development Project
<http://www.ktd.gov.hk/>

Website on public participation in the conservation of Lung Tsun Stone Bridge
<http://www.ktd.gov.hk/lung%20tsun%20stone%20bridge/eng/publicconsultationandactivities.html>

Worksheet 2:

Issues of concern in the conservation of Lung Tsun Stone Bridge

Name of group members:

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()

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()

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Class:

1. Field study (optional)

Students will follow the teacher’s instructions to form small groups. Prior to the field study, they will first collect information about Kowloon City and plan the study route and method of collecting information. The information to be collected should include the neighbourhood of Kowloon City and its existing heritage resources. Students must complete and submit Part A and Part B to the teacher for permission to conduct the field study.

A.Setting the objectives:

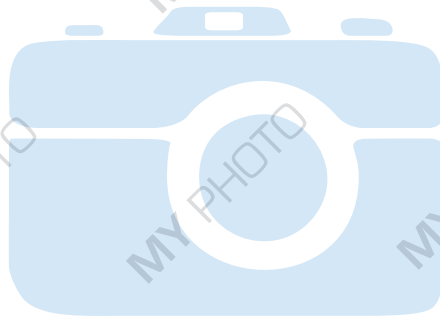
i.

ii.

B. Route design

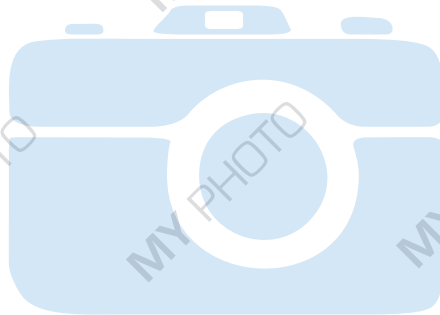
Place of visit	Reason of visit	Information collection method	Reason for selecting this method

C. According to our investigation, the neighbourhood near the Lung Tsun Stone Bridge remains in Kowloon City and its existing heritage are as below:



Heritage near the Lung Tsun Stone Bridge remains in Kowloon City
(Please insert here the photo from the field study)

Please briefly describe your observations:



Heritage near the Lung Tsun Stone Bridge remains in Kowloon City
(Please insert here the photo from the field study)

Please briefly describe your observations:

2. Role-playing

The Government hopes to enhance public participation and collect their opinions to enable different stakeholders to take part in the conservation of the Lung Tsun Stone Bridge remains. Suppose you are one of the four stakeholders: A developer, a non-governmental organisation, a professional organisation or a Kowloon City residents' representative, what do you think are the values of the Lung Tsun Stone Bridge?

Our identity is: _____

We think that the values of Lung Tsun Stone Bridge are:

(a) _____

(b) _____

(c) _____

Your concerns regarding the conservation of the Lung Tsun Stone Bridge remains are:

Developer

Background:

Company size: ☐ large ☐ medium ☐ small

Company philosophy: _____

Our concerns are:

(a) _____

(b) _____

(c) _____

Non-governmental organisation

Background:

Name of organisation: _____

Organisational philosophy: _____

Our concerns are: _____

(a) _____

(b) _____

(c) _____

Professional organisation

Background:

Professional field: _____

Our concerns are:

(a) _____

(b) _____

(c) _____

Resident of Kowloon City

Background:

Occupation: _____

Family background: ☐ rich ☐ middle class ☐ poor

Our concerns are:

(a) _____

(b) _____

(c) _____

3. Group discussion

After listening to the concerns of the various stakeholders, which ones do you think are more important? Try to come to a consensus among the different stakeholders and prioritise these concerns:

Stakeholders	Issues of concern	Priorities (1,2,3,4,5)	Reasons

In light of the various issues of concern and their priorities, we recommend the following principles to which the Lung Tsun Stone Bridge conservation proposal should adhere:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Extended Activities

1. Students will search for and participate in activities of heritage conservation organised by the Government, professional organisations or non-governmental organisations. After the activities, they will share their observations and reflections in class.
2. The teacher will encourage students to write about their own feelings in blogs or publish them online in various forms to share their experiences with the people of Hong Kong.

References:

Commissioner of Heritage's Office, Development Bureau. 《活化@Heritage》.
<http://www.heritage.gov.hk/en/online/newsletter.htm>

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http://www.amo.gov.hk/en/antiquities_meetings_paper.php

Faculty of Architecture, The University of Hong Kong.
<http://fac.arch.hku.hk/>

School of Architecture, The Chinese University of Hong Kong.
<http://www.arch.cuhk.edu.hk/http://www.arch.cuhk.edu.hk/>

The Hong Kong Institute of Architectural Conservationists.
<http://www.hkicon.org/>

The Hong Kong Institute of Architects.
<http://www.hkia.net/>

The Hong Kong Institute of Surveyors.
<http://www.hkis.org.hk/>

Hong Kong Institute of Planners.
<http://www.hkip.org.hk/>

The Hong Kong Institution of Engineers.
<http://www.hkie.org.hk/>

SEE Network.
<http://www.project-see.net/>

The Conservancy Association.
<http://www.conservancy.org.hk/>

HULU Culture.
<http://www.huluhk.org/>

"Our Home, Our History: The Hong Kong Heritage Project".
<https://www.hongkongheritage.org/html/eng/index.html>

