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STEERING COMMITTEE FOR CULTURAL HERITAGE AND LANDSCAPE (CDPATEP)

Monitoring the Granada Convention:

Pilot Case Study Module

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Background to the project

Draft pilot Granada Case Study Modules ('CSMs') were agreed through discussion at the 2nd meeting of the full Working Group of CD-PATEP concerned with monitoring the Granada Convention, held in Paris on 30th October 2009. It is based on topics established by the 1st meeting of the Full Working Group in Strasbourg, 10-11th May 2009, and subsequently approved by CDPATEP.

Using these modules, a background research paper was prepared by the consultants and discussed by the Core Working Group in London on 24th September 2009, setting out the key activities of the Council of Europe's Heritage and Landscape Steering Committee (CDPATEP), before presenting the discussion and bibliography for the four CSMs with examples and preliminary questions. The paper was discussed by the Core Working Group, who recommended that it be used as the basis of the draft CSM to be piloted in 2010. It was divided into two, as a Draft Granada CSM and a background research paper. These two papers were then discussed at the 2nd Working Group Meeting. This Draft CSM was presented to the CDPATEP in Strasbourg, 9th December 2009 (CDPATEP (2009) 28), and was then piloted in Nicosia, Cyprus, 26-29th May 2010, revised, and piloted again 14-15th October 2010 in Amersfoort, The Netherlands. The aim was to test the relevance and comprehension of the modules and questions more than the method, which largely follows that used in the Granada Case Study Module pilot.

This paper is the Final Draft Granada CSM. Each module has a brief explanation, and an outline of the main issue(s) that it is intended to explore, followed by questions. As with the Valetta CSM, the intention is to seek additional responses (via central administrations) from regional authorities with competence in cultural heritage management, as well as representative NGOs. Variations to the text of some questions to suit these participants are included in the draft.

Introduction to the four modules

The Cultural Heritage and Landscape Steering Committee of the Council of Europe (CDPATEP) has both a standard setting and a monitoring role. The HEREIN database and the case study module approach developed from it – which is both convention and sector specific – are open to all states, not only those who have ratified a specific convention.

The Convention for the Protection of the Architectural Heritage was adopted in 1985, in Granada (ETS 121). It followed the Council of Europe's first convention on the archaeological heritage (1969). The impetus for a parallel convention addressing the architectural heritage came in 1975, through European Architectural Heritage Year and the concept of 'integrated conservation' – conservation of the architectural heritage integrated into spatial and urban planning, rather than concerned primarily with isolated monuments. Even those states that have not ratified the Granada

Convention have either legislation or practical processes which reflect the spirit of this legal text.

Conservation practice and international guidelines have moved on since 1985, with an increasing focus on the ‘process of managing change to a significant place in its setting in ways that will best sustain its heritage values, while recognising opportunities to reveal or reinforce those values for present and future generations’¹. This approach readily embraces sustaining the territorial communities and actors who ascribe cultural heritage values to places, and so make their conservation a public interest. CDPATEP has chosen to monitor Granada in light of the approaches to heritage management set out in the European Framework Convention on the Value of Cultural Heritage for Society (ETS 199; Faro, 2005).

The following modules cover how states articulate what is important about heritage, i.e. its values (Module 1), how they involve people in that process as part of heritage protection and management (Module 2), how states are training conservation professionals to deal with the expanded concept and expectations of integrated conservation (Module 3) and finally, how heritage values are balanced and negotiated with other actors asserting the importance of other public values (Module 4). The overall aim of these modules is to explore the protection and management of Europe’s architectural heritage through questions on integrated conservation and training (Granada), in the spirit of the involvement of the public and ‘heritage communities’ in value-based management systems (Faro).

Methodology

The CSMs refer frequently to base-line information on policy that has been gathered through the Herein system. In the final, on-line version, it is expected that participants in the CSM will have dynamic links in-built to the answers provided to Herein on their legislation and responsible organisations. This will allow questions in the CSM to explore answers provided in Herein in greater depth, and save participants duplicating their responses.

The CSMs are designed to be answered from a variety of perspectives; the national or state authorities; regional or semi-autonomous units (SAUs) such as federal states, lander or cantons with competence (not necessarily exclusive) to designate and manage architectural heritage, and finally from the perspective of organisations involved with architectural heritage. In the Word document, the questions are colour-coded. That participants may not be able to answer all of the questions is expected. This may be because the questions are not strictly relevant to a given context, or, more likely, because the data is not available. It is hoped that participation will prove to be an opportunity for self-reflection, and that it may inspire participants to begin collecting new and interesting information in the future.

¹ *Conservation Principles, Policies and Guidance for the sustainable management of the historic environment* (English Heritage 2008: 71)

Module 1: What values are currently recognised and used in identifying and managing the architectural heritage?

Definition of the architectural heritage in the Granada Convention

Article 1

For the purposes of this Convention, the expression "architectural heritage" shall be considered to comprise the following permanent properties:

1. monuments: all buildings and structures of conspicuous historical, archaeological, artistic, scientific, social or technical interest, including their fixtures and fittings;
2. groups of buildings: homogeneous groups of urban or rural buildings conspicuous for their historical, archaeological, artistic, scientific, social or technical interest which are sufficiently coherent to form topographically definable units;
3. sites: the combined works of man and nature, being areas which are partially built upon and sufficiently distinctive and homogeneous to be topographically definable and are of conspicuous historical, archaeological, artistic, scientific, social or technical interest.

A 'value' is simply an aspect of worth or importance. Heritage values are not inherent in the architectural heritage defined in Article 1 of the Granada Convention, but are ascribed to them by people, arising from their evolving knowledge, beliefs and traditions, which shape their perceptions and interpretations of places. Different people, and groups, may therefore associate different 'heritage values', sometimes conflicting values, to the same place.

Many frameworks have been put forward to rationalise and systematise the reasons why people value places as part of their cultural heritage; the table² below summarises a few of them. They are necessary to underpin both legal decisions for the protection of heritage, and professional or ethical decisions about how best to conserve its values for present and future generations.

Vanbrugh 1709	Riegl 1903	Lipe 1984	Granada Convention 1985	Burra Charter 2004	English Heritage 2008
'remains of distant times'	Age		Archaeological		
		Informational	Scientific Technical	Scientific	Evidential
Historical association (people, events)	Historical	Associative-Symbolic	Historical	Historic	Historical -Illustrative -Associational
'Magnificence' 'Curious workmanship'	Art Unity	Aesthetic	Artistic	Aesthetic	Aesthetic -Design -Artistic -Fortuitous
'extraordinary occasions' [of	Intended memorial value	Associative-Symbolic	Social	Social	Communal -

² Table based on Mason in de la Torre (Ed) *Assessing the Value of Cultural Heritage* (2002:9) with additions and deletions, and re-arranged to facilitate comparison. Additions are John Vanbrugh's letter to the Duchess of Marlborough, 11 June 1709 (pleading for the preservation of Woodstock Manor), from *The Complete Works of Sir John Vanburgh*, (4, 1928:29) and *Conservation Principles, Policies and Guidance for the sustainable management of the historic environment* (English Heritage, 2008).

Council of Europe's Granada CSM1:
What values are currently recognised and used in identifying and managing the architectural heritage?

erecting buildings]	Spiritual	Commemorative -Symbolic -Social -Spiritual
Economic		Instrumental, eg -Economic -Social -Educational
Use		Utility

Table 1: Some value frameworks compared

Some protection systems claim that all objects and sites of a certain age are of public interest, or collective value, and are thus protected by law, even if they are yet to be discovered, but most protection systems tend to use long-established heritage values (as in Article 1a of the Granada Convention) to justify the specific protection of architectural heritage. The Convention, in including 'social' value, recognised the trend towards a wider range of values influencing conservation management decisions, both of formally protected sites and in spatial/ landscape planning.

A distinction is often drawn between the cultural heritage values of places and 'instrumental' benefits or values for society which may flow from them, for example economic (the public value of making places desirable to live / work / visit), environmental or educational; but some 'communal values', related to social identity and cohesion, may blur the boundaries. In general there is no consistent or deterministic relationship between the heritage values of a place, particularly a building or structure, and its utility, often reflected in its market value, which in turn may not reflect even its wider economic value to society. An increasing emphasis on the 'instrumental' values of cultural heritage can be in many ways beneficial in making best use of a public resource, but brings the risk of prioritising heritage primarily on the basis of its potential to generate incidental benefits, rather than its primary cultural heritage values, which may suffer as a result.

Evolving tools such as 'Statements of Significance' and 'Conservation Management Plans' increasingly allow things that were once taken for granted, or stated as obvious truths, to become the subject of critical analysis, and stewardship of long-established values reconciled with the management of the architectural heritage for contemporary uses. If used to establish indicators and monitor values over time, they may provide a less subjective resource for resolving tensions in negotiation and decision-making, especially given the increasing need to consider change in light of other public priorities (Module 4).

Values and consequences

Norway has adopted the following grid which emphasises that in order to prioritise values we must consider not only the values with which they potentially compete but also the consequences of prioritising one value at the expense of another. Sometimes these consequences may prove to be incompatible. This is another way of understanding the inherent conflict in values-based management.

Main Value	Consequences tend towards
Age	A certain degree of decay
Historic	Absolute preservation
Identity	Maintenance of existing state
Symbolic	Maintenance of existing state
Didactic	Presentation adapted to target group
Representative	Absolute preservation and adaptation
Art	Adaptation to optimal aesthetic presentation
Use	Adaptation to function
Environmental	Treatment according to character of the environment
Economic	Adaptation to market situation
Anecdotal ³	Absolute preservation
Spiritual	Sustaining intangible qualities

Table 2: Adapted from a presentation by Dag Myklebust (2010)

Issues

Understanding the range of values that people, from state conservation professionals to local communities, each with their different cultural frames of reference, ascribe to a place, and the contribution of those values to its significance, is arguably the first step towards managing the place to best sustain that significance. Where tensions exist, consensus may not be achieved, but rather the goal may be acceptance of an outcome based on open and democratic process.

Examples include:

- tensions between secular and spiritual values and objectives in sustaining the significance of historic places of worship;⁴
- conflicting values attached by different groups to the same place/ building;
- the neglected or orphaned heritage of minorities, past and present, being given due weight in contemporary society;
- balancing sustaining the heritage values of places against other legitimate public interests, for example energy efficiency, access, or safety measures (addressed in module 4).

Questions

These questions concern how Member States conceive of and apply values through the systems of protection detailed in Herein3, Q2.3. They focus on those systems that protect architectural heritage as defined in Article 1 of the Granada Convention, historic areas and groups of buildings and their setting, and which require statutory protection under Article 3. Article 1 lists a range of values States should consider in protecting heritage. While definitions of these will be formulated differently in each state, and additional value systems are promoted by professional bodies and may be used in policies about the management of the

³ In a pamphlet (1894) against *l'unité de style* restoration plans for Gripsholm Castle in Sweden, Verner von Heidenstam said that "it is the anecdote we are looking for", meaning that we should know that the surface of the wall we are looking upon once carried the shadow of the historic persons we are commemorating by preserving an historic building.

⁴ Stovel, H., Stanley Price, N., and Killick, R., (eds) *Conservation of living religious heritage*, (ICCROM 2005): http://www.iccrom.org/pdf/ICCROM_ICS03_ReligiousHeritage_en.pdf

What values are currently recognised and used in identifying and managing the architectural heritage?

architectural heritage, the table above illustrates that there are many similarities, at least at a high level of definition.

Q1 asks Member States to list and define the 'values' they use State to protect or officially identify the architectural heritage. Q2 asks states to detail how they use such value-establishing systems in selecting architectural heritage for protection. Q3 asks whether states have official guidance on how the values ascribed to particular elements of the architectural heritage are used to inform its management. Q4 looks at the ways in which the public and non-governmental groups are able to participate in both selection of architectural heritage for protection and its subsequent management. Each question is followed by a comment box where states can provide examples or an account of heritage management illustrating the recognition of communal values in the member state / region / community.

Criteria for protection

1. National:: Do your national systems of heritage protection (described in Herein Theme 2.3)⁵ or planning legislation (described in Herein Theme 3.1) identify specific 'values' or 'selection criteria' for protecting architectural heritage? Y/N

SAU: Do the systems of heritage protection in your area of competency (i.e. not-national) (described in Herein Theme 2.3)⁶ or planning legislation (described in Herein Theme 3.1) identify specific 'values' or 'selection criteria' for protecting architectural heritage?

Local/context: Systems of heritage protection identify specific 'values' or 'selection criteria' for architectural heritage (listed in column A). Please comment on how these are applied or interpreted, and add any others that in your opinion should be taken into account.

National/SAU: If 'Yes', please describe how they are used in your context. Include in column B the definition of these values in legislation, formal public policy or guidance, and / or the working practice of the responsible organisations. Use the comment box to explain any issues.

Notes

The Granada Convention's values are given in the first column, but the Member States may have other values reflected in its systems of protection, and/or values that paraphrase those in the Convention. You should add as many additional values as are used. This question is concerned only with legislation and official policy and guidance concerning selection: Q 2 asks if there is additional guidance (such as a policy document or specific process) that takes these values into account when managing change to protected monuments and areas. You will be asked to describe how some potentially conflicting values are managed in CSM 4.

A ⁷	B
Type of value in this legislative system	<p>Definition Provide either the official (if it is in the legislation) or working definition (in policy or guidance) Please rank them according to importance</p>
Name of legislative system: (list from Herein3) ⁸	

⁵ IT note: hyperlink to answers provided by Member State in Herein 3 Theme 2.3

⁶ IT note: hyperlink to answers provided by Member State in Herein 3 Theme 2.3

⁷ IT note: National must fill this in before the local input data. Column A and B must be made visible to local. Column C not visible for local variation

⁸ IT note: automatic link to the names of legislation given in H3 2.3 – need one box per answer given in H 2.3

Council of Europe's Granada CSM1:
What values are currently recognised and used in identifying and managing the architectural
heritage?

Values listed in the Granada Convention	Rank list of values in order of importance	National / SAU: Definitions Local/ Context: Comment⁹	Applicable at National or Local level?
Historical		Legal (set out in law): Official (set out in public policy/guidance): Working guidelines or criteria ¹⁰ :	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Archaeological ¹¹		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Artistic		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Scientific		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Social		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Technical		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Other values recognised in your heritage protection system [the named values are examples only]			
Environmental?		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Community?		Legal (set out in the law): Official (set out in public policy/guidance):	National Y/N Local Y/N National Y/N Local Y/N

⁹ IT Note: Local variation does not have columns 3 and 4, but one column per value with a space for comment..

¹⁰ IT note: insert pop up “For example detailed criteria for selection with thresholds

¹¹ IT note: insert pop up “In this context archaeology could be considered as the potential of a place to yield significant evidence about past human activity.”

Council of Europe's Granada CSM1:
What values are currently recognised and used in identifying and managing the architectural heritage?

		Working guidelines or criteria:	National Y/N Local Y/N
Spiritual?		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Economic?		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Other: ¹²		Legal (set out in the law): Official (set out in public policy/guidance): Working guidelines or criteria:	National Y/N Local Y/N National Y/N Local Y/N National Y/N Local Y/N
Add: ¹³			
		Explain how these value systems were produced or have evolved (free text):	
		Are there any current issues concerning values, criteria and thresholds for protection?	

Process for selection

2. National / SAU: Describe the process (es) that is / are used for selecting heritage, through the consideration of the values identified in Q1, for official protection in your state.

Local/ Context: How is heritage selected below the state level?

Note

This could be set out in official guidance referred to in Q1, or it may be an unofficial procedure, guidance on a website, or dialogue between actors (for example Authority and developer / owner, discussion between the authority, civil society and citizens). Some national systems base their evidence on an established official / semi-official process such as the one described in Column A. Select those which apply and describe any other processes used. Please use the space provided to describe this process (i.e. who initiates this process? Who pays?). You will be asked about consultation in Q 5.

Activity	Y/N	Describe the process (i.e. who initiates this process? Who pays?)
Strategic		
Are there strategic programmes for selection for protection e.g. the thematic study of types of monument / area?	Y/N	
Are there strategic programmes for reassessment of protected monuments or areas, with the possibility of de-selection?	Y/N	
Is protection considered in response to specific suggestions from local or regional authorities e.g. through local thematic studies or when a place is threatened with re-development?	Y/N	

¹² IT note: add another button

¹³ It note: click to add additional value

Council of Europe's Granada CSM1:
What values are currently recognised and used in identifying and managing the architectural heritage?

Is protection considered in response to discoveries or specific proposals for action from the public e.g. when a place is threatened with redevelopment?	Y/N	
Does selection / de-selection involve consultative committees (if 'Yes' describe the composition of these committees e.g. experts, communities etc.).	YN	
Has the selection process ever been interrupted or the lists closed?	YN	
Monument or area-specific Does the process include		
Expert assessment including visit to site	Y/N	
Identify who values the place and why they do so	Y/N	
How the identified heritage values relate to the fabric or structure (physical substance of the heritage)	Y/N	
The relative importance of those values within the site / area	Y/N	
The contribution of associated objects and collections	Y/N	
Importance of the contribution made by setting and context	Y/N	
How it compares with other places sharing similar values	Y/N	
Other:	Y/N	
Add ¹⁴	Y/N	
Comment::		

Management of protected architectural heritage

3. National / SAU: Does the state/ SAU have official policy or guidance on how heritage values are applied and interpreted to facilitate the management of protected architectural heritage?	Y/N
<u>Note</u> <i>This question is about the management of change to the protected architectural heritage, not the values used to inform the criteria for selection. Guidance may, for example, set out a process by which architectural heritage is understood, its values are established, the issues affecting the place are analysed and policies put into place so as best to sustain the values identified. It may include advice on establishing the relative importance of those values for a particular place, eg through a Statement of Significance, and may thus provide a reasoned argument for prioritising some values over others, especially where not all identified values can be sustained.</i>	
If 'Yes' please give details of the policy or guidance (insert name): Provide the URL: Summarise process involved:	
Local / Context: (IT note: If National/SAU has answered 'Yes') Please give details of your involvement in the drafting and evolution of state guidance on how recognised values (CSM1 Q1) should be used and interpreted to facilitate the management of architectural Heritage.	
Comment:	

¹⁴ IT note: click to add another type of mechanism

Involvement in protecting and managing heritage

<p>4. National/SAU: Does the process which the state authority/ SAU uses to understand the range of values that people attach to a place provide for dialogue between the state authorities/ SAU and other actors?</p> <p>Local/Context: With which of the following stages has your organisation been involved?</p>	Y/N
<p>Note <i>Herein Themes 5 & 6 go into more detail about general access and awareness-raising activities as well as exploring digitization policies. This question specifically concerns the procedure for involving other parties than state experts, whether there is a strategy, and what evidence is required for protecting and managing change to architectural heritage i.e. dialogue between the state authority and other actors. For example, some systems require that a 'Statement of significance' be prepared in advance of change. This is a statement on the importance or merit of a place. This process may be triggered when deciding to protect and manage architectural heritage, either a site or an area, or when change is proposed (including major repair or restoration, as well as change with more obvious potential for harm). Consultation on large proposals that have an environmental impact is required in some Member States by EU legislation, in others it is required by national laws.</i></p>	
Strategic	
Consultation on policies and guidance on values used in selection (CSM1, Q1) ¹⁵	Y/N
Formal consultative committees	Y/N
Monument or area-specific	
Consultation with local and regional authorities	Y/N
Consultation with owners and occupiers	Y/N
Public/NGO consultation during preparation of evidence (as described in CSM1, Q2) ¹⁶	Y/N
Public/NGO participation in producing a 'Statement of Significance' or similar report justifying protection	Y/N
Public/NGO consultation/ participation in decisions about physical change to protected heritage	Y/N
Public/NGO participation in quasi-judicial appeal hearings about physical change to protected heritage	Y/N
Other (give details):	Y/N
Comment:	

¹⁵ IT note: hyperlink to this question

¹⁶ IT note: hyperlink to this question

Module 2: Actors playing a role in identifying and sustaining a role in architectural heritage.

'Contemporary conservation does not intend to safeguard the objects themselves but, through their meanings, the individuals and groups for whom those objects are relevant'. ¹⁷ With the development of heritage values beyond the historical, architectural and artistic to the broadly cultural, increasingly it is those who value heritage that are taking varying degrees of responsibility for sustaining it. The development of local community rhetoric is perhaps one of the significant and positive characteristics of western society in the latter part of the 20th century, with a rapidly changing relationship between organisations (particularly public service organisations), communities and individuals, which to a certain extent has led to a power shift. 'Rather than the state deciding what was the national heritage, and what was good for it, there was a genuine desire to ensure that such actions genuinely reflected the popular will'¹⁸. While this democratisation of heritage has encouraged a more inclusive debate about the definition and scope of heritage through exploring its values for people, it can also lead to groups choosing to appropriate the 'heritage' cause in order simply to oppose change.

Article 14 of the Granada Convention requires parties to '*establish in the various stages of the decision-making process, appropriate machinery for the supply of information, consultation and co-operation between the State, the regional and local authorities, cultural institutions and associations, and the public*'. The tone and content of the Convention is also noticeably influenced by the issues of conservation in the context of urban renewal, reflecting a shift in focus from 'architectural monuments' to their context. Articles 13, 14, and 15 all concern integrated conservation, effective co-operation between the various administrative departments concerned (Art 13) and awareness-raising (Art 15), as a prerequisite for the participation required by Article 14.

The Faro framework convention on the value of cultural heritage for society reflects the need for an ethical, human rights approach to the democratization of heritage. Article 4 of the convention asserts the rights of all to be involved with heritage and to benefit from activities linked to it. Article 11 states that responsibility for cultural heritage is shared by public authorities (local, regional and national) and the non-governmental sector. These actors include "heritage communities" who are "*people who value specific aspects of cultural heritage which they wish, within the framework of public action, to sustain and transmit to future generations*" (Art. 1). As such it establishes a vision for sustaining the cultural heritage values of places based on partnership. The convention emphasises the role of the voluntary sector in helping to deliver this vision, whilst acknowledging that leadership rests with government or its agencies.

Issues

At what level is engagement really taking place, in what form, and how can the Faro concept of a 'heritage community' be developed?

How does this relate to concerns about multiculturalism / consensus, national culture / minority cultures?

¹⁷ Periera, Honório Nicholls, 'Contemporary trends in conservation: culturalization, significance and sustainability', *City & Time* 3.2 (2007:15-25).

¹⁸ Fojut, N, in *Heritage and Beyond* (Council of Europe Publishing, 2009).

How can public/ community participation be encouraged?

There is near-consensus that this specific aspect of cultural citizenship is a 'good thing', but the conditions necessary for it to flourish are less well understood – this is a key area of inquiry, where there would be particular benefit in sharing experience.

What are the outcomes of increased participation?

These should be positive, not least because awareness of the heritage values of a place is the first step to realising their social, economic and environmental potential, and encouraging conservation.

The following statements (Table 3) have been graded from -1 to 6. Questions 1 and 6 ask you to describe an activity and grade it according to one or a range of the statements below, according to which seems to be the most appropriate. (*Nb a glossary of terms will be inserted here.*)

Passive to Active		Statement
Passive state	-1	Reactive Intervention Stakeholders protest or demonstrate to have their voices heard.
	0	No formal participation The authorities do not need to consult, encourage participation or co-operation. Local apathy.
	1	Information The authorities provide information to stakeholders, boards in public places, on websites and through exhibitions or events.
	2	Consultation – improving access The authorities encourage 'hard to reach' groups (such as young people and the disadvantaged) to share in the public benefits of heritage, and participate in maintenance and conservation. People are informed when a building or area is protected and/or conserved.
	3	Consultation – taking into account community values The authorities run consultations, organise public meetings, and request comments on proposals, such as local plans, planning applications, during restoration. Involving people in 'Statements of Significance' or Management Plans (or equivalent heritage report).
	4	Participation – encouraging the role of communities as constructive critics The authorities undertake or support research on the values of a building or area through participative processes that seek to engage with and take note of public opinion. This is participative planning. These activities promote civil engagement and require a commitment from stakeholders. Public involved in enquiries, commenting on proposals.
	5	Co-operation – Joint action The authorities and private owners or civil organisations act together through partnerships, subsidies, or grants for conservation. Using volunteers for conservation activities could also be considered a 'joint action'.
	6	Co-operation - Community Responsibility The authorities hand over decision making to civil parties e.g. by providing subsidies for communities to acquire and manage architectural heritage, or to take a formal role in governance: the property owner or an NGO have a formal role in the governance of heritage assets or organisations. NGOs take over the management of some state-owned protected heritage sites, including financial responsibility. In some cases, the view of the authorities cannot over-ride community or NGOs decisions on heritage.
Active state		

Table 3: Levels of public Involvement

Questions

There is a scale of involvement of the public in particular heritage decisions, from their being wholly by government (national, regional, or local) to their being wholly devolved to NGOs or 'heritage communities'. Steps along this scale are inevitably artificial, but an attempt has been made in Table 3 to set out statements indicating levels of participation and co-operation.

Herein Theme 1.2-4 asks about the activities of actors (professional, commercial and voluntary organisations) involved in heritage, and how they are regulated. 'Theme 5: Access and Interpretation' asks about legislation on improving visitor access, participation in European Heritage Days, raising awareness, tourism and promotional activities, dissemination. These questions concern a wider definition of public actors as 'stakeholders', and how they are involved with a place or with a type of heritage, and 'heritage communities' as defined in Faro, Art 2b. They aim to find out how the State (SAU) deals with other actors and how actors get involved with heritage: in other words, **how the State / Semi-Autonomous Unit / Organisation involves others..**

Many authorities are used to co-operating with NGOs and civil society (see The Portoroz Declaration, 2001¹⁹). But in some Member States, involving people in decisions about managing heritage is a new concept. How are you encouraging people (local people, architects, developers) to get involved with sustaining the values of architectural heritage? Herein Theme 4 'Financial Policy' asks questions about public funding for maintenance, conservation and restoration, documentation and research. This CSM is specifically about the activities authorities carry out and the levels of engagement (explained in Table 3). Please give examples of the types of strategy you have used to get people talking.

In your context, who are the heritage communities as defined in the Faro Framework Convention? Are there differences within overall public participation?

1. Which of the following types of 'communities' are currently participating in the conservation of both protected and unprotected architectural heritage?			
Notes <i>NGOs and associations identified in Herein Theme 1 have been included below²⁰. Select those groups applicable (A), give an example of the activities that this group are involved with and detail the role that the (National / SAU) State authorities (local/context) your organisation play in increasing their involvement (B) e.g. Running socially targeted programmes, providing translation into other languages, international partnerships with diasporas. If this group is actively involved with conserving heritage without the state involvement, please describe their activities. Estimate their level of engagement according to the Engagement table and describe how (National/SAU) the authorities (local/context) your organisation is seeking to strengthen their role (column C).</i>			
A Stakeholder group	B Describe activities & role	C Engagement	
Heritage Communities			
Indigenous groups ²¹ <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:	
Official 'National' minorities ²² <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:	
Immigrant groups <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:	
Residential communities who identify with a heritage place	<input type="checkbox"/> Activities:	-1/0/1/2/3/4/5/6	

¹⁹ IT Note: link to external website – CoE final declaration from the Portoroz conference of European ministers 2001.

²⁰ IT Note: Insert drop down list of organisations from in Herein Theme 1.2-6

²¹ IT note: link The ILO Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries (1989) The Council of Europe's Framework Convention for the Protection of National Minorities (1995).The Council of Europe's Charter for Regional and Minority Languages (1992).The UN Declaration on the Rights of Indigenous Peoples (2007).

²² IT note: link to the answers provided in Herein3: Geopolitical data

Council of Europe's Granada CSM2:
Actors playing a role in identifying and sustaining a role in architectural heritage

or space <i>Name / describe:</i>	Role:	How can this role be strengthened:
Local residents of historic buildings <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Single issue organisations (associated with particular types of heritage e.g. worshippers) <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
People whose cultural or spiritual lives are linked to certain types of heritage <i>Name / describe:</i>	Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
People whose livelihoods are linked to the particular types of heritage <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Diasporas (State nationals not living in the Member State) <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Internally Displaced People <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Nationals with a cultural interest in 'orphaned' heritage in another State (or area beyond state control) <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Non-nationals with cultural interest in 'orphaned' heritage in the Member State <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Rural to urban migrants <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Organisations		
Professional associations ²³ <i>Name / describe:</i>	Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
International organisations <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Advisory groups / campaign groups <i>Name:</i> _____ <i>Name / describe:</i>	<input type="checkbox"/> Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Groups organised for public demonstrations	<input type="checkbox"/> Activities:	-1/0/1/2/3/4/5/6

²³ IT note: link to answers provided by member state in Theme 1 Herein 3

Council of Europe's Granada CSM2:
Actors playing a role in identifying and sustaining a role in architectural heritage

Name / describe:	Role:	How can this role be strengthened:
Regionally / locally based civil society organisations Name / describe:	Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Special Interest Groups		
People with disabilities Name / describe:	Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Other: Name: Describe: <i>Add another group</i> ²⁴ <input type="checkbox"/>	Activities: Role:	-1/0/1/2/3/4/5/6 How can this role be strengthened:
Comments:		

Strategy

2. National/SAU: What are the strategic aims of the authorities in terms of participation in protecting and managing architectural heritage?	Y/N
Local /Context: Do the official strategies meet your communities' priorities? If Yes, please expand on this issue:	
3. ALL: Is there a trend or a recent / ongoing process of change or reform in participation in architectural heritage?	Y/N
If Yes, please expand:	
4. ALL: Have studies been conducted on the effects of engaging communities in protecting and managing the architectural heritage?	Y/N
If Yes, please give references to studies: (insert URL if applicable)	
Please summarise the results:	

Practical Action

This section asks how people self-organise around heritage. How involved do heritage communities get in actions affecting the future of heritage, such as its legal protection and its management (conservation and presentation)? Herein Theme 4.1²⁵ asks "Which different activities are funded? Is the funding of this activity mandatory? And is this funding full or partial?" [Activities are: LISTING / CONSERVATION / RETORATION / ACCESS /DOCUMENTATION / RESEARCH / TAX]

5. National/SAU: Does the state directly or indirectly support heritage communities in taking responsibility for their own heritage?	Y/N
5a. Local/context: Are you supported by the authorities in taking responsibility for your own heritage?	Y/N

²⁴ IT note: add another category

²⁵ IT note: link to Herein 4.1 answers

Note

This should include the responsibilities of all Ministries or state-supported organisations listed in Herein Theme 1, which describes how these state organisations contribute to heritage protection and management.

If Yes' please describe the type of external support (A) and the States' (Variation: Semi-Autonomous Unit, your organisation) budget (not actual spend) including the value of staff-time and other non-monetary contributions for this activity if applicable (B). Please refer to the year for which you are answering the question (i.e. insert year).

A	B	
Type of Support	Nature of support	Resource ²⁶[Insert year relevant to the figure]
Training in local craft skills	<input type="checkbox"/> One-off funding/ support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Legal advice and guidance to owners	<input type="checkbox"/> One-off funding/ support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Legal advice and guidance to local communities	<input type="checkbox"/> One-off funding/ support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Projects to encourage communities to take part in maintenance	<input type="checkbox"/> One-off funding /support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Funding for community-led conservation and heritage projects	<input type="checkbox"/> One-off funding / support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Encouraging expatriate communities supporting preservation	<input type="checkbox"/> One-off funding/support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other(i.e. facilitating private sponsorship):	Resource: Year:
Other: _____	<input type="checkbox"/> One-off funding / support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity	Resource: Year:

²⁶ IT note: the resource / year should appear for each 'nature of support' ticked to the left

	<input type="checkbox"/>	<input type="checkbox"/> Other (i.e. facilitating private sponsorship):
Comment:		
5b. Local /context: Do you support communities in conserving their heritage?		Y/N
<u>Note</u> <p>If Yes' please refer to the type of external support (A) and your organisation's budget (not actual spend) including the value of staff-time and other non-monetary contributions for this activity if applicable (B). Please refer to the year for which you are answering the question (i.e. insert year).</p>		
A	B	Resource ²⁷ [Insert year relevant to the figure]
Type of Support	Nature of support	
Training in local craft skills	<input type="checkbox"/> One-off funding/ support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Legal advice and guidance to owners	<input type="checkbox"/> One-off funding/ support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Legal advice and guidance to local communities	<input type="checkbox"/> One-off funding /support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Projects to encourage communities to take part in maintenance	<input type="checkbox"/> One-off funding /support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Funding for community-led conservation and heritage projects	<input type="checkbox"/> One-off funding / support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other (i.e. facilitating private sponsorship):	Resource: Year:
Encouraging expatriate communities supporting preservation	<input type="checkbox"/> One-off funding/support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity <input type="checkbox"/> Other(i.e. facilitating private sponsorship):	Resource: Year:
Other: _____	<input type="checkbox"/> One-off funding / support <input type="checkbox"/> Ongoing support <input type="checkbox"/> One-off community event <input type="checkbox"/> Ongoing community activity	Resource: Year:

²⁷ IT note: the resource / year should appear for each 'nature of support' ticked to the left

Other (i.e. facilitating private sponsorship):

Comment - What do you think are the priorities for communities, and why?

Involving people in managing physical change to architectural heritage

6. National/SAU: Do the authorities involve people in the process of managing change at heritage sites through a formal procedure?		Y/N
Local/ context: Have you been involved by the governing authorities in any of the following formal procedures?		
If 'Yes' please describe how (select the activities which are applicable in your Member State). In CSM1 Q3 we asked about the authorities' official policy concerning the management of the architectural heritage. This question concerns the detail of that policy in relation to public involvement. The way people are informed is also important – please specify if there a digital policy for the dissemination of information and making responses.		
Are there non-governmental organisations that must be consulted when physical change is planned to architectural heritage? (ie their role is officially recognised?)		Y/N
If 'Yes' please name them: And state their role:		
Is/are the owner(s) / public stakeholders consulted when physical change is planned to the architectural heritage?		Y/N
Is this publicised?	Y/N	If Yes, state how: e.g. notices on site; publication in news papers / on-line
Does the notice point to full information available in digital form via the internet?	Y/N	Comment:
Give an example of how this process works and how outcomes are changed through public involvement:		
Indicate where this falls on the scale of involvement set out in Table 3		-1/0/1/2/3/4/5/6
Dealing with monuments or areas that are at risk of loss?		
Is this publicised?		Y/N
If Yes, state how: e.g. notices on site; publication in news papers / on-line		
Does the notice point you to full information available in digital form via the internet?		Y/N
Comment:		
Give an example of how this process works and how outcomes are changed through public involvement		
Indicate where this falls on the scale of involvement set out in Table 3		-1/0/1/2/3/4/5/6
Is there a formal, quasi-judicial process / appeal against decisions concerning change to the architectural heritage?		
If Yes, does this only happen at a national level?		Y/N
If No, please describe how this works:		
Do third parties (stakeholders) have a right of appeal (or just owners/ applicants)?		Y/N
If Yes, state how this works:		
Do third parties have the right to participate in appeals by owners/ applicants?		Y/N
Comment:		
(IT: If the answer to either of the last two sub-questions is Yes) Are third parties potentially liable for costs other than their own?		Y/N
Comment:		
Give an example of how this process works and how outcomes are changed through public involvement		Example:
Other:		
Comment:		

Module 3: Skills and training for facilitating the identification of the range of heritage values that different people attribute to places

Conservation decisions have become more complex, in terms both of values and actors. This module aims to discover if and how member states are training heritage professionals to take on these new responsibilities of social negotiators and integrated conservators. The skills needed go beyond the ‘hard conservation skills’, themselves identified as lacking in the past decade, now being addressed by EU and national training programmes and covered in Herein3 (Theme 1.6 National training bodies). Conservation management planning now requires professionals who are able to address the social needs of communities and a more complex set of relationships with owners, communities, organisations and planning authorities.

As concepts of heritage have expanded and become more value- and people-focused, so the legal instruments and procedures have changed, from strict legislative control with high levels of technical guidance applying to a relatively small number of ancient or prestigious places, to general legislation offering more flexible approaches to sustaining the historic dimension of the built environment in everyday use. This has necessarily brought about changes in professional practice, with the ‘minimum intervention’ approach to monuments having to be tempered by the need, in large scale urban conservation and revitalization, to make most buildings usable in contemporary life (see Granada, Art 11). It has therefore become all the more important to understand the values of such areas and buildings both as a whole and, particularly, in their parts, as the basis of decisions to intervene that may necessarily involve substantial change and replacement of fabric. These decisions are no longer normally the exclusive preserve of official ‘experts’ concerned with more traditional values. There may be other expert views on those values (Module 1), other values, for example concerning the value of places for communities who live in them or identify with them (Module 2), and issues of balancing sustaining heritage values against other public interests (Module 4).

At an international level, UNESCO, ICCROM and ICOMOS have been trying to address the issue of the **multidisciplinary conservation manager**. The EU has funded projects regarding comparability of degrees and professional qualifications, among them architecture, urban planning, and conservation. The Bologna Declaration has inspired reorganization in many schools of architecture and urban planning. This has had implications for the training and practice of conservation professionals, inspiring debate on what qualifications are necessary for working in the built environment, and who has the right to set them.²⁸

Issues

The issue has recently been stated as demanding more institutional learning in order to allow ‘more pluralistic definitions of heritage and extending some measure of control over decision making....whereby heritage bodies begin to learn how to question their own values’²⁹. Collaborative planning, more critical reflection, and systematic engagement of wider stakeholders and cultural communities are some of the new skill sets needed; ‘the ethical framework of the conservation practitioner becomes redefined to extend from a concern with the material fabric of the historic environment to include a duty to attend to the view of all those people who might have a cultural claim to that place’ – quite a challenge! It is arguably in this context that Article 16 of the Granada convention on the development of training systems for the various occupations and trades involved in conservation work now needs to be read. There have been changes in perception of the skills required for heritage professionals. For

²⁸ Van Balen, K. ‘Heritage preservation training: an intercultural and interdisciplinary methodology’, *Built Environment* 33. 3 (2007: 295-306).

²⁹ Pendlebury, J. *Conservation in the Age of Consensus* (Routledge, London, 2008: 220-1).

many professionals it has been a challenge to work increasingly with other departments and communities. How can we help communities to reflect on why places are important to them? How important is institutional learning?

Questions

Strategy

<p>1. National / SAU: Do you have a strategy for delivering training on facilitation or interdisciplinary skills that are important in relation to the aims of Faro (development, dialogue, reconciliation)?</p> <p>Local/context: Does your organisation deliver training on facilitation or interdisciplinary skills that are important in relation to the aims of Faro (development, dialogue, reconciliation)?</p> <p>Please describe:</p>	Y/N
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Skills gaps

<p>2. National: Do you think that facilitation or interdisciplinary skills that are important in relation to the aims of Faro (development, dialogue and reconciliation) are useful or necessary for heritage professionals (National/SAU: in your employment?)</p> <p>If 'Yes', what kind of skills are necessary?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Skill</th> <th style="background-color: #cccccc;">Y/N</th> <th style="background-color: #cccccc;">If yes, why (give examples)</th> </tr> </thead> <tbody> <tr><td>Understanding development economics</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Understanding and maximising the social benefits of architectural heritage</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Participative planning</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Public outreach / consultation skills (calling meetings and talking to people in their own environment)</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Awareness raising</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Negotiation - conflict resolution</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Drafting public statements (such as Conservation Management Plans)</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Interdisciplinary communication</td><td style="text-align: center;">Y/N</td><td></td></tr> <tr><td>Other types of skill: Add another: <input type="checkbox"/></td><td style="text-align: center;">Y/N</td><td></td></tr> </tbody> </table> <p>Comment:</p>		Skill	Y/N	If yes, why (give examples)	Understanding development economics	Y/N		Understanding and maximising the social benefits of architectural heritage	Y/N		Participative planning	Y/N		Public outreach / consultation skills (calling meetings and talking to people in their own environment)	Y/N		Awareness raising	Y/N		Negotiation - conflict resolution	Y/N		Drafting public statements (such as Conservation Management Plans)	Y/N		Interdisciplinary communication	Y/N		Other types of skill: Add another: <input type="checkbox"/>	Y/N		Y/N
Skill	Y/N	If yes, why (give examples)																														
Understanding development economics	Y/N																															
Understanding and maximising the social benefits of architectural heritage	Y/N																															
Participative planning	Y/N																															
Public outreach / consultation skills (calling meetings and talking to people in their own environment)	Y/N																															
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Drafting public statements (such as Conservation Management Plans)	Y/N																															
Interdisciplinary communication	Y/N																															
Other types of skill: Add another: <input type="checkbox"/>	Y/N																															

State encouragement of training

<p>3. National/SAU: Is the State supporting opportunities for heritage professionals to acquire these skills?</p> <p>If 'Yes', please list and briefly describe the training topics available (frequency, length, outputs) and in the final column, any further social or economic outcomes (or benefits). Please mention how you evaluated these outcomes.</p> <p>Note See Herein 3 Theme 1.6³¹ for questions concerning mainstream conservation training.</p>	Y/N
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³⁰ IT note: add another line button

³¹ IT note: link to Herein 1.6

Details of training provided		Outcomes / Evaluation
<i>[Drop down list of answers provided in Q2]</i>		
Title:		
Authorities involved:		
Year:		
Frequency:	<input type="checkbox"/> Less than once a year <input type="checkbox"/> Once a year <input type="checkbox"/> Twice a year <input type="checkbox"/> More often <input type="checkbox"/> When necessary	
Cost:		
Numbers trained:		
3. Local/context: Do you think the priorities in state-supported training are appropriate to the needs of heritage professionals / heritage communities?		Y/N
In either case, explain why:		

Professional standards in heritage facilitation

4. ALL: Are there organisations that set or provide guidance on professional standards in (in the context of the skills described above)?	Y/N
If 'Yes', please refer to the organisations already present, add further organisations you think are relevant, group them into the relevant activity area and describe its outcomes.	
<p>Note <i>Herein asks questions on awareness raising and dissemination (Theme 5) and digitization (Theme 6). It also asks co-ordinators to list training organisations (see Theme 1.6). This question links automatically to the answers already provided in your State's Herein report, and requires that you both to refer to those organisations, as well as asking you to add any further organisations you think are relevant.</i></p>	
Organisation	Activity
<i>IT note: Drop down list of Herein organisations³²</i>>>	<input type="checkbox"/> set standards <input type="checkbox"/> provide guidance (audience:) <input type="checkbox"/> provide training (audience:)
Other organisation (e.g. these could be universities or other educational bodies, or professional organisations):	<input type="checkbox"/> set standards <input type="checkbox"/> provide guidance (audience:) <input type="checkbox"/> provide training (audience:)
Comment (e.g. is there a gap between the formal higher educational skills and the skills required in practice):	

Training / raising awareness among other decision makers

5. National / SAU: Do the authorities directly or indirectly undertake or support actions, such as training, to improve the awareness of the values of heritage for society (as in the Faro Convention) among other actors that influence the management of architectural heritage?	Y/N
Local / Context: Do you directly or indirectly undertake or support actions, such as training, to improve the awareness of the values of heritage for society (as in the Faro Convention) among other actors that influence the management of architectural heritage?	
If 'Yes', who provides this support? Please choose your answers from the list of actors provided in Herein3 Theme 1 (or by adding them below). State which activity / projects are being carried out	

³² IT note: Drop down list of Herein organisations

(column A) by this organisation, which audiences are targeted (B), and the outputs of this work (C).

Note

Raising wider public awareness about architectural heritage is dealt with in Herein Theme 5³³. This question is specifically about raising awareness amongst decision-makers.

Organisations

*List of organisations in Herein 3 Theme 1
(select 1)³⁴*

.....
.....
..... >>>
.....
.....

Other organisations³⁵:

A Activity: (select one) ³⁶	B Audience (select as many as appropriate) ³⁷	C Outputs
Lobbying and advocacy Conferences / Events Awareness raising (publications) Working Groups (Research on professional roles) Outreach activities (other than conferences / events)	Government workers / civil servants (not heritage professionals) Politicians (local) Politicians (national) Other decision makers Higher Education Colleges Universities Property advisors Citizen groups Tourist organisations Young people Lobby groups Advocacy groups General public Others: Spatial Planners (territorial management officials) Architects Property owners Property developers	Year: Length: No. of beneficiaries: Cost: € Frequency: <input type="checkbox"/> Less than once a year <input type="checkbox"/> Once a year <input type="checkbox"/> Twice a year <input type="checkbox"/> More often <input type="checkbox"/> When necessary
Describe the impact of this activity: Add another activity: <input type="checkbox"/> ³⁸		

³³ IT note: link to this section of Herein

³⁴ IT note: each organisation selected links to columns below

³⁵ IT note: Add another activity button

³⁶ IT: drop down list.

³⁷ IT: drop down list.

³⁸ IT note: Add another activity button

Module 4: Increasing tensions between historic building conservation and regulations intended to secure other public objectives

This section seeks to explore how authorities attempt to balance cultural heritage values with other public interests which impact on the fabric of the architectural heritage. The specific context is primarily the increasing scale, reach and importance of mandatory building regulations designed to secure greater energy efficiency in buildings, make physical access easier, and address similar public interests, that have the potential seriously to erode the cultural heritage values of historic buildings and areas. Monumental heritage (Granada, Art 1.1) tends to be less affected by such tensions. Historic buildings in contemporary use (Granada, Art 1.2) may have some exemptions, but these tend to be discretionary. The trend seems to be increasingly towards implementing mandatory standards at the expense of the heritage values of historic buildings (ironically, at a time when the negative impact of inflexible traffic engineering on historic places has been recognised and is being reversed). These standards can be seen as a response to ethical imperatives which often began (like heritage conservation) as a minority position, but which have become (often more recently) widely accepted and so adopted as public policy.

Balancing potentially conflicting public interests is often inevitable in public decisions affecting the built environment. But arguably the duty to have 'due regard' for heritage values (required by Granada Art 11) is at a disadvantage, because in each case it is necessary to understand those values, and their expression in the fabric of a place, in order to decide what action is necessary or appropriate if those values are to be sustained, revealed, or reinforced. The actual process of understanding can be made the subject of regulation, but 'deemed to satisfy' prescriptive national regulation of actions which must/ must not be taken in unique sets of circumstances is impossible. By contrast, building regulation to achieve, for example, energy efficiency, protection from earthquakes or fire, and ease of access is, at the level of minimum standards, normally reduced to performance criteria and mandatory or officially-approved ways of meeting them. The result can be the imposition of change incompatible with either the heritage values or the technical performance and long-term sustainability³⁹ of historic buildings.

Issues

As modern and historic building construction increasingly diverges, there may be a need for a parallel system of control rather than discretionary exemptions. Certainly ways need to be found of achieving reasonable compliance with the *objectives* of current regulations, based on a better understanding, expressed in evidence-based scientific terms, of how traditional buildings *actually* perform and what can be done to achieve improvements without leading to their long term disintegration (environmentally wasteful) or serious loss of heritage value (culturally destructive). Otherwise, apart from a few 'monuments' set aside from contemporary use, there appears to be a real risk that the gains from integrated conservation guiding the everyday management of change in historic buildings and areas will be lost.

How do the increasing technical demands made on historic buildings fit the sustainability agenda, which lauds heritage as a vector for sustainable development? The most pressing need is perhaps for more scientific analysis and understanding of the performance and energy usage baseline for different types of traditional buildings compared to modern buildings. That should provide the 'evidence base' to evaluate the relative performance of traditional buildings and the environmental sustainability of traditional methods of construction, and thus a rational basis for the regulation of their alteration (and new build in traditional methods), balancing the potentially conflicting public interests involved. The general issue is one of the need for

³⁹ Capable of meeting present needs without compromising the ability to meet future needs.

specialisation by professionals of several types to understand how past technologies worked, in order to propose repair/ alteration/ continued use based on adequate knowledge.

Questions

These ask if the system allows specialist knowledge of conservation professionals to be applied, or whether the advice of such specialists is overridden by regulatory requirements. Is there a conflict between legislation and the reality of historic buildings? Are there problems with the approaches taken by, for example, structural and civil engineers responsible for the structural repair or alteration of historic buildings? Land use is covered separately in Herein Theme 3.2⁴⁰.

Policy: Prioritising public values: what are the rules?

1. Are there exemptions to the general requirements in your state's regulatory framework for works to buildings and structures that are recognised as part of the architectural heritage?	Y/N
<p>If 'Yes' please specify what type of regulation applies to the different categories of generic building types (developed for comparison between member states), and different categories of exemption (mandatory, exempt, part except, parallel regulations) and describe how this works in practice, with particular emphasis on resolving conflict between heritage and other public values, i.e. does one regulatory system take precedence over another? For example, if traditional building elements need to be replaced, must the replacements conform to current regulations or mandatory performance criteria?</p>	

Note

This question builds on, in the Herein 3 questionnaire, themes 3.1 Integration in planning policies; 3.2 Control of work on heritage and 3.4 Insertion of contemporary work.

Building types (as Herein3 2.3)	Mandatory or Exempt?	Describe (i.e. does one system have precedence?)
Formally Protected Architectural Heritage <i>[nb. Drop down list of system of protection in Theme 2.3]⁴¹</i>	Mandatory <input type="checkbox"/> Exempt <input type="checkbox"/> Part exempt <input type="checkbox"/> Discretion to exempt <input type="checkbox"/> Parallel <input type="checkbox"/>	
Other historic buildings (which are not specifically protected)	Mandatory <input type="checkbox"/> Exempt <input type="checkbox"/> Part exempt <input type="checkbox"/> Discretion to exempt <input type="checkbox"/> Parallel <input type="checkbox"/>	
New buildings/ alterations and extensions to buildings in protected areas	Mandatory <input type="checkbox"/> Exempt <input type="checkbox"/> Part exempt <input type="checkbox"/> Discretion to exempt <input type="checkbox"/> Parallel <input type="checkbox"/>	
Building using traditional materials and techniques	Mandatory <input type="checkbox"/> Exempt <input type="checkbox"/> Part exempt <input type="checkbox"/> Discretion to exempt <input type="checkbox"/> Parallel <input type="checkbox"/>	
Other:	Mandatory <input type="checkbox"/> Exempt <input type="checkbox"/> Part exempt <input type="checkbox"/> Discretion to exempt <input type="checkbox"/> Parallel <input type="checkbox"/>	

⁴⁰ IT note: link to this section of Herein

⁴¹ IT note: drop down list of answers provided in Herein 2.3Systems for protection

<input type="checkbox"/> Add another		
Comment:		

Negotiating between different public interests

2. ALL: Is there a process for reconciling the public interest in sustaining the values of architectural heritage with other public interests represented by objectives of building control measures?		Y/N
<p><u>Note</u> See answers provided in <i>Herein Theme 3 on integration into planning policy</i>⁴².</p> <p>If 'Yes', specify which measures (A) require a consideration of heritage impact, and describe the process (column B) for resolving potentially conflicting public interests. Please comment on whether you think this process is striking a reasonable balance between these public interests.</p>		
A	Describe the process (where appropriate with reference to the building types described in CSM4 Q1):	
Measures requiring compliance		
Strengthening buildings to prevent earthquake damage	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Modifying/ replacing internal fabric to improve fire resistance	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Inserting measures to make access easier	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Installing micro-renewable energy sources	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Ventilation	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Replacing windows and external doors	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Insulating walls	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Change of use / function of historic buildings	Y/N N/A	Comment:
Is this process striking the balance between public interests? Please comment:		
Other relevant measure:	Y/N N/A	Comment:

⁴² IT note: link to *Herein3*

Is this process striking the balance between public interests? Please comment:

Add another⁴³

Monitoring the impact of regulation

3. ALL Is there a strategy for monitoring the impact of regulations on the heritage (or other) values of historic buildings?		Y/N										
<p>Note <i>Financial incentives for heritage work (Theme 3.4) and regimes of inspection (Theme 4.2) are dealt with in Herein.</i></p> <p>If 'Yes' please describe the strategy:</p> <p>Within the strategy, please describe specific monitoring projects and their outcomes:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Subject of evaluation</th> <th style="width: 30%;">Method</th> <th style="width: 40%;">Status</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;">Title:</td> <td style="height: 80px; vertical-align: top;"> <input type="checkbox"/> Ad hoc – responsive <input type="checkbox"/> Sample- based <input type="checkbox"/> Other </td> <td style="height: 80px; vertical-align: top;"> <input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Organisations sponsoring / conducting: <i>IT List from Herein 3</i> </td> </tr> </tbody> </table> <p>Summarise the results of assessment of the impacts of these regulations on the multiple values of historic buildings</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Positive impacts</th> <th style="width: 50%;">Negative impacts</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>Describe how these impacts are being managed:</p> <p>What action has been taken or is proposed as a result of this evaluation:</p> <p>Add another evaluation <input type="checkbox"/>⁴⁴</p>			Subject of evaluation	Method	Status	Title:	<input type="checkbox"/> Ad hoc – responsive <input type="checkbox"/> Sample- based <input type="checkbox"/> Other	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Organisations sponsoring / conducting: <i>IT List from Herein 3</i>	Positive impacts	Negative impacts		
Subject of evaluation	Method	Status										
Title:	<input type="checkbox"/> Ad hoc – responsive <input type="checkbox"/> Sample- based <input type="checkbox"/> Other	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Organisations sponsoring / conducting: <i>IT List from Herein 3</i>										
Positive impacts	Negative impacts											

Research and issues of current concern

4. In what key areas of concern has research and testing has been undertaken, or is needed, to inform decision-making / regulation on the performance of historic / traditional buildings (both protected and unprotected) in your member state over the last five years?								
<p>Please specify whether research has been undertaken or is necessary on the following (and any other relevant) topics. Add details about the status of the publication and its sponsoring organisation. Select this organisation from the list provided in Herein, or add another organisation if necessary.⁴⁵</p> <p>Note <i>This question is concerned with basing our regulations on real knowledge (i.e. how do historic doors actually react to fires?). In some Member States there is a history of regulations, sometimes dating back to the medieval period, that may inspire practical solutions to contemporary problems.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Topic⁴⁶</th> <th style="width: 30%;">Data</th> <th style="width: 50%;">Status</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;">Earthquake resistance</td> <td style="height: 80px; vertical-align: top;"> <input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken </td> <td style="height: 80px; vertical-align: top;"> <input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____⁴⁷ </td> </tr> </tbody> </table>			Topic ⁴⁶	Data	Status	Earthquake resistance	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____ ⁴⁷
Topic ⁴⁶	Data	Status						
Earthquake resistance	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____ ⁴⁷						

⁴³ IT Note: add as 2 lines above

⁴⁴ IT note: add 8 lines as above (from subject of evaluation onwards)

⁴⁵ IT note: drop down list of organisations in Herein Theme 1

⁴⁶ IT Note: the topics should be a drop down list – selection leads to the next two columns.

Has this research informed regulation of work to such buildings?			Y/N
If 'yes', please describe the effects / different minimum requirements:			
Structural stability	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	Y/N
Has this research informed regulation of work to such buildings?			Y/N
If 'yes', please describe the effects / different minimum requirements:			
Flooding	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	Y/N
Has this research informed regulation of work to such buildings?			Y/N
If 'yes', please describe the effects / different minimum requirements:			
Improving fire resistance	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	Y/N
Has this research informed regulation of work to such buildings?			Y/N
If 'yes', please describe the effects / different minimum requirements:			
Improving access	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	Y/N
Has this research informed regulation of work to such buildings?			Y/N
If 'yes', please describe the effects / different minimum requirements:			
Micro-renewable energy production	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	Y/N
Has this research informed regulation of work to such buildings?			Y/N
If 'yes', please describe the effects / different minimum requirements:			

⁴⁷ It note: free text box to add a different organisation to that listed in Herein Theme 1, also ability to add more than one organisation per topic

Ventilation	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____
Has this research informed regulation of work to such buildings?		Y/N
If 'yes', please describe the effects / different minimum requirements:		
Insulation - properties of building materials	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____
Has this research informed regulation of work to such buildings?		Y/N
If 'yes', please describe the effects / different minimum requirements:		
Air quality	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____
Has this research informed regulation of work to such buildings?		Y/N
If 'yes', please describe the effects / different minimum requirements:		
Embodied energy / recycling potential	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____
Has this research informed regulation of work to such buildings?		Y/N
If 'yes', please describe the effects / different minimum requirements:		
Water management	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____
Has this research informed regulation of work to such buildings?		Y/N
If 'yes', please describe the effects / different minimum requirements:		
Security	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation: _____
Has this research informed regulation of work to such buildings?		Y/N

If 'yes', please describe the effects / different minimum requirements:			
Energy efficiency (heating / cooling)	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	Y/N
Has this research informed regulation of work to such buildings?			
If 'yes', please describe the effects / different minimum requirements:			
Other	<input type="checkbox"/> Necessary <input type="checkbox"/> Undertaken	<input type="checkbox"/> Published (add URL: <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	Y/N
Has this research informed regulation of work to such buildings?			
If 'yes', please describe the effects / different minimum requirements:			
Comment:			

What can we learn from traditional buildings?

5. Is there any research on the application of traditional building techniques to contemporary sustainable architecture in your state?				Y/N
<u>Note</u> <i>'Sustainable architecture' is a generic term for environmentally-conscious design techniques, framed in the wider context of the sustainability agenda. This seeks to balance the economic, environmental and social needs of present society, without compromising the ability of society to meet its future needs.</i>				
If 'Yes', select the research topic (A). Does this study add to already existing baseline data? Does it gather baseline data itself (B)? Describe the findings (C). What is the status of this research? (published / in progress), and who sponsored / conducted it (D)?				
If 'No', select which issues are relevant in your state, and would benefit from further research.				
A	B	C	D	
Research topic	Base line data?	Describe	Status	
<input type="checkbox"/> Environmental performance: energy efficiency (heating / cooling)	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> Add organisation:	
<input type="checkbox"/> Environmental performance: energy production (wind and water power)	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i>	

Council of Europe Granada CSM 4:
Increasing tensions between historic building conservation and regulations
intended to secure other public objectives

			Add organisation:
<input type="checkbox"/> Environmental performance: ventilation	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation:
<input type="checkbox"/> Environmental performance: air quality	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation:
<input type="checkbox"/> Environmental performance: embodied energy / recycling potential	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation:
<input type="checkbox"/> Environmental performance: water management	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation:
<input type="checkbox"/> Earthquake resistance	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation:
<input type="checkbox"/> Access	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation:
<input type="checkbox"/> Fire resistance	<input type="checkbox"/> Already established <input type="checkbox"/> Established by this report <input type="checkbox"/> None available		<input type="checkbox"/> Published (add URL:) <input type="checkbox"/> In progress Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____ Add organisation:
<input type="checkbox"/> Building techniques	<input type="checkbox"/> Already		<input type="checkbox"/> Published (add URL:)

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	<p>established</p> <p><input type="checkbox"/> Established by this report</p> <p><input type="checkbox"/> None available</p>		<p><input type="checkbox"/> In progress</p> <p>Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____</p> <p>Add organisation:</p>
<input type="checkbox"/> Building materials	<p><input type="checkbox"/> Already established</p> <p><input type="checkbox"/> Established by this report</p> <p><input type="checkbox"/> None available</p>		<p><input type="checkbox"/> Published (add URL:)</p> <p><input type="checkbox"/> In progress</p> <p>Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____</p> <p>Add organisation:</p>
<input type="checkbox"/> Other:	<p><input type="checkbox"/> Already established</p> <p><input type="checkbox"/> Established by this report</p> <p><input type="checkbox"/> None available</p>		<p><input type="checkbox"/> Published (add URL:)</p> <p><input type="checkbox"/> In progress</p> <p>Select organisations sponsoring / conducting: <i>IT List from Herein:</i> _____</p> <p>Add organisation:</p>
Has any of this understanding/ research informed regulation of work on such buildings?			Y/N
If 'yes', please describe the effects/ different minimum requirements:			
Comment:			
Are there any projects promoting this research and / or knowledge concerning traditional building techniques?			Y/N
If 'yes' describe:			