

MASTER

**Enhancement of citizen engagement in the decision-making process for historic preservation
Philadelphia**

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Enhancement of citizen engagement in
the decision-making process for historic
preservation.

Philadelphia

Thesis to obtain degree of Master of Science in Architecture, Building and Planning
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Enhancement of citizen engagement in the decision-making process for historic preservation

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Resume

This study identifies the current state of citizen engagement in historic preservation, the decision-making process for historic preservation, and the challenges regarding engagement in historic preservation. Finally, citizen engagement tools are proposed to increase the involvement of residents in the decision-making process for historic preservation in Philadelphia.

Analysis has shown that citizen engagement in historic preservation is limited in Philadelphia. The mechanisms through which people are currently involved in the decision-making process are public hearings and nomination forms. However, these do not give citizens power over the decisions made, and the structural embedding of participation in the process is insufficient and inadequate. Research has shown that there is a lack of awareness about historic preservation, as well as a lack of conversational setting and preservation culture, among citizens. The conversations with citizens conducted for this study pointed out that they are not aware of the ongoing preservation in Philadelphia and do not have time, interest, or concern. In addition, they indicated that they are not conscious about how to be engaged in historic preservation, how to help, or who to ask.

Regarding the interviews with people already involved in the decision-making process for historic preservation, it seems that they believe the monthly public hearings and nomination forms are restrictive for citizens to be engaged. In their view, the local government provides information in a one-way manner instead of corresponding, and traditional public hearings are inefficient and ineffective for sustainable engagement, not enabling citizens to voice their opinions. Besides, the meetings are held during working hours, and citizens are required to attend those meetings at the office of the Historical Commission. So the current state of citizen engagement is on a level of information exchange, and the local authority should encourage citizens to participate.

Therefore, the engagement tools learning workshop, world café, and World Heritage in Young Hands Kit have been proposed. While the learning workshop and world café are focused on engagement through active dialogue at a platform with different stakeholders and values, the World Heritage in Young Hands Kit is an educational program that involves children and their parents in historic preservation. Those tools will enable the local government of Philadelphia to create a diverse and large number of people who are knowledgeable, active, and concerned about historic preservation. In addition, it will enable learners to exchange information through active dialogue, facilitate easy access to information about historic preservation, identify areas of common ground, and teach citizens and children the benefits of preservation for their living conditions. The proposed tools are explained and described in detail and are ready to be implemented in Philadelphia.

Keywords: *citizen engagement, historic preservation, government, community, inclusiveness, engagement tools, advocacy, world café, World Heritage in Young Hands Kit, Philadelphia, United States*

List of Acronyms

CDP

comprehensive development plan

GPA

Global Philadelphia Association

IAP2

International Association for Public Participation in Australia

ICCROM

International Centre for the Study of the Preservation and Restoration of Cultural Property

IPAT

International Peacebuilding Advisory Team

NGO

nongovernmental organization

OWHC

Organization of World Heritage Cities

PennDesign

University of Pennsylvania School of Design

RCOs

registered community organizations

UNESCO

United Nations Educational, Scientific and Cultural Organization

USEPA

United States Environmental Protection Agency

WHC

World Heritage City

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Chapter One: Philadelphia

This chapter discusses the current level of engagement in historic preservation in Philadelphia to delineate the scope and define objectives for this research. First, the current state of historic preservation in Philadelphia is explained to give an overview about the context in which the city is operating; next, the ongoing engagement activities and vital nonprofit organizations are identified to provide insight into what is currently happening and is missing in terms of engagement in historic preservation. In this way, the main research question: *How can the engagement of citizens in the decision-making process for historic preservation be increased by the local government of Philadelphia?* is answered at the end of this thesis.

1.1 Philadelphia as a World Heritage City

According to Global Philadelphia Association [GPA] (n.d.), Philadelphia was “(. . .) *the first “World Heritage City” the United States.*” It has a total area of 367 km² and 1.5 million citizens. In addition, it is the fourth largest consumer media market in the United States and the forty-ninth most populous city in the world. The city has a crucial role in American history: it is where Benjamin Franklin began the American Revolution and where American independence started in the eighteenth century. Currently, the modernized city and popular pieces of history, such as the Liberty Bell and Independence Hall, coexist (Philadelphia, Pennsylvania, n.d.).

In November 2015, the city became a full member of the Organization of World Heritage Cities (OWHC). According to a NGO, the designation as a World Heritage City was achieved “(. . .) *we have a UNESCO World Heritage Site of “outstanding universal value”, Independence Hall, and because of the rich array of historic buildings and cultural sites throughout the city, including sixty-seven national historic landmarks*” (Global Philadelphia Association, n.d.). Despite its designation, the demolition of listed historic properties has caused increased discussion and tension in the preservation community (Kuntz, 2014). According to Mason and Gallery (2009), historic preservation in Philadelphia is influenced by larger economic and demographic factors. Economic development sometimes results in the demolition of historic properties and buildings (Mason & Gallery, 2009). Furthermore, the historic preservation policy of Philadelphia does not adequately protect designated properties (Kuntz, 2014). Currently, nonprofit organizations like the Preservation Alliance for Greater Philadelphia and the National Trust for historic preservation have been created to protect the city’s historic assets. Also, several journalists, such as Pulitzer Prize winner architecture critic Inga Saffron, have stated that there is a lack of historic protection in Philadelphia. A writer for the daily newspaper *The Inquirer* pointed out that new construction in the city has benefits and that the building boom has made the city a more successful and livelier place. Unfortunately, this comes at a cost, such as losing memories, buildings, homes, and neighborhood ties (Saffron, 2018).

1.2 Citizen Engagement in Philadelphia

The fact that Philadelphia is densely populated also makes it a city of communities and neighborhoods. Because of this, there are many volunteers, nonprofit community organizers, and academics who share a common goal: active engagement of communities in the process of the historic preservation of Philadelphia’s assets. According to Robinson (2015), historic preservation in Philadelphia is a subject of critical public importance. The city has a rich history and many historic properties, so history is a part of the city’s identity, culture, and economic base (Robinson, 2015). Thus, it is crucial that preservationists have effective mechanisms for communicating with communities in Philadelphia. Unfortunately, however, this is not happening since preservationists in Philadelphia do not always communicate well (Robinson, 2015). However, many community associations and nonprofit organizations (NGOs) are trying to operate as catalysts to strengthen the social and physical fabric of communities and advocate for their desires. Among them, the Preservation Alliance for Greater Philadelphia, PennPraxis, and Fairmount Park Historic Preservation Trust are NGOs focused on preservation of the built environment (Robinson, 2015). They are aware of the ongoing issues regarding historic preservation and communities in Philadelphia and have knowledge about the process, rules, regulations, and challenges regarding engagement. In collaboration with community associations, they are also creating stimulating programs to encourage the engagement of citizens in historic preservation.

In comparison with the other organizations, the Preservation Alliance for Greater Philadelphia has perhaps the most vital role in historic preservation in Philadelphia. Since 2005, it has had a neighborhood preservation program that helps Philadelphia's residents and community leaders discover and promote their neighborhood history. Residents and community leaders identify landmarks and architectural characteristics that give their neighborhood its own unique sense of place (Preservation Alliance for Greater Philadelphia, n.d.). The aim of the NGO is to build programs and opportunities to excite potential participants to calculate the value of historic preservation throughout their community. It tries to achieve this by connecting what it does to what is meaningful to individuals and communities. Thus, engagement of communities is crucial to the mission of the organization, and this happens through organizing workshops and seminars, publishing magazines, and developing a preservation toolkit.

Another nonprofit organization, PennPraxis, encourages engagement of citizens in historic preservation through explaining how preservation systems work and how they could work better to encourage greater understanding and inclusivity in decision-making (PennPraxis, PennDesign, n.d.). It organizes workshops and is developing a historic preservation citizen engagement toolkit with community liaisons and residents of neighborhoods across the city. The toolkit will be a guide for communicating more broadly and building a larger and broader constituency for preservation in Philadelphia (PennPraxis, PennDesign, n.d.).

Moreover, the Philadelphia Historic Preservation Task Force was established in 2017 by Mayor J. Kenny to provide recommendations in four areas, including *outreach and education*, which involves "to provide ways for residents, building industry professionals, city staff and others to convey the value of historic preservation." (Philadelphia Historic Preservation Taskforce, n.d.). The taskforce also communicates with citizens in a more traditional way: public hearings in different communities across the city.

All of these engagement activities are related to broader communication with communities, building a preservation culture among communities, and creating an understanding about and inclusivity in the decision-making process for historic preservation in Philadelphia. In this way, the NGOs are initiating conversations around historic preservation and mediating between the local government and citizens. If the local government harvests relationships with those organizations, it will build a broader base and strengthen its relationship with citizens. Unfortunately, this is not currently happening, so there is a need for mechanisms through which citizens can be engaged effectively.

1.3 The Scope

1.3.1 Problem statement

This research focuses on the engagement of citizens in historic preservation in Philadelphia, a city of neighborhoods and communities that have grown and changed over a long period of time. Many buildings have remained, but periods of development have changed the area into what it is today. However, according to Mason and Gallery (2009), historic preservation in Philadelphia is influenced by larger economic and demographic factors. For instance, economic development and the dynamic real estate market are both motives for the demolition of existing buildings and historic resources (Mason & Gallery, 2009).

The pressures of development cause much more density. Plus there is a lack of money to protect historic buildings, and Philadelphia is dealing with a big gentrification issue. Despite its recent designation as a World Heritage City, the demolition of listed historic properties has caused increased discussions and tension in the preservation community (Robinson, 2015). Such issues affect the sense of community and neighborhood character. Therefore, several NGOs, like Preservation Alliance and PennPraxis, are trying to encourage the engagement of citizens in historic preservation. Despite some engagement activities, however, there is still a lack of awareness among citizens and limited participation in the decision-making process for historic preservation.

1.3.2 Research objectives

This research aims to answer the research question: *How can the engagement of citizens in the decision-making process for historic preservation be increased by the local government of Philadelphia?* In chapter 2 and 3 the literature review about citizen engagement is conducted and the research methodology is described. In chapter 4, the current state of citizen engagement in historic preservation and the decision-making process is analyzed as well as challenges regarding citizen engagement. In chapter 5, some engagement tools that could be implemented in Philadelphia are proposed. In this way, the goal of raising awareness about the value of historic preservation among citizens, increasing political stakes, and creating a community of people who are active in and concerned about historic preservation in Philadelphia can be achieved.

Chapter Two: Citizen Engagement and Participation

In this chapter, the definition of citizen engagement is identified through existing theories. In addition, the importance of citizen engagement in historic preservation and reasons for local governments to engage with citizens or communities and nonprofit organizations are clarified.

2.1 What Is Citizen Engagement?

The process of citizen engagement has been defined by Gibson (2006) as the ability and incentive for ordinary people to come together, consult, and act on problems that are important for them. Lukensmeyer and Torres (2006) state that citizen participation is often used for gaining information, assistance, and support from citizens. In addition they mentioned that, “(. . .) *engagement is about reinforcing the sense of community and building citizenship.*” (Lukensmeyer & Torres, 2006). Citizen engagement is identified as *interaction* rather than a one-way communication of information from government to citizens, which is very traditional (Klein, 2000).

Citizen engagement activities can be distinguished into two types: 1. instrumental and 2. normative activities. The focus of instrumental activities relies on informing citizens or receiving their response/feedback to government decisions, while according to King (2000) normative activities are about finding ways to enhance communities, democracy, and governance processes. Thus, King (2000) state, “*If we wish to enhance of participatory processes, more efficient forms of engagement and partnership should be used (. . .)*” (King, 2000). Therefore, local authorities must find innovative ways to collaborate and exchange information. Hence, local governments must be motivators of citizen engagement activities (Dobos & Jenei, 2013).

The relationship between the government and citizens ranges from information exchange to empowerment of the citizens. As the International Association for Public Participation (2017) identifies and defines, there are various levels of engagement, including the ability to consult, involve, and collaborate. For this, it is expected by the authorities that people are interested and inquiring, expressing their opinions, making suggestions, and taking responsibility. If citizens are willing to collaborate in such a way, the government can be a successful coordinator. On the other hand, Svava & Denhardt (2000) state that, “(. . .) *the government should motivate them [citizens] with attractive and long-term initiatives and alternatives.*” (Svava & Denhardt, 2000).

Many local authorities use the core values drafted by the International Association for Public Participation in Australia (IAP2) as a main source of practitioner training, professional support, and review of practice (UTS Institute for Sustainable Futures, University of Technology, Sydney, and Australian Centre of Excellence for Local Government, 2011). Those core values are listed below:

1. The public should have a say in decisions about actions that could affect their lives;
2. Public participation includes the promise that the public’s contribution will influence the decision;
3. Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers;
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision;
5. Public participation seeks input from participants in designing how they participate;
6. Public participation provides participants with the information they need to participate in a meaningful way;
7. Public participation communicates to participants how their input will affect the decision (International Association for Public Participation in Australasia, n.d.).

2.2. Political (Pseudo-) Participation

According to a study by Ekman and Amnå (2009), political participation comprises actions that have an influence on the decisions and political outcomes of the government. It is also related to the desires of citizens to influence political results in society (Ekman & Amnå, 2009).

Political participation consists of different actions, such as voting during elections, being a member of a political party, or taking part in referenda for some reasons. On the other side, there are also people who protest against the political order by avoiding voting in the elections or during a referendum (Ekman & Amnå, 2009). Furthermore, contact activities are types of political participation on an individual level. This could be letters from citizens to politicians, or citizens could run for office in local government (Ekman & Amnå, 2009).

Ekman and Amnå (2009) state that citizens could also engage in extra-parliamentary activities and manifestations such as signing petitions, participating in demonstrations, being a member of a group that isolates itself from the parliamentary sphere, and focusing on network-based social or political movements like women's rights groups or animal protection organizations (Ekman & Amnå, 2009). This form of political participation is based on support of a good cause and making a difference instead of a hierarchical political party that is based on self-interest (Ekman & Amnå, 2009).

A review of *The Nightmare of Participation*, by C. Vesters (2011), shows that participation is an empty concept. Markus Miessen, the main narrator of the book, states that participation refers to an action or process that has no content. Despite being an empty concept, Miessen points out that participation in a democratic process is equal to "every vote counts" and "the majority has a monopoly on truth" (Miessen, 2010). There is a respect for inclusion advocacy and equality, and at the same time it is a false nostalgia and romantic longings (Miessen, 2010).

Participatory methods such as referenda are political instruments that parties use to delay decisions and defer the responsibility that the same public had entrusted them with in the election (Miessen, 2010). In this way, they have time to determine what can be chosen and how (Miessen, 2010). This instrumentalized form of pseudo-participation is also visible in other ways, according to Miessen (2010). For instance, when the government or management asks the opinions of citizens on a proposal/project, the public gets involved (Miessen, 2010) and believes that their voices are heard. However, engagement in the process ensures that the public is deprived of being able to criticize the proposal. The participation procedures will not result in new policies or ideas since they are permeated through creating consensus and limiting or eliminating conflict (Miessen, 2010).

The last critical comment from Miessen is on the bankruptcy of participation. This is an argument that, in the last few years, has been brought up in discussions on inclusive art, community art, and relational aesthetics (Vesters, 2011). Spatial design or design processes are participatory in terms of form but not in terms of intention of the work, according to Miessen (2010). Municipalities have kept participation under control and in doing so destroyed its creative and radical atmosphere. So participation is a rose-colored dream or a nightmare of power politics and conflicts of interest (Vesters, 2011).

First of all, Miessen (2010) concludes in *The Nightmare of Participation* that consensus will not generate a change or an innovation in the development of knowledge, design process, or in society (Miessen, 2010). He states that participation is a war that has a conflict within it. However, the conflicts have a vital role in generating change and innovation and should be started by an outsider (Miessen, 2010). This uninvited outsider ("crossbench practitioner") will access the current system or political structure from the sideline with critical involvement and unlimited interest and introduce conflicting information, creative ideas, or methods to disrupt the status quo (Miessen, 2010). The introduced conflicting information does not need to be understood as a protest (Miessen, 2007); it can be a micro-political practice that enables participants to become active actors in the field. In this way, it is possible to speak of a critical engagement, according to Miessen (2007). He also points out that it is necessary that engagement is based on a critical voice to reach a political dimension. As such, engagement will be more productive because "conflictual participation," or exchange of information, will produce new forms of knowledge (Miessen, 2007).

Hence, according to Vesters (2011), the involved outsider is the answer to the question of how architecture or cultural and spatial practices can give form to a new characteristic method and create necessary conditions for a useful change. So to leave a status quo of consensus and pseudo-participation and to ensure productive engagement, infiltration by an uninvited outsider is necessary (Miessen, 2010). Vesters (2011), through the critical exposition of Miessen, enables readers to gain insight into the way sham procedures are applied by authorities such as the government and how this can create pseudo-democracy.

2.3 Why Is Citizen Engagement Important for Historic Preservation?

As a report by the International Centre for the Study of the Preservation and Restoration of Cultural Property [ICCROM] (2015) points out, cultural heritage or historic preservation has been created by and for the people. According to ICCROM (2015), the contribution of individuals toward cultural heritage is important because culture will be achieved through collaboration, regarding the effort made by people to conserve heritage and communities of place, interest, and practice.

Engagement of communities has benefits to historic preservation as well as to community life since some historic places could be considered as a sense of community (ICCROM, 2015). In addition, communities contain capacities and assets that could add to the knowledge and skills of experts. So a people-centered approach that consist of these capacities can offer sustainable preservation and co-management for the well-being of historic preservation and public (ICCROM, 2015). A people-centered approach is more than increasement of participation in a decision-making process. ICCROM (2015) states that such an approach emphasizes the connection of people to historic preservation and establishes them as an essential aspect of historic preservation. Strong communities that consist of networks and active community associations contribute to improvement of health and well-being and increasement of social inclusion. This also increases enterprise and learning cultures, reduces criminal and antisocial behavior, and encourages participation in the democratic process (ICCROM, 2015). Thus, regarding heritage or historic preservation, involvement of communities contributes to this and heritage provides benefits for communities as well by “(. . .) *greater sense of ownership, stronger cultural identity, spirituality, (. . .) increased economic returns through heritage ‘added value’, contribution to more sustainable communities, increased cultural and social inclusion (. . .)*” (Gould, 2014; Galla, 2012; Vinson, 2011, p.5).

On the other hand, according to ICCROM (2015) encouraging the engagement of communities in preservation will enable the decision-makers to engage in “(. . .) *broader debates, such as sustainable development, promoting measurable opportunities for community engagement, opening up democratic processes, and improving transparency of [local] government.*” (p,5). This will provide benefits on political level as well as attracting support from people with different values. Furthermore, property owners and other active groups, such as nonprofit community organizations, could access more funding and resources (ICCROM, 2015).

2.4 Why Should Local Governments Engage with Citizens and Nonprofit Community Organizations?

Many goals of and reasons for engaging citizens in decision-making process can be categorized as normative and instrumental. While normative is based on building citizenship and states that community is important for its own well-being, instrumental is based on the approval or implementation of a particular policy or project (King, 2000). The local government should increase citizen engagement, according to a normative perspective, because it is “right” to do so according to democratic ideals and the desires of citizens to build a sense of community, identity, and responsibility (Svara & Denhardt, 2010). According to Svara and Denhardt (2010), citizenship is about implementing a way of thinking and acting that is characterized by openness to contrary ideas, collaboration, and a sense of responsibility to others. These democratic values can be reasons for engaging citizens. If engagement happens, this success can be judged based on whether engagement activities have advanced openness, collaboration, and a sense of shared responsibility (Svara & Denhardt, 2010). Overall, citizen engagement will provide more active and engaged citizens, a collaborative dialogue, and a sense of community as well as providing citizens with skills, a sense of commitment, and the interest to stay involved (Svara & Denhardt, 2010).

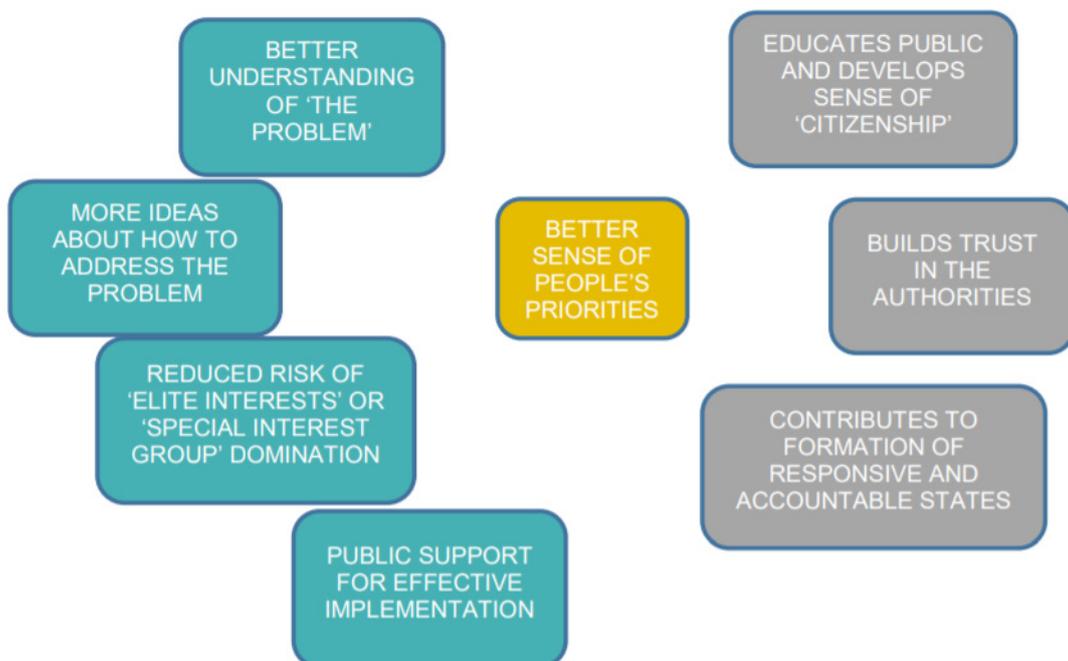
From the instrumental perspective, it is important to increase citizen engagement because local governments are not able to solve problems by themselves and need the support of a wide range of individuals, groups, and organizations (Svara & Denhardt, 2010). For example, citizens could have information that the local governments need to create a program.

According to a study by the Working Group (2014), local governments have a key purpose such as promoting the “(. . .) *well-being and quality of life of the public and communities*” (p. 14). Therefore, it is necessary that they know how to maximize people’s well-being and help them reach the highest quality of life for themselves and their communities (Working Group, 2014). But to achieve this goal, local governments should listen to and talk with people and communities. Furthermore, necessary actions are required (Working Group, 2014), including providing a range of services to the public, regardless of “(. . .) *age, means, culture, religion, or race*” (p. 15). The result of such services is according to Working Group (2014), “(. . .) *responsibility and desirability at [the] local government level to facilitate, enable, and support the public to participate in sustainable decision-making processes in those service areas that concern them*” (p. 15).

According to study, engagement with citizens will deliver “(. . .) *efficient and good-value services to the public and ...is a significant leader of sustainable economic, environmental, social, and community development locally.*” (Working Group, 2014, p. 15). Furthermore, the decision-making process will be more effective and efficient if it is open, more honest, and more accountable (Working Group, 2014). Unfortunately, citizen engagement does not ensure that everyone is satisfied with the decisions made because each person has different priorities and concerns (Working Group, 2014), although citizen involvement at an early stage of the decision-making process, listening to the public’s opinions, and taking those into account will help to build consensus, according to the Working Group. Moreover, involvement will create understanding among the citizens, who will understand that decisions could be made due to some circumstances; thus, even if they do not acknowledge a decision, they can understand why it was made (Working Group, 2014).

In addition, the local government also has the responsibility to balance public interests with wider interests on the national and regional levels. So citizens must also understand that authorities act within a broader context and for the overall common well-being (Working Group, 2014).

Finally, the International Peacebuilding Advisory Team (IPAT) has visualized the most important reasons for “(. . .) *why active public participation and citizen engagement are considered to bring ‘added value.’*” (p.2) (as depicted in figure 2.4.1).



Source: IPAT (2015), figure 2.4.1 Reasons for active participation and engagement

Chapter Three: Methodology

3.1 Introduction

This chapter more closely analyzes citizen engagement in the decision-making process for historic preservation in Philadelphia. Figure 3.1.1 gives an overview of the research methodology, which consisted of three steps. First was the collection of data through in-depth interviews with individuals inside and outside the government and short conversations in person with citizens of Philadelphia. Secondly, thematic analyses of data were conducted. Lastly, the challenges regarding engagement of citizens in historic preservation were identified.

This research uses a qualitative approach that is descriptive, open in character, and focused on interpretations and experiences, as defined by the in-depth interviews.

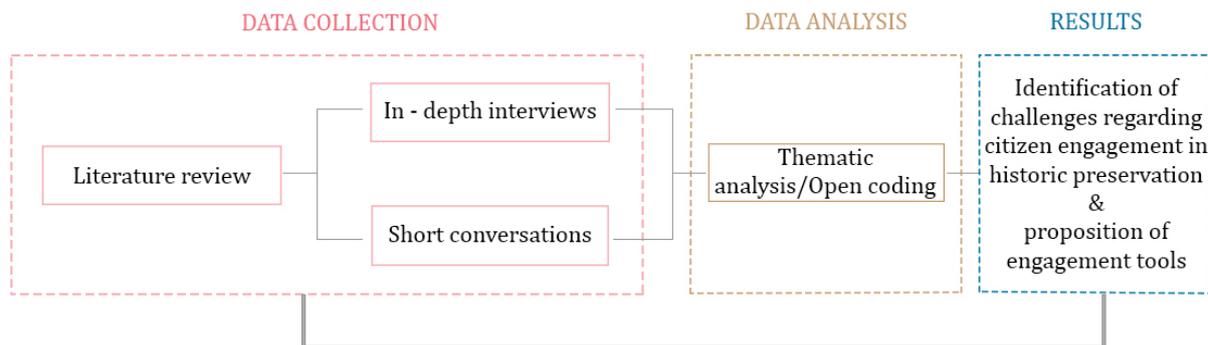


Fig. 3.1.1 Methodology scheme

3.2 Collected Data

This research has been developed over a period of one year. As seen in the timeline below, the project was divided into five phases. Preliminary research on professionals and project activities that already existed in the city was carried out in the first three months. By the end of this phase, a plan was drafted for the field research in Philadelphia. Over eleven weeks, in-depth interviews with individuals working inside and outside the local government and short conversations in person with the citizens of Philadelphia were conducted. The last two phases, the data analysis and the final presentation, took place in the Netherlands. The data collected from the interviews and literature review were then used to focus on a tailor-made solution for engagement of citizens in the decision-making process for historic preservation in Philadelphia. Literature review was used to analyze the notions of citizen engagement and participation and to describe the importance of citizen engagement for historic preservation and why the local governments need to engage with citizens. In addition, citizen engagement tools were identified, and the most suitable tools in the case of Philadelphia are detailed with the aim of increasing the level of citizen engagement in the decision-making process.



Fig. 3.2.1 Timeline of the research

3.2.1 In-depth interviews and short conversations

In-depth interviews

The data collected from the in-depth interviews was used to analyze the current state of citizen engagement in Philadelphia and the decision-making process for historic preservation. Furthermore, the challenges regarding such engagement were identified through in-depth interviews. In total, total interviewees responded to the questions. (All of the respondents can be found in the appendices, page 46.) Three interviewees are from the University of Pennsylvania, five are from NGOs, five others are from community associations, and three are from the local government. In addition, one consultant, one journalist, and one volunteer responded to the questions. Interviews were conducted in cafés, parks, and/or offices of the interviewees, and each interview took thirty to forty minutes.

The interviews were all semi-structured and in person, except for one interview conducted via Skype because the interviewee was not living and working in Philadelphia anymore. Keeping the interviews semi-structured enabled asking additional questions, going more in depth, and crosschecking the information obtained from previous interviews. All interviews are recorded and transcribed, after which the answers were analyzed in a systematic way with the aid of themes, as depicted in table 3.3.1. The scheme for thematic analysis can be found in the appendices (page 50).

Short conversations

The short conversations with citizens were also conducted in person and were used to gain a better understanding and indication about the level of awareness of historic preservation, concern that people may have about historic preservation, and level of engagement in the decision-making process. The number of short conversations is not representative of all Philadelphians, but the in-depth interviews complement them. Thirty conversations of about ten minutes in length were held in the five districts of the historic city center: Rittenhouse Square, Washington District, Parkway District, Convention Center, and Historic Waterfront District. All conversations were recorded and transcribed. Citizens sometimes felt uncomfortable because of the recording, so this could have had some influence on their responses. Despite that, most of them were friendly and willing to help and voice their opinions about ongoing preservation.

3.2.2 Inclusion and exclusion criteria

As mentioned, one of the in-depth interviews was conducted via Skype but is included in the analysis.

In another interview, it was not possible to ask some questions due to the enthusiasm of the interviewee. The result of this monologue was a single coherent text that was subdivided among the questions as accurately as possible.

Finally, some participants started the interview with an introduction to the topic of citizen engagement. This introduction and additional questions derived from the interviews are also included.

3.3 Data Analysis

In general, the data analysis was performed in the following manner. First, a thematic analysis was conducted to incorporate the interview results in this report. The result of the analysis was a range of codes supported by notes to explain the content. Thereafter, the codes are subdivided into three categories—citizen engagement, historic preservation, and social order—and the top ten codes were established, as seen in table 3.3.1.



Table 3.3.1 Thematic analysis

Chapter Four: Citizen Engagement in Historic Preservation in Philadelphia

This chapter identifies the current situation regarding citizen engagement in the decision-making process for historic preservation in Philadelphia. First, the structural embedding of participation in the decision-making process is discussed. In this way, the mechanisms through which people are currently involved in historic preservation are identified. Thereafter, the key issues regarding engagement in historic preservation are discussed.

4.1 What Is the Current Situation of Citizen Engagement in Historic Preservation?

4.1.1 Structural embedding of participation in decision-making

The in-depth interviews have shown that there is much unclear information—from policy to regulations—about the decision-making process for historic preservation. According to the perception of the interviewees, committee members are appointed and do not have elected positions. There is a vote among council members. In addition, development and preservation are decided by one person, and decisions about planning and zoning are influenced by the desires of a council member. There are different parallel laws, such as environmental, preservation, city planning, urban design, and public architecture, and each of them has requirements about public information and giving the public a chance to speak, but they still do not give the citizens power over the decisions, according to a professor at the University of Pennsylvania School of Design (PennDesign). On the other hand, everybody has the right to nominate historic properties in Philadelphia and be involved in a zoning variance process through registered community organizations [RCOs] (Philadelphia Historical Commission, 2010). The RCOs consist of a group of people who could be identified as a community at the neighborhood level. During a zoning variance process, it is crucial that the property owner or developer meets the community to receive recommendations (Philadelphia City Planning Commission, n.d.). So during these public meetings, people have their only chance to voice their opinions. Actually, it is not possible to violate the property rights of a developer or property owner; so interviewees stated that when property owners apply for a variance, they already have permission to build higher or wider than the zoning code allows. This means that most of the decisions are made before anybody plans to build. This could discourage people from being engaged and let them believe that it is a system where developers and lawyers are paid and the local government will break the rules at any opportunity. According to most of the interviewees, there is thus more support and flexibility on the side of the developers. Therefore, citizens do not care, do not pay attention, and do not seek ways to understand and be involved in the process of historic preservation. Indeed, most interviewees added that citizens are not even aware of the current ongoing preservation in Philadelphia.

While the national register does not provide protection for buildings, the local register is more powerful regarding preservation of historic properties, according to interviewees. They also pointed out that designation on the local register does not mean that it is impossible to demolish a building. For a local designated property, a review by the Historical Commission is required; otherwise, developers or property owners need to go to the License and Inspections Office to get a building permit (Philadelphia Historical Commission, n.d.). This is also a very smooth process that does not require the involvement of citizens. Interviewees stated that small projects such as renovation applications are reviewed by staff members of the Historical Commission. A larger project such as one involving a historic property must be discussed during two public meetings. First, the architecture committee meets and holds a public hearing to determine what they think is needed and to offer non-binding recommendations to the Historical Commission. The Historical Commission also has an obligation to discuss the designated properties during a public meeting (Philadelphia Historical Commission, n.d.). At the end of the discussions, the public has a chance to speak but not to vote. Unfortunately, most of the time, the Historical Commission is unable to take the comments into account, according to interviewees. In addition, the zoning decisions are made before the Historical Commission is involved in the process, according to one member of a community association. So the Historical Commission is the last stop in the process of reuse or demolish, which means that it is not possible to register or advocate for a designation at a public meeting of the Historical Commission. Thus, those traditional hearings are far from a collaborative dialogue and are an easy way to convince people to compromise.

The mechanisms through which people are involved in the decision-making process are the public hearings of the Historical Commission, meetings of RCOs during a zoning variance process, and the nomination forms. Unfortunately, those mechanisms still do not give citizens power over the decisions. As mentioned, citizen engagement is identified as *interaction*, corresponding instead of one-way dissemination of information from the local authority to the public (Klein, 2000). Therefore, the way that citizens are currently embedded in the decision-making process is very traditional, insufficient, and inadequate according to this approach. There is a lack of awareness among citizens about the value of historic preservation and of the process of being engaged in historic preservation.

4.2 What Are the Issues Regarding Engagement in Historic Preservation?

4.2.1 Lack of awareness

The interviews with professionals inside and outside the government show that the lack of awareness is really a challenge for the engagement of citizens in historic preservation. A staff member of a community association stated that most people think that preservation is about *"fancy, huge buildings in the city center."* During the short conversations, citizens pointed out that historic preservation is important for future generations, that it is a sense of pride and they know that they are living in a historic city. Despite that, it was difficult for them to phrase historic preservation in certain terms. Also, two citizens indicated that they *"learned about preservation only at school"* and that one has to know more about preservation to engage in the decision-making process and take more action. An architect and another staff member of a community association confirmed that citizens do not know what historic preservation means, how it impact their lives, what the Historical Commission is, and how they can become involved in the process. Lack of knowledge, time, interest, and concern as well as having other priorities mean that citizens find it labor intensive to engage in historic preservation. This was also confirmed during the conversations with citizens, many of whom pointed out that they have a time issue, do not pay attention to the subject, and do not know how to become engaged in the process or how to help. They said they never really pay attention to what preservation is about and are not aware of the monthly public hearings. Participants also indicated that they are *"working a lot, are always on the road, don't care, feel misinformed or not informed"* about what is happening in the preservation field. A citizen indicated that he/she does not *"notice any negative about it till a demolition of a historic property."* Community workers also agreed that most citizens become aware of historic preservation only after a demolition has taken place. When buildings are in bad condition, residents prefer to demolish them, and after the demolition, citizens and/or communities realize how much the demolition has an effect on the sense of community and neighborhood character. Thus, many academics, community workers, and city planners believe that citizens do not know the benefits of preservation, importance of history and culture, or importance of artefacts. An active volunteer in historic preservation mentioned, *"Because people become so immune to the demolitions, they think it's part of the culture here."*

Property owners, in particular, misunderstand the meaning of historic preservation, according to a staff member of a community association. They connect historic preservation with financial costs, do not want to risk their property rights, and misunderstand the meaning of local register. They also believe that the Historical Commission decides what color to paint their property, while this is definitely not the case. An active volunteer mentioned, *"If I went to a neighborhood group and said you should protect your neighborhood, they might agree, but they wouldn't want to put their property rights at risk."* According to an architect, most citizens do not have the financial resources to protect or renovate their property, and this discourages people from preserving. Although everyone has different priorities and concerns, involvement of citizens at an early stage of the decision-making process, listening to their opinions, and taking them into account will build consensus (Working Group, 2014). In this way, citizens will also understand why the local government makes certain decisions and that a whole range of factors could have an influence on a decision (Working Group, 2014).

Moreover, owners have a strong personal connection with their properties and believe that they are the only ones who can make decisions about them. According to members of an NGO, *"The challenge is always to counteract a kind of ingrained attitude of 'this is my property, then I should be the only one to make decisions about it.'" Thus, it is necessary to raise awareness of the benefits of preservation and the different types of designation, such as affordable housing and/or designation on a national or local preservation register.*

Therefore, the local government must move from traditional public hearings to facilitating dialogues and interaction with communities (Dobos & Jenei, 2013). Furthermore, citizens do not understand the connections between different goals such as preservation and affordable housing, according to members of an NGO. They mentioned, *“So, for instance, affordable housing, they see it separate from preservation or as we might agree that you can accomplish both in the same or that historic preservation serves affordable housing if done right.”* Currently, however, preservation feels extra and unnecessary among the citizens, and this mentality needs to be changed by raising awareness and making historic preservation a day-to-day conversation. This could be done by implementing a way of thinking and acting that is characterized by openness to contrary ideas, collaboration, and a sense of responsibility to others (Svara & Denhardt, 2010).

4.2.2 Lack of flexibility and conversational settings

As mentioned, it is necessary to make preservation a daily topic of conversation. Unfortunately, there is a lack of outreach, communication by the government, awareness, vision, and level of trust among the citizens, according to the interviewees. While the decision-making process will be more effective and efficient if it is open, more honest, and more accountable (Working Group, 2014), a staff member of a community association mentioned that citizens are skeptical about the decision-making process. They believe that money makes the decisions, which was also echoed during the short conversations. Participants indicated that one needs the right contacts and that *“decision-making happens with the developers.”* They also mentioned that the decision makers have more knowledge and expertise and that *“they don’t have to listen to the public.”* Furthermore, participants pointed out during the conversations that citizens will not have, or will have limited, voices in the process. If the public has a voice, then it is because the United States is a *“democratic state, and citizens are the taxpayers.”* Participants also indicated that they feel a “tension” between them and the decision makers, believing that not much engagement is happening and that it is not talked about in public. Some citizens stated that they do not hear anything about the public hearings, nor do they see a *“sign or anything in the daily newspaper or on TV.”*

While two of the core values of engagement are transparency and trust (IPAT, 2015), it seems that citizens might not trust the decision makers. According to them, professionals are operating in the background, and they believe that there is need for a network and *“a bunch of people”* to get their voices heard. As a member of a community association mentioned during the interview, *“So I think there is a lot of skepticism, and we are such a society where the rich are empowered, and in such a society, having money makes decisions that people can’t mirror...that experts are independent or self-serving.”*

According to another member of a community association, there is a strong community feeling among professionals and the comfort of an existing office structure. The Historical Commission is engaging with property owners at its office instead of doing outreach to communities/neighborhoods, while engagement requires planning, more staff, and clarifying which tasks can be given to the citizens. It is also facing a lack of resources such as money and staff members. So it seems that the Historical Commission is not open for participation, and the public hearings and nominations are the only two ways to be in touch or have a “conversation” with the local government.

Regarding the public hearings, they are seen as labor intensive to attend, according to the interviewees. People must go out of their way and their ordinary lives. In addition, the meetings are held during working hours, and it is necessary to know enough about the project and its content. A member of a neighborhood association stated that one must make sure to take a day off to visit a hearing, wait, and then offer comments. This is definitely not possible for the working class of Philadelphia. Therefore, interviewees mentioned that the same voices are heard during the monthly meetings because only people who have time, care enough, or are already involved in historic preservation visit those meetings. Indeed, the setup of those meetings does not allow most citizens to be involved in the conversation. The author’s own experience and interviews with professionals have shown that there is room for recommendations only after the discussion of the commission, so it is not possible to speak in a back and forth manner or hold a dialogue between the Historical Commission and the citizens. The meetings are currently led by people only with a certain degree.

Furthermore, the Task Force meetings are also held in a manner of traditional public meetings. The Task Force was created by the mayor, and people inside and outside the government organize the meetings. There is a broad spectrum of opinions, but, again, interviews and the author's own experience have shown that the setting of those meetings makes it impossible to have an open dialogue. People meet in rooms with a capacity for one thousand people, while just thirty people attend and listen to a presentation. Actually, most preservationists do not prefer those kinds of meetings, according to a city planner, and agree that the conversations are on a basic level, and most do not have the patience to listen. According to the interviewees, many preservationists do not know how to communicate with citizens, who, in turn, do not understand much of what the preservationists speak about because it is very "wacky" and "technical," according to a member of an NGO. As she stated, *"I think we have a language issue in historic preservation; it gets really wacky and very technical. It is like if you don't have a degree in preservation, how do you know what preservationists are talking about half of the time?"* Moreover, the notion of historic preservation is already problematic for many citizens due to the fact that people do not understand its significance and therefore tend to object to it. In addition to that, there is an issue with the meaning of terms and use of vocabulary, and there is no conversational language.

Regarding nominations for historic preservation, everybody has the right to nominate a property. Unfortunately, the process of nomination takes time, and a professional level of research is required, according to the interviewees. People must fulfill many criteria and write a very detailed account, and the Historical Commission is too underresourced to review all the nominations. Thus, members of a community association stated that a demolition permit can be given faster by the local government.

4.2.3 Lack of preservation culture

As mentioned, many participants think that historic preservation is important, but they do not have the ability, knowledge, interest, care, or time to be involved in it. They have other priorities and difficulties understanding and practicing historic preservation. It seems that the topic is very complicated for average citizens to understand and make a part of their lives even though, in the background, demolitions affect the sense of community and neighborhood character. According to a member of a community organization, it is hard to imagine why an old, empty, and/or dilapidated building can still be reused for other purposes and is of historic importance. Citizens do not understand why they would be in a historic district or why it is important to take care of property and protect it. According to a professor at PennDesign, they have to be convinced that buildings could mean something to them and can be useful to their community, that history is important to their community, and that emotional and financial investment in the neighborhood is crucial for historic preservation. According to a member of an NGO, *"The architecture argument will only take you so far. So we all love architecture, right? But most people don't care. So you have to convince them on other grounds."*

Furthermore, the huge influx of young people into the city pushes people out of their neighborhoods, and young people with no emotional stake come in. Thus, there is not a fight for preservation, according to the interviewees. As a member of a community association mentioned, *"So that's a sort of a lack of community engagement, is that people are coming here, they don't necessarily understand the history."* In addition, demolition of distinctive buildings in the neighborhoods ensures the disconnection of the communities with their neighborhoods and the disappearance of neighborhood character. A professor at PennDesign stated, *"One implication of that is if your neighborhood isn't changing that way, you may not feel compelled to preservation; you don't feel at that level [until] you suddenly start to worry that everything is getting ripped apart."*

To summarize, citizen engagement will not only provide more active and engaged citizens, but it will also provide a collaborative dialogue, a sense of community, citizens skills, commitment, and an interest to stay involved (Svara & Denhardt, 2010). Currently, however, the process of historic preservation could sound very bureaucratic, and this forms a barrier for citizens to be engaged. However, as the professor at PennDesign pointed out, *"So the public has to have an obligation to also understand the processes of engaging."*

According to King (2000), more efficient forms of engagement and partnership are required. However, this also implies an expectation that people are interested and inquiring, expressing opinions, making suggestions, and taking responsibility (Svara & Denhardt, 2010). Currently, the state of citizen engagement is on a level of information exchange, and the government should encourage people to participate in an attractive and sustainable way.

4.3 Conclusion

In summary, the mechanisms through which people are currently involved in the decision-making process for historic preservation are monthly public hearings of the Historical Commission and nomination forms. Unfortunately, those mechanisms do not give citizens the power over the decisions. The structural embedding of participation in the decision-making is insufficient and inadequate because there is a lack of awareness about historic preservation and the process of being engaged in it. Participants indicated during the conversations that they are not conscious of the current ongoing preservation attempts and are aware of the importance of preservation only after a demolition has taken place, yet they do not know how to become engaged in the process or how to help. Furthermore, interviewees stated that historic preservation seems academic, and citizens are not aware of their rights. There is also a lack of interest, time, and care. Historic preservation is not a day-to-day conversation, and the monthly public hearings of the commission do not even allow citizens to voice their opinions. It is not possible to describe a dialogue between the commission and the citizens. In addition, individuals must be prepared and take a day off of work to visit a hearing, wait, and offer comments. Unfortunately, the setup of those meetings, as well as the language, is an issue. People often do not understand what the preservationists are speaking about because it can be quite technical and academic, and the notion of historic preservation is already problematic. On the other side, preservationists often also do not know how to communicate.

To increase the engagement of citizens in the decision-making process for historic preservation, problems like lack of awareness, lack of conversational settings, and lack of a preservation culture must be solved. This could be done through creating a learning environment and platform that enable citizens to exchange information and voice their opinions. The next chapter describes in detail three tools that can be applied to the case of Philadelphia.

Chapter Five: Citizen Engagement Tools

Citizen engagement in the decision-making process for historic preservation is limited in Philadelphia, while historic preservation is meant to be created by the people and for the people. Yet a people-centered approach by the local government of Philadelphia is minimal even though it brings specific advantages to historic preservation. Such an approach is more than a suggestion for increasing participation in the decision-making process. It is about highlighting the core components of the process of historic preservation and ensuring that citizens are an integral element of preserving historic property (Working Group, 2014). In this chapter, three engagement tools are discussed for use in particular situations and by stakeholders. Those tools are proposed to raise the political stake of historic preservation, to raise awareness about the value of historic properties among citizens, and to create a larger number of people who are active and concerned about historic preservation in the city of Philadelphia.

Participatory tools classified as direct (face to face) are proposed because these are more associated with collaboration (Krishnaswamy, n.d.). To reach a consensus between the citizens and the local government, it is important that those affected by the urban planning process are involved in the discussions of the future of their city. Thus, inclusivity in the decision-making process for historic preservation requires listening to feedback from different stakeholders (defined below) and taking opinions into account regarding policymaking and planning (Sun, 2004). Therefore, it is important to create a platform that brings the various stakeholders together so that different interests, information, and a collaborative approach can be reached. To do so, an overview of various stakeholders is given in subparagraph 5.1, and the most appropriate tools for each stakeholder is then described in detail.

5.1 Who Are the Stakeholders in Historic Preservation?

According to Amar (2017), “*the heritage industry comprises three stakeholder groups: the public sector (the policymakers and decision makers), the private sector (e.g. property owners, developers, and investors), (. . .) and the general community sector (e.g. professional organizations, volunteers, academics institutions, non-governmental organizations and the media)*” (p. 1). Each of those stakeholders have different opinions or concerns and this has consequences for the decisions (Amar, 2017). According to Amar (2017), collaboration of stakeholders for decisions about historic preservation is important, because it simplifies the desires and concerns of those stakeholders. In addition, Amar states that the interrelationships among stakeholders encourage information exchange, the result of which could be “*positive long-term decisions about the performance and development of the conversation of cultural built heritage*” (p.37). Thus, in the next section–, tools for property owners, NGOs, volunteers, academics, young people, and parents are proposed for use by the local government of Philadelphia.

5.2 Private Sector: Property Owners and Real Estate Developers

5.2.1 Why should learning workshops be applied in Philadelphia?

As discussed during the interviews, the developmental pressure and unawareness of the importance and benefits of historic preservation in Philadelphia has increased. Added to that, real estate developers and investors, as well as property owners, often misunderstand the meaning of historic preservation. The last group does not want to risk their property rights, often misunderstands the role of the local register, and connects historic preservation with financial costs. Therefore, property owners are discouraged from preserving, and it is necessary to convince and involve them, along with real estate developers, to build a consensus and reach a political dimension through creating a platform where various opinions and concerns are exchanged. As determined from the interviews and literature review, however, it is difficult to change the attitude of property owners about historic preservation and encourage them to participate in an educational format, especially when real estate developers provide them with financial resources. Because these two groups are largely driven by economic viability instead of social cohesion and preserving community identity (Rogers, 2017), this issue could be solved through encouraging owners and real estate developers to participate and collaborate with preservationists. This can be achieved by offering financial incentives, such as tax incentives or grants with guidelines (Heritage Foundation Newfoundland & Labrador, n.d.). Therefore, the learning workshop and world café tools, in combination with financial incentives, are proposed to encourage engagement and ensure the attendance of these particular stakeholders.

Financial incentives such as property tax abatements and income tax rebates are able to delay or reduce property taxes and offer credits or rebates for preservation work that is done by either individuals or corporations. In addition to these incentives, there are discretionary grants which have guidelines that require applicants to compete for selection (National Incentives Taskforce for the Environment Protection and Heritage Council, 2004). Incentives such as these help persuade property owners and real estate developers to be motivated to participate in preservation.

The learning workshop could increase owners' knowledge about the benefits of historic preservation and different types of designation, provide zoning and historical information, put mapping together, and address the connection between different goals such as affordable housing and preservation (Heritage Foundation Newfoundland & Labrador, n.d.). In addition, it will encourage real estate developers to undertake projects related to preservation like some of their colleagues do rather than demolishing historic properties.

Regarding the approach of Miessen (2010), there is a need for a "crossbench practitioner" to access the current system or political structure with critical involvement and conflicting information. In this way, engagement will be more productive, and conflictual exchange of information can produce new knowledge (Miessen, 2010). According to this approach, the different stakeholders are brought together in a world café setting that follows the learning workshop. The result of the world café is meant to be an action plan composed according to the desires of the various stakeholders that could be translated into policies and/or implemented into election campaigns. (This is discussed further in section 5.6.)

5.3 Private and Community Sector (Property Owners, Real Estate Developers, Volunteers, Academics, and NGOs)

5.3.1 Why should the World Café tool be applied in Philadelphia?

The in-depth interviews with professionals inside and outside the government and short conversation with regular citizens on the streets showed that public hearings and nomination forms are the only two mechanisms through which people are involved in the decision-making process of historic preservation. The way that citizens are currently embedded in the decision-making process is insufficient and inadequate because there is a lack of awareness about historic preservation among citizens, a lack of flexibility in the process, a lack of conversational settings, and a lack of a preservation culture. Participatory methods used in Philadelphia are actually forms of pseudo-participation, like Miessen describes in *The Nightmare of Participation*. As he discusses in chapter 2, politicians often use participatory instruments such as referendums and public hearings to delay decisions and have time to determine what can be chosen and how (Miessen, 2010). Citizens believe that they are involved through public hearings and that their voices are heard, but, unfortunately, they are not able to criticize proposals or ensure that procedures will not be translated into policies (Miessen, 2010). However, Miessen argues that the involvement of conflicting information can generate change and innovation. So to undermine pseudo-participation and reach a political dimension, it is necessary to bring together critical voices of active volunteers, academics, NGOs, property owners, and real estate developers.

The World Café can ensure critical engagement, produce new knowledge, raise awareness, and provide a conversational setting. It creates a learning environment/platform and increases the political stakes by enabling opposing movements to talk, criticize, and exchange information among various learners and stakeholders through active dialogue, facilitating easy access to information about historic preservation and identifying common ground. Thus, the result can be an action plan for historic preservation in Philadelphia that is based on the desires of participants, suggests changes to policies regarding preservation, and can be implemented into election campaigns. In this way, the goals of raising awareness, involving more people, and increasing the political stakes of historic preservation can be achieved through a learning workshop (phase 1) and the world café, resulting in an action plan (phase 2). The three engagement tools are discussed in detail below, and ways to implement them in Philadelphia are described.

5.4 What Is a Learning Workshop?

A workshop is an educational program of, say, forty-five minutes to two full days that enables the teaching or introduction of skills, techniques, ideas, and information to participants to see a topic, such as historic preservation, from different perspectives (Center for Community Health and Development at the University of Kansas, 2018). As Krishnaswamy (n.d.) states, workshops provide an opportunity to learn, establish a dialogue between individuals with different values, and find workable solutions.

A few features of workshops are outlined below:

- Most workshops are organized for small groups of six to fifteen participants. In this way, everyone's voice is heard.
- Workshops are usually conducted for groups of people working together or active in the same field.
- It is important that people with experience in the topic conduct the workshops.
- Participants are active and have the chance to influence the direction of the workshop, and eventually a workshop enables participants to practice techniques and skills.
- A workshop has an informal setting; there is room for discussion as well as listening and absorbing material presented by a teacher.
- It possible to conduct a workshop in one session as well as multiple sessions over a period of time.
- Workshops can be self-contained but can also end with guidelines and recommendations for more study/action for motivated participants. In comparison with a course, it does not require a large amount of reading material or classroom activities (Center for Community Health and Development at the University of Kansas, 2018).

5.4.3 Benefits and drawbacks of a learning workshop

A workshop creates a learning environment and reaches a larger number of people in a short period of time, which is especially important if participants have jobs and not much free time (Center for Community Health and Development at the University of Kansas, 2018). However, it is often difficult to gather a certain number of people and to find an appropriate time, date, and place to conduct a workshop, so it requires good planning.

A further look at the benefits of a workshop shows that it can encourage participants to look from different perspectives, demonstrate various sides of an issue, and according to a center for community, "(...)create a sense of community or common purpose among its participants" (Center for Community Health and Development at the University of Kansas, 2018). In addition, the discussions during the sessions enable participants to understand what they can do about a certain topic/issue and that they have the ability to transmit important ideas (Center for Community Health and Development at the University of Kansas, 2018).

5.5 How to Conduct a Learning Workshop in Philadelphia

As mentioned, the learning workshop will be conducted to engage property owners and real estate developers in historic preservation. It is the first phase of the engagement process with the aim to increase knowledge about the benefits of historic preservation and different types of designation, address the connection between various goals, and so forth. The workshop could be organized by the Preservation Alliance for Greater Philadelphia with support of the local government and other preservationists since the alliance already has experience organizing workshops like this and also has enough knowledge about the decision-making process, policies, and current state of historic preservation in Philadelphia. An outline of requirements for a workshop as well as the content about historic preservation is further described in five steps below. This program is established on the basis of other workshops about historic preservation, e.g., those organized by MHPN Practical Preservation Workshops, Mississippi Heritage Trust, Heritage Foundation Newfoundland & Labrador, Michigan Historic Preservation Network, and Wisconsin Historical Society.

Step 1) Determine topic and audience.

It is important to know what the workshop is talking about and what kind of audience is targeted to transmit information to. Here, the topic is historic preservation, and the audience is property owners and real estate developers.

Step 2) Determine the workshop size.

As mentioned, a workshop is organized for small groups. A group of eight to twelve people will allow for arranging activities in smaller groups. For larger groups, it is better to split people up for many activities. For groups smaller than eight, it is better to work with the whole group (Center for Community Health and Development at the University of Kansas, 2018) .

Step 3) Determine place and time.

A workshop can take an hour, a day, or longer, depending on the goals to be achieved. It is important to divide the time appropriately by determining how long is needed for the presentation, questions and answers, and planned activities. It is also vital to schedule time for a break because workshops usually last longer than planned. Furthermore, the room or place to conduct the workshop can be a historic property or in a neighborhood with a rich history and several historic properties.

Step 4) Prepare a presentation.

A suggestion is to start the workshop with a presentation that consist of different topics. For instance, a member of the Preservation Alliance for Greater Philadelphia could start the presentation, followed by a presentation by a real estate developer active in historic preservation.

The following topics could be discussed during the first presentation:

- Fundamental principles of historic preservation
- Need for quality preservation planning
- Types of designation (national and local)
- Cost-effectiveness of historic preservation
- Financial incentives for property owners and real estate developers (Wisconsin Historical Society, n.d.)

Thereafter, the following information and skills can be provided by a real estate developer active in preservation:

Zoning and historical information

- Connection between different goals, such as affordable housing and preservation
- Knowledge and skills about restoration techniques, methods, and ways to save money (Michigan Historic Preservation Network, n.d.)
- Examples of successful projects in the preservation field

Step 5) Alternate through activities.

After the presentations and a break, participants could sit in groups and discuss a restoration project. Thereafter, a walking tour through some historic buildings in the area or some restoration project could be visited. In this way participants can also take a breath of fresh air.

5.6 What is World Café?

As mentioned, the world café creates a learning environment/platform where various stakeholders come together to talk, criticize, and exchange information about historic preservation. In this way, pseudo-participation could be undermined, and a political dimension can be reached. However, it is also important that the collaboration, information, and critical engagement are translated into an action plan for historic preservation, also increasing the political stake in historic preservation. Section 5.7.3 provides steps to set up an action plan.

5.6.1 How did it start?

Juanita Brown and David Isaacs developed the world café in 1995 when a group of people come together for a meeting at home. They gathered around tables in small groups while they waited for the rain to stop. From that moment, they started to talk about the problems and wrote down their observations. Thereafter, participants moved between tables, and various ideas and information exchanged between groups. According to them, this way of conversing generated collaboration and involvement in comparison with classical public hearings (The World Café Community Foundation, n.d.).

5.6.2 How does a world café work?

World café are original ways of promoting collaboration and exchange of knowledge and innovating thinking. One of the requirements of world café is that a café ambiance is needed for participants of the group discussions around the tables, and they should move to new tables at regular intervals. Each table has a host, who remains during the movement and sums up the key points from the previous discussions to the new table guests (Slocum, 2003). These hosts keep the discussion on topic. Each table has three to five people, and moving around the room makes it possible to hear new perspectives and ideas. The questions during the discussions are general at the beginning; and during the rotation, the questions become more specific. In this way, participants are forming common responses to each question. The total amount of time that a world café requires is approximately two to three hours (United States Environmental Protection Agency, n.d.).

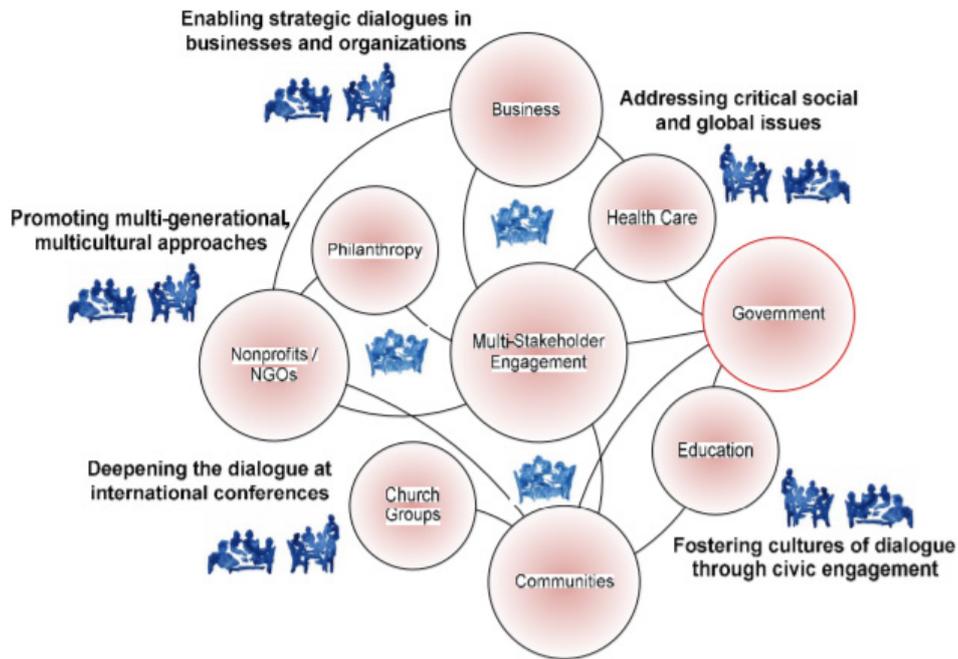
Principles

According to the United States Environmental Protection Agency [USEPA] (n.d.), the core principles of a world café are:

1. Set the context
2. Create hospitable space
3. Explore questions that matter
4. Encourage everyone's contribution
5. Cross-pollinate and connect diverse perspectives
6. Listen together for patterns, insights, and deeper questions
7. Harvest and share collective discoveries (United States Environmental Protection Agency, n.d.)

5.6.3 Assessment of impact of world cafés in other cases

The world café can be applied easily in various cases. It is possible to apply it for important questions that matter to governments and communities as well as businesses, health, and education, as depicted in figure 5.6.1. Below, some cases where the world café was applied and its impacts are described. This diagram is included to support the point that the world café can have many uses and positive results.



Source: The World Café Community Foundation, fig. 5.6.1 World café in all sectors

1) Shared listening: using the world café approach as a revision tool in a final year undergraduate program—Dr. J. Farr

At the University of Greenwich, the world café tool has been used to adapt themes and topics at the end of a third-year option course in the BA (honors) physical education and sport degree. The students engaged fully during the session and found strengths in topics that were not previously acknowledged as important or of interest (Farr, 2013). The world café makes it possible to see connections between different themes and topics and simplifies concepts that students previously found difficult to understand (Farr, 2013).

2) Community engagement using the world café: the Well London experience— Sheridan et al.

Another example where the world café was applied is during “ The Well London Programme”. Sheridan et al. (2010) state, a program designed and implemented “ (. . .) to improve the health and well-being of people living in deprived areas of London” (p. 1). The world cafés gave participants the opportunity to express these issues and desires for their communities and find solutions (Sheridan et al., 2010).

3) Role of governments in the multi-stakeholder model of the Internet—Kim et al.

In Geneva, a world café was held about “international Internet-related public policy issues.” Three questions were discussed, as listed below:

- What is the role of governments in the multistakeholder model of internet?;
- What are the key issues that government should play an active role in?;
- How can governments improve their interaction with other stakeholders? (Kim et al., 2013).

5.6.4 Benefits and drawbacks of the world café

From the examples above, it is obvious that the world café tool provides the opportunity to discuss multiple themes and easily collect data or opinions from diverse people about various topics. The short discussion sessions and enthusiasm of the participants create a dynamic and pleasantly natural atmosphere that allows participants to easily voice their opinions. The use of a time interval ensures that everyone gets to the point straight away, and the host can avoid the substantive pitfalls that may have appeared in previous discussions (Loyens & Van de Walle, 2011) to remain on topic. Furthermore, since the participants change during the rotation, the hosts have the chance to go deeper into recurring topics or to investigate new ones (Loyens & Van de Walle, 2011).

The world café tool engages participants by actively asking for opinions and personal knowledge and building community among diverse participants. It is also suitable for generating new ideas and perspectives, encouraging new ways of thinking, and analyzing current situations. Thus, it gives citizens control over the process, creates a network, allows participants to meet people who are already involved in a certain theme, and creates a sense of community and collective respect (Involve, 2018).

However, the world café also has drawbacks. A study called the World Café Analysis describes that it requires much preparation time regarding content as well as practical and organizational aspects. Furthermore, the table hosts must have skills to keep the group discussions ongoing, offer various points of view to different tables, and stop in time to avoid delays. The same study states that this is not always possible and that it is difficult to record and report on the discussion while leading a debate and taking notes, so a break of a few minutes between the sessions helps in noting the key points of the discussion and summarizing it for the next group. Also, sometimes points from the previous discussions can be taken up by participants even if the hosts are not always informed about them. Finally, the study points out that it is crucial to have motivated participants to realize a successful discussion.

5.7 How Should the World Café Be Implemented in Philadelphia?

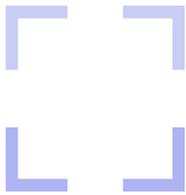
According to Slocum (2003), a world café is suitable for the engagement of larger groups, e.g., groups of twelve hundred people. Furthermore, the researcher states that *“when you want to generate input, share knowledge, stimulate innovative thinking and explore action possibilities around real-life issues and questions”* (Slocum, 2003). It also makes it possible to explore a topic from multiple perspectives, encourage participants to make new connections, and engage in a convincing/authentic conversation to explore in detail the main challenges and/or opportunities (Slocum, 2003). Thus, this tool creates a learning environment through active dialogue (Anderson, 2011) and is suitable for the engagement of a range of citizens that are not aware of the ongoing historic preservation and several demolitions occurring in Philadelphia. In addition, the authentic conversational setting will increase the level of trust among citizens and enable interaction and correspondence, ending the one-way information exchange that is currently happening in Philadelphia. It will also enlighten participants and the local government about the different perspectives and thoughts on historic preservation, ensuring critical engagement. The translation of this into an action plan will help the topic to reach a political dimension.

Thus, analyzing the core principles of a world café will help to explain what kinds of questions can be asked about historic preservation and which resources are needed to apply this tool in the case of Philadelphia. Below are step-by-step answers to these questions.

5.7.1 What resources are needed to apply the world café in Philadelphia?

*Staff*

First of all, it is important that the world café is hosted by members of different nonprofit community organizations, e.g., the Preservation Alliance for Greater Philadelphia or a community association. In this way, the team formed to host the café can mediate between the local government and participating citizens. Moreover, those organizations are responsible for preparing questions that will be discussed at each table, framing the invitation for the café, finding an appropriate name for the café, explaining the purpose of gathering to participants, showing questions for conversation, and ensure that each question is understandable (Slocum, 2003). They are also responsible for explaining how the logistics of the café work and encouraging everyone to participate in the discussions, write main conclusions. Furthermore, the hosts keep participants informed about the next round of conversation, and they ensure that the outcomes of the conversations are visualized in creative ways (Slocum, 2003).

*Group size*

The number of people invited depends on the size of the room, but it should take into account that each table has four people plus a host. So the advice is to start with about three tables, which means there will be three conversation rounds during the whole evening.

*Materials*

Since it is important that five people can sit at a table and are provided with drink and snacks, a comfortable and inviting setting/environment should be created. In addition, participants should be provided with colorful paper (perhaps in wine glasses), pens, and markers to note ideas and to visualize the outcomes of the conversations. At the end of those conversations, there is a need to hang colorful, large paper with outcomes/drawings on the walls. For this, a large, hospitable room with a café ambiance is really important. This could be done with the use of natural light, comfortable seats, colorful tablecloths, and tables randomly arranged.

*Planning time*

The planning for world cafés can be done in a few weeks (although finding a meeting space is often time consuming). Inviting participants, arranging the tables and hosts, deciding the most appropriate questions about historic preservation, and translating those into visual outcomes can also take time, but all of these aspects need to be taken into account to have a world café with useful outcomes. Below are five questions that can be asked during the world café on historic preservation, and a visualized plan is also proposed.



Questions

It is possible to use the same questions for more than one round as well as using different questions for more focus or to guide the conversation in a specific direction.

- 1) What does historic preservation mean to you?
- 2) What are you already doing or what might you do in the future to preserve historic properties/assets?
- 3) What kind of benefits and/or drawbacks do you think preservation of historic properties/assets has?
- 4) What obstacles might we face for historic preservation, and how can we overcome them?
- 5) What can the Historical Commission do to help with these challenges?

5.7.2 A Six Step Process to Produce Citizen Engagement Involving Awareness for Historic Preservation



1. The world café needs to be hosted by one member of each NGO. Their purpose is to help mediate between citizens and local government



2. Local government and NGOs collaborate in order to help define prevalent issues regarding historic preservation, and prepare questions for public discussion and participation



3. Find an hospitable space to give a warm welcome to +/- 15 potential public participants



4. Invitations to the hospitable space/ café are sent out to the local community by NGOs in order to generate citizen participation.



5. During the participation session, each table needs to be provided with colorful papers and pencils. By doing so, participants can comfortably draw and note down their ideas/perspectives



6. A successful and necessary outcome of this workshop should result with creative solutions to preservation issues. Results should be reflected in products such as flip-charts and drawings than can be exhibited in a productive fashion

5.7.3 Action plan

As mentioned, it is important to translate the gathered information, ideas, and desires from the world café into an action plan composed by property owners, real estate developers, volunteers, academics, and NGOs. In this way, they can discuss their desires, mission, and vision and find an appropriate way to implement them. The action plan should operate as a roadmap that guides future decisions, preservation policies, planning, and programs in Philadelphia regarding historic preservation. It could also support and encourage people to think in a strategic way to meet objectives and prioritize some decisions and act as a blueprint to establish the steps that must be taken to carry out objectives and fulfill desires (Center for Community Health and Development at the University of Kansas, 2018). According to a recent study by the University of Kansas (2018), an action plan should consist of answers to the following questions:

- **What** actions or changes will occur
- **Who** will carry out these changes
- **By when** they will take place, and for how long
- **What resources** (i.e., money, staff) are needed to carry out these changes
- **Communication** (who should know what?) (Center for Community Health and Development at University of Kansas, 2018).

Additionally, an action plan must be *clear, complete, and current*. This means that it should consist of all actions to be accomplished in significant communities and make clear who has which tasks and by when they should be completed. In that way, the action plan is prepared to account for upcoming opportunities and barriers (Center for Community Health and Development at the University of Kansas, 2018) and can be implemented into election campaigns or encourage changes in the policies regarding historic preservation.

5.8 Community Sector: Young People and Parents

5.8.1 Why should the World Heritage in Young Hands Kit be applied in Philadelphia?

An education program for children and parents is proposed in this section. Developed by UNESCO and the World Heritage Convention (n.d.), this program can be applied by teachers in classrooms with the aid of nonprofit community organizations in Philadelphia. In this way, children will grow up with respect for their history and understand the importance of preserving this history and historic properties in their environment. Furthermore, they will learn the benefits of preservation for their living conditions. Parents will be involved through homework and other activities, making them more aware about historic preservation without excuses such as time issues. Furthermore, the nonprofit community organizations can help with activities in this education program. In this way, the goals to raise awareness and involve more people to be active and care about historic preservation can be achieved. The education program is described in detail below.

5.9 What Is the World Heritage in Young Hands Kit?

5.9.1 How did it start?

According to Matsuura (2004), “education is the key to personal fulfillment, development, conservation, peace, and well-being” (p. 5) He state also that, “(. . .)young people can find new ways to build commitment and strengthen action in favour [sic] of preserving our cultural and natural heritage, our tangible and intangible heritage, and our local and world heritage” (p. 5).

Therefore, in 1994, the World Heritage Education Program was started by UNESCO. The official name of the program is Young People’s Participation in World Heritage Preservation and Promotion, and according to UNESCO and World Heritage Convention the program:

- Gives young people a chance to speak about their concerns and to become involved in the protection of common cultural and natural historic assets.
- It encourages and enables tomorrow’s decision-makers to participate in and respond to continuing threats facing world heritage and teaches them about world heritage sites, their history and traditions, ecology, and the importance of protecting biodiversity as well as other cultures.
- It also raises awareness of the threats facing sites and how to save common historic assets. Most predominantly, this program aids young people in discovering how they can contribute to historic preservation and make themselves heard (UNESCO & World Heritage Convention, n.d.).

UNESCO and the World Heritage Convention (n.d.) have developed *the World Heritage in Young Hands Educational Resource Kit* in 1998. The aim of the kit is to raise awareness and learn young people the importance of preservation on local and national level (UNESCO & World Heritage Convention, n.d.). The kit is based on an collaborative approach and delivers core subject and transverse themes in classrooms as well as incorporating World Heritage values into the curriculum through extracurricular activities (UNESCO & World Heritage Convention, n.d.).

The World Heritage in Young Hands Kit occurs in forty-three languages to enhance its use and stimulate world heritage education in school curricula (UNESCO & World Heritage Convention, n.d.).

5.9.2 How does the World Heritage in Young Hands Kit work?

As mentioned, the goal of the World Heritage in Young Hands Kit is to raise awareness among children and parents about historic preservation, and it offers activities that encourage involvement in the community and bridge the gap between school and society.

The kit consists of several sections or units that match each country’s curriculum requirements and the achievement objectives. This enables the teachers to use a multidisciplinary approach or to focus on only one or two subject areas. Furthermore, each unit provides background information and various student activities. Although each of them focuses on a specific location, it is possible to easily adapt the suggested student activities to the sites, locations, and situations that teachers want the students to study (Matsuura, 2004). The kit also includes photographs of World Heritage sites from all regions of the world. Below are the six main lines of action on which the suggested student activities are focused:



Source: UNESCO (n.d.), fig. 5.9.1 Visualized suggested student activities

5.10 How Should the World Heritage in Young Hands Kit Be Implemented in Philadelphia?

As mentioned, the World Heritage in Young Hands Kit exists in forty-three languages, and the several units match each country’s curriculum requirements. So in this chapter, the English Pacific version (2004) is taken as a basis to explain the kit because this is the most recent one (as compared to the English kit in 2002). Furthermore, the emphasis is only on the unit Understand World Heritage because the other units are focused on specific local heritage sites in the Pacific.

As stated earlier, lack of awareness among citizens about historic preservation, limited communication, and lack of a preservation culture are barriers to engagement. Therefore, the World Heritage in Young Hands Kit attempts to raise awareness among young people and their parents through a learning environment. This education program is only for children, but it has an indirect influence on the consciousness of parents since their children will share knowledge that they have obtained at school, and the involvement of parents in some activities may raise their awareness.

A closer look at the World Heritage in Young Hands Kit clarifies how the suggested student activities could be adapted for the case of Philadelphia. Below, each of the relevant activities are described step by step.

5.10.1 Student activities manual

Activity 1:

- *Topic:* Heritage
- *Objective:* To understand historic preservation
- *Content:* Movable and immovable historic assets



Discussion



Research



Exercises

Movable historic assets:

To clarify the notion of movable, students can be shown an object that the teacher inherited and values and admires. This could be a photograph, a family Bible, or a necklace. Students tell if the object is a movable historic asset.

What the students could do:

- The students could also find an object and explain why they value it and want to preserve it.
- They could bring an object they value to the class and form a temporary museum in the classroom and discuss why they value and might want to pass these items on to their descendants.
- They can find out whether Philadelphia has laws protecting movable historic assets.

Immovable historic assets:

Explain by giving examples of sites or historic properties that are immovable heritage, so it is difficult to move them.



Discussion



Exercises

What the students could do:

- Describe sites that they have seen or studied in Philadelphia (or in their own country and other countries) and explain what they have learned. It is possible to use examples such as architecture, unique landforms, or landmarks (e.g., Independence Hall and the Liberty Bell).
- List local natural sites, landmarks, and historical assets that they wish to preserve, and discuss why it is important to preserve them.

Activity 2:

- *Topic:* Landmarks and historic buildings in Philadelphia
- *Objective:* To become aware of the historic assets/properties in Philadelphia
- *Content:* Identifying landmarks and historic buildings



Exercises



Research

What the students could do:

- List five landmarks and/or historic buildings in Philadelphia.
- Find out who is responsible for preservation of these historic landmarks and buildings (for cultural and natural heritage).
- Find out which links exist between Philadelphia and UNESCO.

Activity 3:

- *Topic:* Identity and style of buildings
- *Objective:* To ask students to mirror on their identity by looking at historic assets in their neighborhood or surrounding neighborhoods (such as buildings, monuments, and historical parks in Philadelphia)
- *Content:* Identity and historical assets



Exercises



Discussion

What the students could do:

- Describe the qualities of buildings, landmark, or parks in their community/ neighborhood.
- Mention the correlation among the culture, the building materials, the building pattern (how the buildings are set up) and the context.
- Thereafter, discuss whether their houses and the materials used reflect their cultural identity.

Activity 4:

(This activity requires parental involvement.)

- *Topic:* Nomination of historic properties
- *Objective:* To assist students in understanding the nomination process for designation of historic property at the local register
- *Content:* Preparation of a nomination form



Exercises



Research

A nonprofit community organization can be asked to present the nomination process and invite the parents to enjoy this presentation with their children. As homework, parents can prepare a small booklet with their children (just as a stimulating exercise rather than a well-done nomination form).

What the students could do:

- Study the guideline given by the organization in small groups.
- Prepare at home with their parents a small booklet with the historic building that they want to see preserved. The building could be in their neighborhood, and they can write about the location, background, materials used, and why they want to see it preserved.
- If desired, they can send a copy of the booklet with their greeting and comments to the Historical Commission.

Activity 5:

(This activity requires parental involvement.)

- *Topic:* Meeting of the Historic Commission of Philadelphia
- *Objective:* To help students understand the decision-making process of historic preservation
- *Content:* Decision-making process of historic preservation



Role playing



Discussion

Teachers and the students could attend one of the public meetings of the Historical Commission and do a role play in the class. For this activity, the teacher could also invite the parents to visit.

What the students could do:

Play the role of the members of the Historical Commission, which studies the local sites/buildings that are nominated by the class to determine whether they should be designated on the local register. They should:

- Project images of several buildings in the class and discuss why they should be preserved or not. It is important to select 3 students as chairpersons. Those students need to prepare the discussion and lead the debate.
- Other students (in groups) could study the buildings and make recommendations to the committee as to whether they should be designated on the local register.
- After the discussion, the committee should vote on whether the buildings are designated on the local register.

Activity 6:



Role playing



Discussion

- *Topic:* Local council and its decisions.
- *Objective:* To assist students in understanding the consequences of developments for historic preservation
- *Content:* Development and historic preservation

A role play can be organized according to the following scenario:

The city council have a development plan for some parts of the Historical City Center of Philadelphia. One of these parts is the student's neighborhood, which is quite old and has some traditional community buildings. However, they are run down, and if the development plan is realized, they will demolish some of the buildings and build modern skyscrapers. Some members of the local council accept the development plan, while others are against it. Today, the parties must decide whether the plan should be carried out or not.

Divide the class into the following groups:

- A local council group that accepts the plan
- A local council group that is against the plan
- Citizens who live in the old part of the town

The students can make profile cards that show their own profiles for the party they have been assigned to. Each group has a spokesperson who presents his or her group's argument and defends the position of the group. The chairperson leads the discussion and ensures that everybody can express their position in an appropriate way. At the end of the role play, the chairperson can summarize the proceedings and see if a compromise can be reached.

5.11 Conclusion

Applying the tools learning workshop, world café, and World Heritage in Young Hands Kit will raise awareness of the value of historic preservation among citizens, provide a conversational setting, and create a preservation culture through education. As mentioned, the learning workshop and world café are ways of encouraging collaboration, exchange of knowledge and perceptions to create a participative chain. The learning workshop for the property owners and real estate developers could raise awareness about the benefits of historic preservation and encourage developers to do preservation projects like some of their colleagues do. To encourage and ensure the attendance of property owners and real estate developers, the learning workshop and world café are proposed in combination with financial incentives such as property tax abatements, income tax rebates, and discretionary grants that come with strict guidelines. The learning workshop can be conducted first. Thereafter, various stakeholders with different values will be brought together in a world café setting with a café ambiance. The *World Café* will create a learning environment/ platform and increase the political stake through enabling opposing movement to talk, criticize and exchange information among various stakeholders. In addition, the action plan composed with information gathered from the brainstorm sessions could be translated into policies or implemented into election campaigns. This will also raise awareness among citizens about historic preservation and its current situation in Philadelphia and enlighten the local government about different perspectives, missions, and thoughts about historic preservation.

The World Heritage in Young Hands Kit is an educational program that could be applied by teachers in their classrooms. The program consists of role plays, outdoor activities, discussions, and presentations, so it is a creative, easy, and engaging way of learning and developing a preservation culture and raising awareness among young people and their parents. In this way, children will grow up with respect for their history and understand the importance of preserving historic properties.

Chapter Six: Other Recommendations

In this chapter, other recommendations are proposed for agencies and the local government of Philadelphia as a complement to chapter five.

Historical Commission

Adaptation of the office structure is required. Currently, citizens meet and engage in the Office of the Historical Commission. In addition, the schedule of the Historical Commission should be adapted since public hearings are held during working hours, and the working class is not able to attend those meetings.

The Historical Commission must be more proactive in doing outreach to the communities and neighborhoods. Focus groups, surveys, and interviews could be tools to engage with citizens and simplify access to decision-makers. Moreover, spending more time with each other will help them to get to know one another much better and build a relationship based on trust. Furthermore, the local government must operate within the rules, respecting different missions and communicating in a careful way without dictating.

Regarding resources, the Historical Commission has a lack of staff and money to engage with citizens. But a broader identification, such as doing a survey, will increase numbers as well as bring knowledge and information to citizens about the history of properties. Thus, more will be done, and different perspectives will be highlighted.

Nominations

Nominations must be simplified by the local government since the forms require filling out many criteria and invoking a professional level of research and writing.

NGOs, businesses, and academics

Philadelphia is a city of neighborhoods and communities, and there are already many volunteers, NGOs, and academics active in preservation. However, professional groups such as the American Institute of Architects (AIA) and ComCast can also be involved in the process of engagement in historic preservation. In this way, preservation becomes something that people care about, giving their money and time. This will also solve the issues regarding staff and capital and motivate NGOs and academics to stay involved.

During a short conversation, one citizen, an employee at ComCast in Philadelphia, pointed out that ComCast is already active in charity work, which is called ComCast Care. One day a year, employees do outreach in a community and choose a project that they want to be involved in. This could range from painting benches to cleaning parks. The company supports this charity work by providing T-shirts and supplies or helping to find a location. In this way, employees give something back to the city, according to the citizen, and also take a day off from work and come back energized. So developing creative outreach strategies and harnessing elite business and political networks could help to increase the level of engagement in historic preservation.

Public events

Philadelphia hosts several public art events, annual street fairs, and walking tours. NGOs such as the Global Philadelphia Association and the Preservation Alliance for Greater Philadelphia are already very active in organizing walking tours and art events. However, a photo exhibition such as a timeline of pictures that depict the historic properties of Philadelphia can also give an overview of the demolished and remaining properties.

E-government structure and social media

An e-government structure is also a tool that could simplify the whole process. A structure such as this can provide communication with authorities through email, websites, and/or social media (Haller, Li, & Mossberger, n.d.). In addition, active use of social media, videos, and webinars offered by the local government can increase consciousness about historic preservation and the rights of citizens and clarify the decision-making process. It can also increase the level of transparency and trust. The younger generation in particular is active on social media, and the local government can benefit from this. Facebook groups have already been created by citizens and volunteers, so representatives of the local government can join those groups and answer questions, announce public hearings, or even share videos of public hearings.

Chapter Seven: Conclusion

This study identified the current state of citizen engagement in historic preservation in Philadelphia, which is at the informing level. The local government has limited tools to engage efficiently with citizens, and the mechanisms through which people are currently involved in the decision-making process are public hearings and nomination forms.

The challenges regarding engagement in the decision-making process for historic preservation were identified in this research, which showed that citizen involvement is insufficient and inadequate due to a lack of awareness about historic preservation, a lack of flexibility in the process, a lack of conversational settings, and a lack of preservation culture. One of the main challenges is to make citizens more conscious of the importance of a historic property before it is demolished. Instead, citizens are not aware of the current situation of historic preservation or their rights and are not critical of the demolitions taking place in Philadelphia. As for the process, the move from policy to regulation in decision-making for historic preservation is unclear. The process is not transparent, and the general level of trust among citizens appears to be rather low. Moreover, the local government exchanges information in a one-way manner instead of interaction and correspondence, and traditional public hearings are inefficient and ineffective for sustainable engagement. Concerning a lack of preservation culture, historic preservation seems complicated for an average citizen to grasp and practice, especially how an old or empty building can be reused for other purposes. Thus, the benefits of historic preservation for living conditions should be taught to citizens. Currently, historic preservation seems very bureaucratic to residents of Philadelphia, but it must become a culture that is practiced on a daily basis and is part of a shared purpose.

Citizen engagement in historic preservation will add capacities and assets to the knowledge and skills of experts. Moreover, engagement with citizens will help to maximize well-being of the public if the local authority is willing to be more transparent and also listen to the opinions of the local community. So if the local government of Philadelphia wants to create a community of people who are active and care about historic preservation, the abovementioned challenges must be solved.

The following recommendations and engagement tools were described in this research paper: learning workshops, world café, and the World Heritage in Young Hands Kit. While the first two tools are focused on creating a learning environment through active dialogue at a platform with different stakeholders and values, the last one is an education program that involves children and their parents in historic preservation. The three engagement tools provide a conversational setting and will help to develop a preservation culture through education.

Finally, this research offered an overview of the current state of citizen engagement in the decision-making process for historic preservation by addressing the critical challenges regarding involvement and providing tools to increase the level of engagement. In this way, this paper can help to reach a consensus between citizens and the local government, enhance democracy, and increase confidence in the local government of Philadelphia by delivering information to maximize the engagement of citizens and casting a view to ongoing practices around historic preservation. Citizen engagement in preservation is not an issue that can be solved immediately. The main problem involving it is that the gravity of bureaucratic functions makes participation challenging. It is therefore difficult to restore the creative and radical atmosphere of citizen engagement because of it. In conclusion to these issues, a recommendation for future research would be looking at ways to restore creative and radical characteristics of civic participation.

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The World Café Community Foundation. (n.d.-b). <http://www.largescaleinterventions.com/documents/TWC-Perspectus-2008.pdf> [Illustration]. Retrieved December 6, 2018, from <http://www.largescaleinterventions.com/documents/TWC-Perspectus-2008.pdf>

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United Nation Educational, Scientific and Cultural Organization, & World Heritage Convention. (2004b). UNESCO World Heritage Education Programme [Illustration]. Retrieved November 17, 2018, from <https://whc.unesco.org/document/125998>

List of Interviewees

Participant 1	Associated Professor at PennDesign, University of Pennsylvania
Participant 2	Architect, Of AIA Philadelphia Chapter
Participant 3	Journalist at Hidden City
Participant 4	Assistant Professor at PennDesign, University of Pennsylvania
Participant 5	Member of the Global Philadelphia Association
Participant 6	Member of the Preservation Alliance for Greater Philadelphia
Participant 7	Member of Heritage Consulting, Inc.
Participant 8	Member of the National Trust for Historic Preservation
Participant 9	Member of the City Planning Commission Philadelphia
Participant 10	Members of PennPraxis
Participant 11	Associate Professor and University Architect at PennDesign, University of Pennsylvania
Participant 12	Member of the University City Historical Society
Participant 13	Member of the East Falls Historical Society
Participant 14	Member of the Partners for Sacred Places
Participant 15	Planner at the Philadelphia Historical Commission
Participant 16	Commissioner at the Department of Parks & Recreation
Participant 17	Member of the Pennsylvania Historical and Museum Commission, Bureau for Historic Preservation
Participant 18	Preservation Activist / Volunteer

List of Interviewees

- | | |
|-----------------------|--|
| Participant 19 | Member of the New Kensington Community Development Corporation |
| Participant 20 | Member of the Callowhill Neighborhood Association Board |

In - depth Interview Questions

Citizen Engagement in Historic Preservation

Organization

1. In which ways does this organization contribute or commit to Citizen Engagement in Historic Preservation?

Personal

2. Could you describe in few words what Citizen Engagement in Historic Preservation means to you?

3. According to you, what are the core principles (notions) of Citizen Engagement and why?

4. What factors influence how far citizens are engaged in historic preservation

a. Do policy require the involvement of citizens, are there public hearings everytime there is a project approval?

Evolution of Citizen Engagement

5. What are the most significant positive and negative changes in Citizen Engagement in Historic Preservation in the last 20 years?

6. What are the challenges or threats in Citizen Engagement in Historic Preservation in the next 20 years?

7. What should definitely change in citizen engagement in the coming years and why do you think so?

8. What will be the effect of the collaboration of citizens & professionals on historic preservation?

9. Do you know reports/organizations that could tell us more about the evolution of Citizen Engagement in Historic Preservation?

Engagement with citizens

10. According to you, are citizens and professionals working active and effective together in historic preservation? Why or why not?

11. Are there any strategies what brings the citizens and professionals together to organize Citizen Engagement in historic preservation?

a. If yes, please give names

b. If no, what is needed

12. Do you think citizens should be trained/ undertake a course to work together with professionals in historic preservation?

Short Conversation Questions

General Information

1. Are you living in Philadelphia?:
2. Gender: M / F
3. Age:
4. Education:
5. For how long are you living in Philadelphia?:

Short Conversation

6. Do you think that historic preservation is important, why or why not?
 - a. Are you happy with what is happening in historic preservation in Philadelphia, why or why not?
7. Which words comes to mind when you hear Citizen Engagement in historic preservation?
8. Do you have interest in being active in historic preservation?
 - a. If yes, are you already doing something?
 - b. If no, why not?
9. Do you think that it is important that professionals in historic preservation work together with citizens, why or why not?
 - a. Do you feel engaged in the decision - making process, why or why not?
10. Do you think that the collaboration between citizens and professionals in historic preservation has been changed nowadays, why or why not?
 - a. Are you aware of the public hearings of Historical Commission every month, why of why not?
11. Do you think that you/public will have a voice when you work together with professionals in historic preservation, why or why not?

Thematic Analysis for professionals

Citizen Engagement									
	Participation	Engagement	Collaboration	Outreach	Publicity	Awareness	Education	Language	Conversation
R1									
R2									
R3									
R4									
R5									
...									
R20									

Historic Preservation							
	Preservation	Zoning	Process	Government H.C & Taskf.	Nominations	Rules & Regulations	Resources
R1							
R2							
R3							
R4							
R5							
...							
R20							

Social Order								
	Gentrification	Society	Community	NGOs	Grant program	Property owners	Tools & Strategies	Emotional connection
R1								
R2								
R3								
R4								
R5								
...								
R20								

Thematic Analysis for citizens

Historic Preservation				
	Preservation	Rules & Regulation	Affordable housing	Resources
R1				
R2				
R3				
R4				
R5				
...				
R20				

Citizen Engagement							
	Publicity	Communities	Communication / Consideration	Education	Collaboration	Participation	Engagement
R1							
R2							
R3							
R4							
R5							
...							
R20							

Citizens				
	Awareness	Interest	Activities	Gentrification
R1				
R2				
R3				
R4				
R5				
...				
R20				

