

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Archive as a Platform for Creative Inquiry</b>	
2. Location	<a href="https://aaa.org.hk/en/learning-participation/resources-232/lesson-plans/archive-as-a-platform-for-creative-inquiry">https://aaa.org.hk/en/learning-participation/resources-232/lesson-plans/archive-as-a-platform-for-creative-inquiry</a>	
3. Alternative location	N/A	
4. Author[s]	Florie Tse	
5. Publisher/producer/host	Asia Art Archive (AAA)	
6. Year	2022	
7. Suggested citation	Florie Tse (2022). Archive as a Platform for Creative Inquiry. Retrieved from <a href="https://aaa.org.hk/en/learning-participation/resources-232/lesson-plans">https://aaa.org.hk/en/learning-participation/resources-232/lesson-plans</a> .	
8. Languages in which available	English and Chinese	
9. Geographic area resource relates to	Originally designed for Hong Kong SAR China. Nevertheless, users can draw inspiration from the original resource and adapt it based on their locations and available collections.	
10. Does the resource relate to a specific time frame?	No	
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	
	Case studies	
	Other	X (Lesson Plan)
12. If this is part of an initiative, what is the initiative?	Part of the Asia Art Archive (AAA) Learning and Participation Programme which is supported by the S. H. Ho Foundation Limited.	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	
	<b>Archives</b>	X
	<b>Libraries</b>	
	<b>Other</b>	
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history,</b>	<b>X</b>

	<b>geography and ethnology, anthropology, archaeology</b>	
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion	N/A	
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'	X	
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
<b>Use collections to support research that contributes to sustainable development</b> (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	X	
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management		
vii. security, disaster preparedness and risk reduction		
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example	X	

by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	“Tse shares her teaching strategies in using AAA as a catalyst for creative inquiries. Start from the archive collections, she demonstrates how students developed resonances and artistic associations with some seemingly arcane archival materials to diversify their works and gain motivation.” (Website)
21. Intended audience of resource	Primarily for teachers and educators teaching secondary or high school pupils. However, it has the potential to be applied by learning, outreach and participation team staff at other kinds of education and cultural institutions.
22. Process of development	“Inspired by Teaching Labs: Creative Enquiry through the Ha Bik Chuen Archive and drawing on the school partnership experience, Ms. Florie Tse, Visual Art Teacher from Jockey Club Ti-I College, collaborated with AAA Learning and Participation team for a semester-long collaboration. “ (Website)
23. Organisation/structure/contents	Background Teaching Programme Part One: Developing a Personal Connection with the APart Part Two: Telling a Story through Images Part Three: Sharing Zines Part Four: Collection Information for Art Creation – Teaching Reflections
<b>FRAMEWORKS</b>	
24. Framework structure	No
25. Relevant policy considerations	No
26. Resources for	Yes

implementation identified	
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes, through teaching objectives.
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	This resource enables professionals engaged in art and heritage education to help their targeted learners (in the resource they are secondary school/high school pupils) establish connection to art archives and make creative inquiries and reflections through archival collections. Although no SDGs are mentioned in the resource, it helps users address SDG targets 4.1 (providing quality secondary education through an art archive), 4.7 (equip learners with knowledge and appreciation of cultural diversity and of culture's contribution to SDGs), 16.7 (make use of responsive and participatory decision-making approaches), 16.10 (public access to art archives through digitized collections), 17.17 (establish civil society partnerships)

	between schools and archives).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>	<p>Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p><b>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</b></p> <p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></b></p> <p><b><i>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</i></b></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering</p>

		<p>short-term and long-term risks and opportunities.</p> <p>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.</p>			
<p><b>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</b></p> <p>16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>		<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p>			
<p><b>SDG 17. Partnerships for the goals</b></p> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>		<p><b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b></p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organizations and institutions.</p>			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	