

<b>FORMAT</b>		
1. Name of resource	<b>Ngā Upoko Tukutuku Māori Subject Headings</b>	
2. Location	<a href="https://natlib.govt.nz/librarians/nga-upoko-tukutuku">https://natlib.govt.nz/librarians/nga-upoko-tukutuku</a>	
3. Alternative location		
4. Author[s]	Māori Subject Headings Project, jointly sponsored by LIANZA, Te Rōpū Whakahaui, and the National Library	
5. Publisher/producer/host	National Library of New Zealand	
6. Year	2006	
7. Suggested citation	Ngā Upoko Tukutuku Māori Subject Headings, <a href="https://natlib.govt.nz/librarians/nga-upoko-tukutuku">https://natlib.govt.nz/librarians/nga-upoko-tukutuku</a>	
8. Languages in which available	English and te reo Māori	
9. Geographic area resource relates to	Aotearoa New Zealand	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	
	Other	Online thesaurus of subject headings
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	
16. Types of collections/disciplines the resource covers	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture,	X

	literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		
<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		X
<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
Make decisions around collections that contribute to sustainable development more effectively		
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 by developing impactful partnerships	X
<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	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
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>	<p>“The tool provides a structured path to a Māori world view within library and archival cataloguing and description. It supports cataloguers and descriptive archivists to assign appropriate terms for the material, and helps users find those items within a framework they relate to.</p> <p>The terms listed are not a dictionary, and shouldn’t be seen as authoritative beyond their use in libraries and archives.” (About this project)</p>
<b>21. Intended audience of resource</b>	“Originally developed to help cataloguers and descriptive archivists describe Māori materials, Ngā Upoko Tukutuku has been especially created to link students, researchers and communities to taonga [heritage] using Māori concepts familiar to them.” (About this project)
22. Process of development	“Ngā Upoku Tukutuku was developed by the Māori Subject Headings Project, jointly sponsored by LIANZA, Te Rōpū Whakahau, and the National Library” (About this project)
23. Organisation/structure/contents	<p>Search function [of subject headings]  Alphabetical list [of subject headings]  Top terms  How Ngā Upoku Tukutuku works  New terms added  More information about new and changed terms  Using Ngā Upoku Tukutuku  Conceptual framework [Māori worldview]  About the project</p>

FRAMEWORKS	
24. Framework structure	“In the Māori worldview, aspects of taha tinana/the people, taha wairua/the spiritual and taha hinengaro/the mind are intrinsically connected and related to each other. This model recognises both the traditional and contemporary perspectives. Building a thesaurus requires adherence to standard conventions in the use of terms and how they are applied. Ngā Upoko Tukutuku uses a framework that retains the integrity of both worlds.” (Conceptual framework)
25. Relevant policy considerations	Yes
26. Resources for implementation identified	No
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
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
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource supports a number of SDG targets related to inclusion and cultural heritage, including 1.4 (equal access

	to all forms of property), 4.4 (staff skills), 4.5 (removing barriers in education), 4.7 (Education for Sustainable Development), 4.A (build effective learning environments), 9.1 (develop sustainable infrastructure for inclusion and wellbeing), 10.2 (universal social, economic and political inclusion), 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage), 11.7 (safe and welcoming green and public places), 16.6 (effective, accountable and transparent institutions), 16.10 (promote access to information and fundamental freedoms) and 17.17 on partnerships.
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**35. SDGs and SDG targets the resource helps advance**

<p><b>SDG 1: End poverty in all its forms everywhere</b> 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>

<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</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 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.A Build and upgrade education facilities that are child, disability and gender</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p>

<p>sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p><b>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</b></p> <p>9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p> <p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b></p> <p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>

<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</b></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</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>  16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><b>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</b></p> <p>Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p>



			Effective arrangements in place to fulfil legal and social obligations and responsibilities.		
			Effective arrangements in place for transparent communication and reporting of institutional performance.		
			Effective arrangements in place for transparent decision-making and accountability.		
<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>			Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.		
16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements			Plans in place, and plans implemented to enhance public access to information relating to collections.		
			Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.		
			Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.		
			Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.		
<b>SDG 17. Partnerships for the goals</b>			<b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b>		
17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships			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.		
<b>1</b>	2	3	<b>4</b>	5	6
7	8	<b>9</b>	<b>10</b>	<b>11</b>	12
13	14	15	<b>16</b>	<b>17</b>	