| FORMAT | | | |
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| **1. Name of resource** | **Te Awe, improving access to Auckland Museum Tāonga Māori collection** | | |
| 2. Location | https://www.aucklandmuseum.com/discover/research/research-projects/te-awe | | |
| 3. Alternative location | | | |
| 4. Author[s] | Auckland Museum | | |
| 5. Publisher/producer/host | Auckland Museum | | |
| 6. Year | | | |
| 7. Suggested citation | Auckland Museum, Te Awe, https://www.aucklandmuseum.com/discover/research/research-projects/te-awe | | |
| 8. Languages in which available | English | | |
| 9. Geographic area resource relates to | Aotearoa New Zealand | | |
| 10. Does the resource relate to a specific time frame? | 2013-2016; 2017-2019 | | |
| **11. Type** | Report | | |
| | Toolkit/Framework/Roadmap | | |
| | Sign-post to other resource (database) | | |
| | Case studies | Yes | |
| | Other | Yes, blog, videos | |
| 12. If this is part of an initiative, what is the initiative? | "The Te Awe project is part of the Auckland Museum's Future Museum vision to improve access to its Tāonga Māori collection through enhancement of records and improving the physical care of precious items." [Blog: Te Awe and the Taumata Māreikura] | | |
| **COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS** | | | |
| 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** | X | |

| | recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology | |
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| | Science, natural history, technology, medicine, engineering, manufacturing | X |
| 17. If no explicit links to collections, justification for inclusion | | |

| HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT | |
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| **18. Collections-related activities the resource relates to (mark all that apply)** | |
| **Develop collections to protect and safeguard wider cultural and natural heritage more effectively**, for example by targeting collecting to threatened forms of heritage in strategic ways | X |
| **Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively**, 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 |
| **Use collections to promote cultural participation/social inclusion more effectively**, for example by reducing barriers to participation, to ensure no-one is 'left behind' | X |
| **Use collections to promote sustainable tourism more effectively**, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections | |
| **Use collections to support research that contributes to sustainable development** (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) | X |
| 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 | |

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| **Direct external leadership, partnerships and collaborations towards sustainable development more effectively**, for example by developing impactful partnerships | X |
| **19. Does the resource relate clearly to any international conventions (mark all that apply)?** | |
| 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 | 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) | |
| **AIMS AND CONTENT** | |
| **20. What issues does the resource aim to address?** | "**Te Awe was a project about enriching, reorganising, and improving the care of our 10,000+ taonga Māori [Māori cultural heritage] in a way that is embedded in Mātauranga Māori [Māori knowledge]. Through this mahi [project/action] Auckland Museum made the taonga Māori collection more visible and accessible to iwi, hāpu, whānau, Museum staff, researchers, and the public.** |
| 21. Intended audience of resource | Iwi (people, tribe), hāpu (tribe, clan), whanau (extended family), museum staff, researchers, and the public |
| 22. Process of development | "The first phase of this project (2013-2016), centered on the renewal of Auckland Museum's carving store, home to approximately 5,400 carved taonga. Amongst these are decorative carvings from whare, domestic and agricultural tools, tiki, pūtātara (conch trumpets), waka and hoe (canoes and paddles), and weaponry such as patu and taiaha. Crafted from pounamu (greenstone), bone, shell, and various stones and wood, these taonga speak to all aspects of Māori material culture and exemplify the diverse range of styles and techniques developed over generations.<br><br>In the second phase (2017-2019), as part of Mātauranga Māori approach, Auckland Museum partnered with Taumata Māreikura, a group made up of some of Aotearoa's most skilled and experienced weavers. For every momo (object grouping) we hosted a wānanga with the Taumata Māreikura, where we all looked at a selection of taonga and provide space for discussions to happen. These discussions help us to confirm the kupu that we use and |

| | | provide a space in which to tease out tikanga. As customary practitioners, the Taumata Māreikura have a wealth of knowledge that enriches our databases and museum practices. Greater contextual knowledge about the harvesting and preparation of weaving materials, weaving processes, use, and storage of taonga informs our decisions through every step of the project.

This phase of the Te Awe project has been captured in a four-part mini documentary series, focusing on the mahi and collaboration with Taumata Māreikura, a group made up of some of Aotearoa's most skilled and experienced weavers." [Main page: About the project] |
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| 23. Organisation/structure/contents | | **Episode One: He Wawata (An Aspiration)**<br>What is Te Awe? Where did the idea come from? What is required to achieve a project of such mammoth scale? An exploration of all the many factors that go into preserving and sharing precious taonga, some of them hundreds of years old. [link to video]<br><br>**Episode Two: Taumata Māreikura (The Weavers)**<br>Gathered from across Aotearoa, the Taumata Māreikura are a group of expert weavers, that assembled to share their knowledge and in turn learn from the incredible cloaks in the Museum's collection. Discover their stories, and what Te Awe means to them. [link to video]<br><br>**Episode Three: Preserving the Kākahu**<br>Some of the items in the Museum's collection are in an incredibly fragile state and run the risk of disintegrating entirely. We take a look at the vital decisions being made regarding an especially at-risk cloak, and the important learnings the Taumata Māreikura can take from it. [link to video]<br><br>**Episode Four: Moving the Kākahu**<br>Part of Te Awe's mission is to improve the storage of these taonga in order to ensure that they are preserved for future generations. Discover the incredible lengths the Museum team go to in order to move these taonga to their new home. [link to video]<br>**Textiles and woven taonga 2017-19**<br>**Blogs**<br>**Meet the team** |
| FRAMEWORKS | | |
| 24. Framework structure | | The project management approach can be considered as a framework: |

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| | "Over the course of the project each collection item was processed by a specialist team. This mahi (work) included:<br>- Enriching collection database records<br>- Appropriately describing taonga using suitable terms, techniques and materials<br>- Correcting and standardising terminology and classifications<br>- Cleaning and stabilising taonga to prevent future deterioration<br>- Capturing high resolution images<br>- Improving storage to be safe and accessible" [About the project] |
| 25. Relevant policy considerations | No |
| 26. Resources for implementation identified | Yes |
| 27. Specific assessment points/indicators/milestones/action plan for monitoring | No |

| 28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply) | |
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| 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) | |
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| Gender perspectives | X |
| North and South perspectives | X |

| HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs | |
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| 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 | |
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| 34. Comments on SDG linkages | The resource can be used by collecting institutions to support the achievement of a number of SDG targets relating to removal of barriers for under-served groups. These include SDG 1.4 (access to basic services, ownership and control over land and other forms of property, inheritance), 4.5 (removing barriers for education, including for Indigenous peoples and women), promoting Education for Sustainable Development, including valuing cultural diversity and culture's role in sustainable development (SDG 4.7), providing safe and welcoming educational facilities (SDG 4.A), promoting universal social, economic and political inclusion (SDG 10.2), removing discriminatory policies and practices (SDG 10.3), adopting policies and practices that promote equality of outcomes (SDG 10.4), and providing safe and welcoming green and public places (SDG 11.7). The resource is closely related to SDGs 9.1 (sustainable, resilient and inclusive infrastructures). |
| | Fulfilling responsibilities to Māori iwis regarding taonga [cultural heritage] held in museums supports SDG 11.4 (strengthen efforts to protect and safeguard the world's cultural and natural heritage). |
| | Supporting representation and participation by communities supports the provision of effective, accountable and transparent institutions (SDG 16.6), and responsive, inclusive, participatory and representative decision-making (SDG 16.7). |
| | Close partnership working with Māori communities supports SDGs 17.16 and 17.17, on multi-stakeholder and cross-sector partnerships for sustainable development. |
| 35. SDGs and SDG targets the resource helps advance | |
| **SDG 1: End poverty in all its forms everywhere** 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 | Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society. Numbers of people accessing collections. Number of targeted programmes that aim to enhance access to collections by disadvantaged groups. Sustainable tourism that enhances local communities' access to basic services, ownership and control over land |

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| technology and financial services, including microfinance | and other forms of property (including cultural and natural heritage), as well as to technology and markets.<br><br>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions. |
| **SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**<br>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 | Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.<br><br>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.<br><br>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations. |
| **SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**<br>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 | Numbers of people in each type of programme drawing on collections from different demographic groups.<br><br>Increases in numbers of people in each type of programme from different demographic groups.<br><br>Proportion of people involved in such programmes in relation to overall audience size.<br><br>Evidence that learners have acquired knowledge and skills to promote sustainable development. |

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| **SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**<br>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all | Number and proportion of education facilities that are child, disability and gender sensitive.<br><br>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.<br><br>Number and type of initiatives to improve effectiveness of learning environments.<br><br>Support given to other education facilities to make them more inclusive and effective. |
| **SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation**<br>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 | Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.<br><br>Number and proportion of collections facilities and stores that support economic development and human well-being.<br><br>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.<br><br>Investment in collections facilities.<br><br>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability. |
| **SDG 10. Reduce inequality within and between countries**<br>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 | 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.<br><br>Numbers and proportions of people making use of collections in relation to the demographic of the local population<br><br>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion<br><br>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions |

| | Number and types of partnerships that build relationships with marginalized groups, individuals and communities. |
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| **SDG 10. Reduce inequality within and between countries**<br>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard | Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome. |
| **SDG 10. Reduce inequality within and between countries**<br>10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality | Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations. |
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable**<br>11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage | *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*<br><br>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.<br><br>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.<br><br>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.<br><br>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage. |

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| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable**<br>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 | Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.<br><br>Increases in numbers of people accessing collecting institutions from different demographic groups. |
| **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.**<br>16.6 Develop effective, accountable and transparent institutions at all levels | *16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services*<br>Access to information, and accountability policies and mechanisms, in place.<br><br>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.<br><br>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.<br><br>Effective arrangements in place to fulfil legal and social obligations and responsibilities.<br><br>Effective arrangements in place for transparent communication and reporting of institutional performance.<br><br>Effective arrangements in place for transparent decision-making and accountability. |
| **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.**<br>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels | *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*<br>*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*<br><br>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.<br><br>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and |

| SDG 17. Partnerships for the goals | working to promote inclusion and provide effective services for all of society. |
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| **SDG 17. Partnerships for the goals**<br>17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries | Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions.<br><br>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs. |
| **SDG 17. Partnerships for the goals**<br>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships | ***17.17.1 Amount of United States dollars committed to public-private and civil society partnerships***<br><br>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. |

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