

| FORMAT | | |
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| 1. Name of resource | Words Matter: An Unfinished Guide to Word Choices in the Cultural Sector | |
| 2. Location | https://www.tropenmuseum.nl/en/about-tropenmuseum/words-matter-publication | |
| 3. Alternative location | https://www.materialculture.nl/en/publications/words-matter | |
| 4. Author[s] | The National Museum of World Cultures (Tropenmuseum, Afrika Museum, Museum Volkenkunde, Wereldmuseum) | |
| 5. Publisher/producer/host | The National Museum of World Cultures (Tropenmuseum, Afrika Museum, Museum Volkenkunde, Wereldmuseum) | |
| 6. Year | 2018 | |
| 7. Suggested citation | The National Museum of World Cultures. (2018) Words Matter: An Unfinished Guide to Word Choices in the Cultural Sector. The National Museum of World Cultures, available at https://www.tropenmuseum.nl/en/about-tropenmuseum/words-matter-publication | |
| 8. Languages in which available | English and Dutch | |
| 9. Geographic area resource relates to | Netherland, but with global relevance | |
| 10. Does the resource relate to a specific time frame? | | |
| 11. Type | Report | |
| | Toolkit/Framework/Roadmap | X |
| | Sign-post to other resource (database) | |
| | Case studies | |
| | Other | |
| 12. If this is part of an initiative, what is the initiative? | | |
| COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS | | |
| 13. Explicit links to collections | No | |
| 14. Explicit links to museums/libraries/archives | Yes | |
| 15. Types of institutions the resource covers | Museums | X |
| | Archives | X |
| | Libraries | X |
| | Other | X |
| 16. Does the resource relate to specific disciplines? | Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, | X |

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| | <p>law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</p> | |
| | <p>Science, natural history, technology, medicine, engineering, manufacturing</p> | |
| 17. If no explicit links to collections, justification for inclusion | These resource can help inform work with catalogue descriptions, exhibit text, and programming initiatives, for example, to ensure appropriate language is used and a safe and welcoming space for all. | |
| HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT | | |
| 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 | | |
| 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) | | |
| 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 | | |

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| vi. governance and management | |
| vii. security, disaster preparedness and risk reduction | |
| Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships | |
| 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 | |
| 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) | |
| AIMS AND CONTENT | |
| 20. What issues does the resource aim to address? | “With this publication the four museums have contributed to the dialogue about word use in the museum world and have joined the social debate on whether certain words are appropriate today. The publication explains that the description of an object has just as much meaning as the object itself. This can help us to understand why a word that has no connotations for one person is particularly sensitive to another. WORDS MATTER provides insight and alternatives.” |
| 21. Intended audience of resource | [museum professionals, particularly those working with colonial collections] |
| 22. Process of development | |
| 23. Organisation/structure/contents | Foreword Words Matter What’s in a Title? Museum Labels and Coloniality Words out of Time Being True to the Catalogue Perspectives Matter Africa Is Not a Country Language Cannot Be “Cleaned Up ‘Negro’ Art from Africa Exclusionary “Conviviality” |

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| | <p>Culture and Other Seemingly Neutral Terms Migrant Art and the Politics of Language 'Slave ship': disrespectful or not? Diversity, Disability and Words Against Invisibility? "LGB" and the Addition of "TQIA2S" May I Call You by That Name? Mechanisms and Tropes of Colonial Narratives Should I Mention His Skin Colour? Glossary of Terms Colophon</p> |
| FRAMEWORKS | |
| 24. Framework structure | No |
| 25. Relevant policy considerations | Yes |
| 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) | |
| People (social sustainability) | X |
| Planet (environmental sustainability) | |
| Prosperity (economic sustainability) | |
| Peace | X |
| Partnerships | |
| 29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply) | |
| Gender perspectives | |
| North and South perspectives | |
| 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 |

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| 33. SDG indicators specifically mentioned? | No |
| SDGs AND SDG TARGETS AND LINKAGES | |
| 34. Comments on SDG linkages | <p>The resource is most closely related to SDGs 10.2 (ensure the full social, political and economic inclusion of all) and 10.3 (ensure equal opportunity and reduce inequalities of outcome), 10.4 (adopting policies that support equality for all), and 11.7 (welcoming green and public spaces).</p> <p>Other SDGs support by this resource include 4.5 (removing barriers to education), 9.1 (research-useful collections), 16.6 (effective, accountable and transparent institutions), and 16.10 (protecting fundamental freedoms).</p> |
| 35. SDGs and SDG targets the resource helps advance | |
| <p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</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>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</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> |

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| | Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability. |
| <p>SDG 10. Reduce inequality within and between countries 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>SDG 10. Reduce inequality within and between countries 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</p> | <p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p> |
| <p>SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p> | <p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p> |
| SDG 11. Make cities and human settlements | |

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| <p>inclusive, safe, resilient and sustainable 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>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. 16.6 Develop effective, accountable and transparent institutions at all levels</p> | <p><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services Access to information, and accountability policies and mechanisms, in place.</i></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> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p> |
| <p>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. 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>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> |

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| | | Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled. | | | |
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