

| FORMAT | | |
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| 1. Name of resource | Nichibunken Open Access | |
| 2. Location | https://nichibun.repo.nii.ac.jp/?page=1&size=20&sort=custom_sort&search_type=0&q=0 | |
| 3. Alternative location | N/A | |
| 4. Author[s] | Various contributors | |
| 5. Publisher/producer/host | International Research Center for Japanese Studies | |
| 6. Year | No date | |
| 7. Suggested citation | International Research Center for Japanese Studies (n.d.). Nichibunken Open Access. Retrieved at https://nichibun.repo.nii.ac.jp/?page=1&size=20&sort=custom_sort&search_type=0&q=0 | |
| 8. Languages in which available | English and Japanese | |
| 9. Geographic area resource relates to | Primarily Japan | |
| 10. Does the resource relate to a specific time frame? | No | |
| 11. Type | Report | |
| | Toolkit/Framework/Roadmap | |
| | Sign-post to other resource (database) | X |
| | Case studies | |
| | Other | |
| 12. If this is part of an initiative, what is the initiative? | N/A | |
| 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 | Yes |
| | Archives | Yes |
| | Libraries | Yes |
| | Other | |
| 16. Does the resource relate to specific disciplines? | Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, | Yes |

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| | geography and ethnology, anthropology, archaeology | |
| | Science, natural history, technology, medicine, engineering, manufacturing | Yes |
| 17. If no explicit links to collections, justification for inclusion | This database is useful for organisations and people working with collections and related to Japan and its culture and projects of which its target audiences are members of any Japanese-speaking communities. | |
| 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 | | |
| vi. governance and management | | |
| vii. security, disaster preparedness and risk reduction | | |
| Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example | | X |

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| 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 | |
| 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? | ‘Nichibunken has been the Center's Japanese-language public relations periodical since 1988. Published once annually, it contains essays, reports of research activities and research cooperation, updates on team research projects, and other news and information from faculty and visiting faculty members. We are always seeking contributions from anyone with a connection to Nichibunken!’ (Nichibunken Website) |
| 21. Intended audience of resource | Primarily researchers, but it is also suitable for students, educators, and any other professionals who are working with Japan-related collections and/or are interested in Japanese Studies. |
| 22. Process of development | |
| 23. Organisation/structure/contents | <p>Notice Search box Index List</p> <ul style="list-style-type: none"> Nihon Kenkyū Japan Review Nichibunken Japanese Studies Series Nichibunken Monograph Series Team Research Report International Symposium (Proceedings) Overseas Symposium Proceedings Japanese Studies around the World Nichibunken Forum Lectures Nichibunken NICHIBUNKEN NEWSLETTER Images of Japan in Non-Japanese Sources “Japan As Seen from Abroad” Series |

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| | Nichibunken's NIHU Transdisciplinary Projects Consortium for Global Japanese Studies Catalogue of Nichibunken Library Holdings Other Nichibunken Works Prospectus / Brochure Personal Works (Publishers are NOT Nichibunken) IR_Report special issue Nichibunken databases Nichibunken Digital Collections Others |
| FRAMEWORKS | |
| 24. Framework structure | N/A |
| 25. Relevant policy considerations | N/A |
| 26. Resources for implementation identified | N/A |
| 27. Specific assessment points/indicators/milestones/action plan for monitoring | N/A |
| 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 | No |

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| specifically mentioned? | |
| SDGs AND SDG TARGETS AND LINKAGES | |
| 34. Comments on SDG linkages | This open-access and free information hub is helpful for users to familiarise themselves with key and most up-to-date academic and research resources and publications in the field of Japanese Studies. Although there is no mention of the SDGs, it helps address SDG targets 4.7 (global citizenship and appreciation of cultural diversity), 10.2 (inclusion of all, irrespective of ethnicity, origin, and religion), 16.10 (public access to information), 17.6 (enhance global and national-level partnerships in knowledge and expertise sharing in the field of Japanese Studies), and 17.17 (foster partnerships among cultural and research organisations in and beyond Japan). |
| 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>4.7 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>SDG 10. Reduce inequality within and between countries</p> <p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race,</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</p> |

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| <p>ethnicity, origin, religion or economic or other status</p> | <p>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 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>SDG 17. Partnerships for the goals 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism</p> | <p>Number and diversity of north-south, south-south and triangular co-operations and projects to support access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms.</p> |
| <p>SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil</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</p> |

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| society partnerships, building on the experience and resourcing strategies of partnerships | | collections-based organizations and institutions. | | | |
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| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | |