



2019 WINHEC Annual General Meeting Report 成果報告書

Organized by **World Indigenous Nations Higher Education Consortium**
Supported by **Council of Indigenous Peoples, TAIWAN**
Organized and Host by **Center for International Indigenous Affairs, NDHU**
Co-host by **College of Indigenous Studies, NDHU & Hualien Tribal College**
Local Host Team: **Dr. Bavaragh Dagalomai (Chair) \ Pasuya Poiconx \ Awi Mona \ Sifo Lakaw \ Wei-Jer LIOU**

國際主辦單位：World Indigenous Nations Higher Education Consortium
國內指導單位：原住民族委員會
國內執行單位：國立東華大學原住民族學院 / 原住民族國際事務中心
協同執行單位：花蓮縣原住民族部落大學
計畫主持人：謝若蘭教授兼主任（原住民族國際事務中心）
共同主持人：浦忠成教授兼院長（原住民族學院）
 鍾文觀執行長（花蓮縣原住民族部落大學）
 蔡志偉副教授（國家教育研究院原住民族教育研究中心主任）



原住民族國際事務中心
Center for International Indigenous Affairs

Nov. 2019

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1. Introduction 緣起

The World Indigenous Peoples Conference on Education has been convened since 1993 at the University of Alaska. A group of people resolved to call on UNESCO to establish a Working Party to examine the issues associated with higher education and indigenous peoples; therefore, World Indigenous Nations Higher Education Consortium was established.

世界原住民族為了分享教育政策、方案與實踐，1993 年起召開三年一次的「世界原住民族教育會議」(World Indigenous Peoples Conference on Education, WIPCE)，迄今已經成為世界原住民族教育工作者的重要會議。除了 WIPCE 之外，另一個原住民族界的教育盛會是「世界原住民族高等教育聯盟」(World Indigenous Nations Higher Education Consortium, WINHEC)。

The World Indigenous Nations Higher Education Consortium (WINHEC) was established in August 2002 at the World Indigenous Peoples Conference on Education (WIPCE) in Alberta, Canada. Members come from many different countries and a variety of diverse areas such as university departments, research organizations and government agencies. The member nations are: Australia, Hawaii, Alaska, Canada, New Zealand, Sami people from Norway, and the American Indian Higher Education Consortium, AIHEC. WINHEC's aim is to bring professionals together to achieve common goals through higher education.

2002 年 8 月 WIPCE 在加拿大舉辦時，來自澳洲、美國夏威夷、阿拉斯加、及美國印地安高等教育聯盟 (the American Indian Higher Education Consortium, AIHEC)、加拿大、紐西蘭、及挪威薩米族等與會的原住民族代表於會中發起並成立 WINHEC 推動委員會。這樣的構想，源自 1993 年國際原住民族社會組織的推動，會議中達成共識，認為應儘速成立一個國際性的原住民族教育認證機制，除了協助各教育機構的經營與發展，亦希望經由標準的認證流程，確保原住民族的教育品質與成效，進一步確立原住民族在知識建構過程中的主體性及在主流教育體制中的論述權。

WINHEC's vision is that, 'We gather as Indigenous Peoples of our respective nations recognizing and reaffirming the educational rights of all Indigenous Peoples'. In pursuit of the vision we share a collective goal of Indigenous Peoples of the world united in the collective synergy of self-determination through control of higher education. In doing so we have the common objective of being, committed to building partnerships that restore and retain indigenous spirituality, cultures and languages, homelands, social systems, economic systems and self-determination.

WINHEC 的宗旨是透過全球協力，營造世界的伙伴關係，並共同努力恢復原住民族傳統信仰、禮俗、語言、價值體系等重要的文化元素。藉由高等教育來提升原住民族群社會、經濟及政治地位，以利原住民族群社會的發展。WINHEC 提供了一個重要的國際平台，強調原住民族群在教育上的自主性，並分享不同國家的原住民族知識與經驗。WINHEC 的成立，是全球原住民族意識活絡的產物，透過國際結盟，進行學術與文化的交流與對話，確保原住民族高等教育的健全發展。WINHEC 為了達到全球各地原住民族的高等教育交流與分享，特於全球各地舉行會議。

Taiwan is also one of the member nations of WINHEC which had held 2012 WIERC under the name of College of Indigenous Studies, NDHU. The conference consisted of eight different indigenous regions from all over the world; there were over hundred and fifty participants coming from mainland USA, Alaska, Hawaii, Canada, New Zealand, Australia, Sami from Europe, and Taiwan.

臺灣為 WINHEC 會員國，且於 2012 年由擔任會員的國立東華大學原住民族學院（以下簡稱本學院）舉辦會員大會暨「國際原住民族高等教育學術研討會」（World Indigenous Education and Research Conference, WIERC）。會議共有來自 8 大原住民族地區之代表參加，族群代表涵蓋美國內陸、阿拉斯加、夏威夷、加拿大、紐西蘭、澳洲、歐洲薩米、以及臺灣原住民族等，與會人數超過 150 人。

The aim of the 2018 WINHEC held in Norway was to bring together researchers to share experiences, discuss issues, tackle challenges and explore opportunities within indigenous ways of knowing and being. Under the lead of WINU and administrative members, a group of people resolved to act on what UNDRIP has been advocating: establishing an excellent indigenous college, including the indigenous epistemology, improving rights of indigenous peoples, continuing to expand the global indigenous cross-cultural partnership, and helping the communities to connect with the globe.

2018 年於挪威舉辦的 WINHEC 會員大會，會議中討論 WINU 現今最大的挑戰，是建構一個強大的、永續的教育體制，提供世界原住民族更多的教育機會，讓學生學習原住民的知識體系（indigenous ways of knowing and being）。在 WINU 委員會和行政人員的領導下，共同努力實現聯合國原住民權利宣言（UNDRIP）的目標：建立一所傑出的原住民大學、納入原住民族知識論、促進原住民族賦權，持續推展全球原住民跨文化的夥伴關係，幫助部落、社群、國際共同接軌。

WINU is a world network for indigenous higher education and an entity in its own right, founded upon and operating within the sovereignty of Indigenous peoples. WINU is part of the World Indigenous Higher Education Consortium (WINHEC) founded by its members and operating under the protection of WINHEC constitution. WINU is aligned both philosophically and pragmatically to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). WINU exists to build knowledge, understanding and skill for indigenous peoples across the world from their own indigenous sovereignty and knowledge positions. WINU aims to address the challenges faced by indigenous peoples across the globe by providing access to a system of higher education that is culturally and professionally astute and aligned to a commitment to advancing Indigenous development through education.

WINU 的核心理念，是替世界原住民族建立起文化適切（culturally appropriate）的高等教育體系，其基礎建立在西方與原住民族的知識、研究、理論及學術上。不僅如此，WINU 重視西方與原住民族知識雙軌並進的教育體系受到國際的認可，肯定其作為原住民族高等教育機構的卓越表現。WINU 的特色是希望各國原住民族教育體系透過協作與認證，從學士一直到博士皆有開設雙聯學位、高品質的教學與研究、多元的學科，顯示 WINU 致力使跨國觀點的原住民族教育主體性的原則下，讓學生接受優良教育的用心。WINU 透過跨領域的學術交流，使參與的各校之學生們在選讀的領域內，能得到來自全世界頂尖的學術與文化訓練。每一間參與在 WINU 體系的成員學校，都有肯認與實踐尊重原住民族知識的責任，同時在 WINHEC 嚴謹的認證標準下，進行互惠、雙向的學術分享。WINU 承諾持續地推動優質的原住民族高等教育、維護文化資產，以及藉由教育翻轉當代原住民族的諸多不平等與不公義。

World Indigenous Research Alliance is also one of the important alliances which focuses on the research ethics of indigenous studies under the host of WINHEC. It is an open access, peer-reviewed publication celebrating Indigenous Knowledges. As a multidisciplinary publication, the WINHEC Journal is dedicated to the exploration and advancement of issues related to Indigenous education, research, culture, and language central to the lives of WINHEC nations and members. It's also to support World Indigenous Research and Education Conference, WIREC. The aim of the World Indigenous Research and Education Conference, WIREC is to bring together researchers to share experiences, discuss issues, tackle challenges and explore opportunities within the indigenous research field. The scope of the conference embraces disciplines as: Traditional Craft and Contemporary Design, Indigenous Language, Indigenous Education, Media and Journalism, and Protection and Management of Environmental and Traditional Resources.

World Indigenous Research Alliance（世界原住民族研究聯盟）也是 WINHEC 中的重要機制，主要是提倡原住民族的研究倫理，包含在 WINHEC 的主持下運作，推廣原住民族研究者在學術和社區的雙邊參與，推薦優良研究和期刊文章給 WINHEC 委員會，作為 WINHEC Journal 出版用，並且支持 WINHEC 的各項研究及活動辦理，包含世界原住民族研究與教育大會（World Indigenous Research and Education Conference，WIREC）的舉行。WIREC 創立之目的為齊聚來自世界各地對原住民族教育有熱忱的專家學者，一同分享各自在不同領域之研究經驗、討論相關議題、擬定當今原住民族在教育中所面臨的挑戰及其對策，同時探討原住民族研究的各種新契機。除此之外，WIREC 致力達到「促進原住民族認識論的銜接與轉換、透過高等教育保存並增進原住民族文化」的兩大目標。2018 年 WIREC 的議題設計特別專注在以下幾個面向的研究：原住民族傳統技藝與當代設計、原住民族語言、原住民族教育、媒體報導、原住民族傳統資源的保護與管理。藉由意見的交換、知識的互通，建立完整而系統性的對話。

Having been actively establishing contact and communication with the WINHEC and WIPCE over the past years or so, Professor Jolan Hsieh（Bavaragh Dagalomai）successfully regained the membership of the WINHEC and became the country representative and board member of accreditation. Professor Hsieh successfully presented a proposal for hosting the 2019 WINHEC AGM and received confirmation in 2018 WINHEC in Norway. It has been seven years since 2012 WINHEC that Taiwan is once again the host of WINHEC.

本學院原住民族國際事務中心主任謝若蘭教授長期關切國際原住民族議題，近期則著重致力於原住民族教育，因此積極參與 WINHEC 以及 WIPEC，並於會議中提供臺灣經驗與意見，被推舉為 WINHEC 理事會委員，並受邀參與 WINU 的擔任會員國家委員，以及 WINHEC 認證組織委員，試圖透過臺灣的視野與經驗參與，提供建議並學習國際經驗，共同建構世界性原住民族體系。經 2018 年在挪威舉辦的 WINHEC 大會決議，2019 年年會將繼 2012 年之後再度由我國擔任主辦國，並由本學院統籌辦理規劃。

2. Purpose 目的

The Center for International Indigenous Affairs（CIIA）is the hub for almost everything indigenous international affairs at College of Indigenous Studies, National Dong Hwa University. Founded in August 2014, it provides opportunities for students and staffs to cultivate their global perspective in a variety of ways, ranging from exchange programs to participation in international projects. CIIA visions are to promote international indigenous research collaboration, raise student awareness on

indigenous issues across the world, and engender vibrant exchanges of indigenous academic, education and cultural affairs.

國立東華大學原住民族學院作為全國首座與唯一的國立原住民族學院，除了肩負著臺灣原住民族發展的重任，原住民族學院的發展亦關係著臺灣原住民高等教育人才的質量。尤其近期透過原住民族教育的聲浪，以及蔡英文總統於 2016 年 8 月 1 日對原住民族的道歉，設立國立原住民族大學的目標更需要尋求突破與創新，擺脫主流體制的僵化框架，透過 WINHEC 的共同發聲平台，在原住民族主體教育價值的理念下，成為臺灣原住民族大學以及相關學院、系、所等教育理想的落實之依據與參考。

The responsibility of CIIA is as follows:

- I. Design or implement international exchanges on indigenous academic, educational and cultural affairs.
- II. Investigate in policies and strategies for international affairs of CIS.
- III. Establish program and evaluation for international student recruitment, guidance and scholarship for NDHU.
- IV. Facilitate the promotion of NDHU international exchange programs.
- V. With CIIA, domestic and international students have a home for engaging their international indigenous interests and learning from peers and top scholars who hail from all over the world.

由本學院執行 2019 WINHEC 年會將可達到以下幾個目的：

- 一、提昇臺灣原住民族在國際原住民族學術的能見度及地位。
- 二、建立良好學術交流互動平台並促進國際間的實際合作關係。
- 三、建構原住民族高等教育的具體建議與政策。
- 四、提昇國內社會大眾對原住民族高等教育議題的重視。
- 五、開拓原住民族在國際產、官、學界的互動交流平台。
- 六、積極長期參與國際連結，帶動原住民族教育直接國際接軌。

3. Execution 執行內容

3.1 Preliminary Work 前置工作

The annual meeting had been organized and prepared by several parties. After numerous video conferences between the international preparatory committee and the host team in Taiwan, a lot of time committed to communication and discussion, the set-up of official website and preparation of sign-up for the participants, and the volunteer training program, the meeting was finally able to run smoothly.

本次會議透過多方協力籌措組織及準備，歷經國際籌備委員會數次的視訊會議、臺灣籌備委員們的多次討論與各個協力組織的溝通及協助，建置會議網站與報名工作，以及臺灣各地的青年學子志工群的培訓，讓後續會議順利進行。

3.1.1 Preparatory Committee 籌備組織

I. International Preparatory Committee 國際籌備委員會

Project 籌備項目	Representative 代表
Co-Chair 共同主席	Laura Horton (Canada 加拿大) Post-secondary Education Programs at Seven Generations Education Institute 資深教育工作者 Dr. Elmer J. Guy (U.S.A. 美國) President, Navajo Technical University, U.S.A. 納瓦侯科技大學校長
Secretary / Treasurer 秘書、財務	Umi Jensen / Kaponi Ciotti (Hawai'i 夏威夷)
Board of Accreditation 認證委員會	Ray Barnhardt / Keiki Kawai'ae'a / Walter Kahumoku III (Hawai'i 夏威夷)
WINU 世界原住民大學	Hohaia Collier (Aotearoa 紐西蘭) Dean of Academic Affairs, Te Wānanga o Raukawa 毛利大學學務長
Circle of Honor	Sara Ellen Anne (Norway 挪威)

Project 籌備項目	Representative 代表
榮譽圈	
2018 / 19 Country Reps. 國家代表	Hohaia Collier / Teina Mataira (Aotearoa 紐西蘭) Ray Barnhardt / Sean Topkok (Alaska 阿拉斯加) Boni Robertson / Leanne Holt / Berice Anning / Peter Buckskin (Australia 澳洲) Laura Horton / Rebecca Jamieson / Doreen Beauchamp / Delbert Horton Brent / Tookenay (Canada 加拿大) Namaka Rawlins / Konia Freitas (Hawai'i 夏威夷) Roxanne DeLille / Liz Jaakola / Carrie Billy / Jill Mackin / Sonny Peacock / Ellen Inga (Mainland U.S.A. 美國大陸) Olavsdatter Haetta / Elisabeth Utsi-Gaup (Sápmi Land 薩米) Jolan Hsieh / Awi Mona (Taiwan 台灣)

II. Taiwan Preparatory Committee 國內籌備委員會

Representative 姓名	Organization 代表單位
Pasuya Poiconx 浦忠成	College of Indigenous Studies, NDHU 國立東華大學原住民族學院
Bavaragh Dagalomai 謝若蘭	2019 WINHEC AGM Host Team Coordinator & Taiwan Country Reps. WINHEC 臺灣代表、團隊召集人
Awi Mona 蔡志偉	WINHEC Taiwan Country Reps. WINHEC 臺灣代表
Sifo Lakaw 鍾文觀	President, Hualien Tribal College 花蓮縣原住民族部落大學負責人
Wei-Jer LIOU 劉維哲	Director, Department of Education and Culture Council of Indigenous Peoples 原住民族委員會教育文化處處長

III. Organization 協力組織



3.1.2 Website settings 網站設置

website address 網址 <https://winhec2019.iaa.ndhu.edu.tw/>



3.1.3 Volunteer Training 志工培訓

I. Schedule of Volunteer Training - Elementary 志工培訓課程表-初階

Time	7/6 (六)
08:30-09:00	報到 Sign-up
09:10-10:00	2019WINHEC 年會日程說明 Introduction to 2019 World Indigenous Nations Higher Education Consortium
10:10-11:00	臺灣原住民族教育現況 花蓮縣原住民族部落大學執行長 Sifo Lakaw Discussions of themes in education Chief Executive Director of Hualien Indigenous Community College, Sir Sifo Lakaw
11:10-12:00	文化導覽分享及注意事項 Sharing and notices provided by a cultural guide Lo'oh Sako
12:00-13:10	午餐（午間休息） Lunch
13:10-14:00	青年論壇簡介 Introduction to the Youth Camp 奇美部落文化發展協會總幹事 吳明季 Kiwit Cultural Development Association, Ming-chi Wu
14:10-15:00	西林部落簡介 Introduction to Ciyakang Community 文化工作者 Lbak Uking Cultural Worker Lbak Uking
15:10-16:00	太巴塢部落簡介 Introduction to Tafalong Community 文化工作者 萬星辰 Cultural Worker Hsin-chen Wan
16:10-17:00	港口部落簡介 Makotaay Community 文化工作者 王力之 Cultural Worker Li-zhi Wan
17:10-18:00	新社部落簡介 Introduction to pateRongan Community 文化工作者 潘國祥 Cultural Worker Quo-Xiang Pan
18:00-19:00	晚餐 Dinner

II. Schedule of Volunteer Training -Advancedv 志工培訓課程表-進階

Time	7/25 (四)
08:30-09:00	報到 Sign-up
09:10-10:00	志工工作概要說明、環境介紹及工作分配 Introduction to the work distribution and the working environment
10:10-12:00	臺灣原住民族之自我族群文化表達 Cultural Expression of Taiwanese Indigenous Peoples 財團法人法律扶助基金會原住民族法律服務中心 法務專員 Legal Center of Indigenous Peoples, Legal Aid Foundation 郭文萱 Eleng Kazangiljan
12:00-13:30	午餐（午間休息） Lunch
13:30-15:30	自我族群文化表達工作坊 I Cultural and Indigenous Expression Workshop I 自由譯者張葳 Freelance Translator Wei Chang
15:45-16:30	自我族群文化表達工作坊 II Cultural and Indigenous Expression Workshop I 自由譯者張葳 Freelance Translator Wei Chang
16:40-17:30	2019WINHEC 說明 I Introduction to 2019 WINHEC I 國立東華大學族群關係與文化學系/原住民族國際事務中心 Bavaragh Dagalomai (Jolan Hsieh), the director of Center of International Indigenous Affairs, College of Indigenous Studies 教授/中心主任謝若蘭 Bavaragh Dagalomai
17:30-19:00	晚餐 Dinner
Time	7/26(五)
08:30-09:00	報到 Sign-up
09:10-10:00	2019 WINHEC 說明 II Introduction to 2019 WINHEC II
10:10-12:00	小組成果報告 Group Report time

12:00-13:30	午餐（午間休息） Lunch
13:30-17:00	工作協調會議 Work Coordinator Meeting
17:10-18:00	晚餐 Dinner

3.2 WINHEC 2019 會議

The duration of WINHEC 2019, including pre-meeting day, were six days in total. Over a hundred of participants who came as scholars, educators, and many local and foreign youths and elders who have been dedicated and interested in the area of indigenous education came from different nations worldwide and gathered together to discuss issues of indigenous education. This year, beside the most important election of new co-chair which is a three-year term position also took place in WINHEC 2019 in Taiwan, the tight schedule of meetings including discussions of themes in education, construction of academic professions, transgenerational communication, and cultural exchanges took place at the same time in the venue of consortium.

The meetings of which goal is to maintain and improve indigenous academic knowledge and educational system were held in four different groups in separate rooms which were Board of Accreditation, World Indigenous Research Journal Alliance, World Indigenous Nations University, and Global Indigenous Elders Alliance.

WINHEC 理事會及總部負責各項工作規劃，故於會議前召開會前會確認各項討論事項及會議流程。會議期間有各工作小組的分組討論，針對各項議題提出建言。工作小組的討論為 WINHEC 年會的特色，分別針對不同的議題進行討論、提出建議、提交大會。綜據前揭各項意旨，立基於去年度的執行策略與內容，即瞭解全球原住民族教育概況及發展趨勢、加強與國際間各國原住民族教育文化之交流、蒐集各國相關原住民族教育文化具體政策資料，作為推動我國原住民族教育之參考。今年的 WINHEC 除了綜合的國家報告、共同主席及共同副主席的選舉、執行團隊的各國代表名單上的微調以外，更於大會期間與來自世界各地的原住民族分享 WINHEC 的成果與努力。除此之外，回應去年度會議的討論，特於今年度會議期間同時進行青年及耆老共學的營隊、文化藝術市集、及原住民族社區活動，期望發揮更大的原住民族教育主體影響力，以及相互學習的機制。

3.2.1 Preliminary Meetings Agenda 會前會議程

WINHEC 2019 Preliminary Meetings Agenda

Date: Sun., July. 28, 2019

Location: National Dong Hwa University, College of Indigenous Studies

Time	Agenda Item
09:00-10:00	Final review logistics- IT, copying, spaces, times, tours, speakers, procession order for opening ceremonies... (B123)
10:00-10:30	Tea Time (A137)
10:30-12:00	WINHEC Executive Board (B123) 1. Confirm Country Reps 2. 2018 Minutes and Acceptance 3. Review and Approval of WINHEC Practice Handbook and Constitution 4. Accept Nominations for Exec Co-chairs, Deputy Co-chairs, Secretary and Treasurer 5. Confirm the Format for Welcoming Ceremony 6. Signing of Circle of Honours Awards 7. Other Matters
12:00-13:00	Lunch / Buffet (A137)
13:00-14:00	WINHEC Executive Board (B123)
14:00-15:00	Board of Accreditation Meeting (A218) BOA working meeting agenda, 2018 approved handbook, policies, training
	WINU Executive Board (A222) Confirm Agenda Items Receive WINU Charter Receive WINU Constitution Receive WINU Draft Plan 2020-23 Signing of Doctoral Awards Other Matters
15:00-15:30	Tea Time (A137)
15:30-17:00	Board of Accreditation Meeting (A218)
	WINU Executive Board (A222)
18:00-	Dinner

3.2.2 2019 WINHEC AGM Agenda 議程

2019 WINHEC AGM Agenda

Day One: Opening and Community Building

Date: Mon., July. 29, 2019

Location: National Dong Hwa University, College of Indigenous Studies

Time	Agenda Item	
09:00-10:20	WINHEC Taiwan Official Opening (B123)	
10:20-10:45	Tea Time (A137)	
10:45-12:00	AGM Convened (B123) Introduction of 2019 WINHEC Exec. Board Members 2018 Highlights Executive Report Release of Practice Handbook and Constitution Financial Report Nation Reports	
12:00-13:00	Lunch / Buffet (A137)	
13:00-14:30	AGM Convened (B123)	Elder and Youth Dialogue (B106 / A201)
14:30-15:30	Board of Accreditation Presentation (B123)	
15:30-16:00	Tea Time (A137)	
16:00-17:00	Board of Accreditation Presentation (B123)	
18:00-	Dinner	

Day Two: Work, Information and Sharing

Date: Tues., July. 30, 2019

Location: National Dong Hwa University, College of Indigenous Studies

Hualien Farglory Hotel (Dinner / Awards Ceremony)

Time	Agenda Item
07:30-	Youth Leadership Camp
09:00-09:15	Opening Blessing-Sápmi (B123)
10:45-12:00	Tea Time (A137)
09:00-10:00	WINU Overview and Partnership Presentation (B123)
10:00-12:00	Work Sessions Board of Accreditation World Indigenous Research/ Journal Alliance World Indigenous Nations University Global Indigenous Elders Alliance
12:00-13:30	Lunch / Buffet (A137) / side event: sediq / seediq / seejiq nation's education program sharing and feedback (A131)
13:30-14:30	Work Sessions Board of Accreditation Training (A218)
14:30-15:00	Tea Time (A137)
15:00-16:30	Work Sessions Board of Accreditation Training (A218) WINHEC Executive Board (B123)
17:30	Dinner and WINHEC Confirmation of Circle of Honours and WINU Honours Awards Ceremony

Day Three: Community Affirmations

Date: Wed., July. 31, 2019

Location: National Dong Hwa University, College of Indigenous Studies

Taroko National Park, Hualien Fushi Elementary School

Time	Agenda Item
09:00-09:15	Opening Blessing-Hawai'i (B123)
09:15-09:30	Tea Time (A137)
09:30-12:00	WINHEC AGM Re-convened (B123) Introduction of New Executive Leadership Working Session Reports
12:00-13:00	Lunch Box (on bus)
13:00-17:30	Host Community Engagement Logistics of Day Tours Conduct Walking Tour (Taroko National Park)
17:30-	Dinner with Youth Presentation and Open Mic (Hualien Fushi Elementary School)

Day Four: Host Community Engagement

Date: Thur., Aug. 1, 2019

Location: Gbiyuk Truku (Taroko Gorge), Makotaay Community, Fakong & pateRongon
Communities, Tafalong Community, Kaluluan & Culiu Communities
Ciyakang Community

Time	Agenda Item
09:00-09:30	Opening Blessing-Canada
09:30-17:00	Taiwan Community Engagement
17:00-	Dinner with Host Community

Day Five: WINHEC Community Engagement and Closing

Date: Fri., Aug. 2, 2019

Location: Hualien Parkview Hotel

Time	Agenda Item
09:00-09:15	Opening Blessing-Aotearoa
09:15-09:30	Tea Time
09:30-11:30	WINHEC Sharing, Passing Forward our Origin Stories- <i>NEW EVENT</i> WINHEC, BOA, GIEA, WINU, WIRJA each have origin stories as do our member institutions. We will share our stories with one another so we realize what we truly have
11:30-13:00	Official Closing with Farwell Banquet

3.2.3 Youth Camp 青年營

We have designed a two-day leadership program specifically for the youth of WINHEC 2019 to explore Pangcah communities. Participants will experience Kiwit's cultural rafting trip down the Siwkolan River and the coastal ecological wisdom of Cawi', exploring ancient Pangcah knowledge from valley to ocean. During workshops, local youths and Indigenous youths from all over the world will share with each other stories, voice their minds, and reflect, elevating their abilities of self-development and leadership.

今年特別為參加的青年設計了兩天一夜的阿美族部落探索行程，過程中參與者體驗奇美（Kiwit）部落的文化泛舟、傳統祭儀和部落運作，以及靜浦（Cawi'）部落的海岸生態知識與應用。在這兩天的行程裡，青年接觸到在地生存發展的思維與動力，學習在地文化和樂舞；於青年論壇時，和來自世界各地的原住民青年一起分享彼此的故事，透過世界原住民族和在地議題的啟發，指引參與青年訂定欲關懷的主題，進行自我表達與反思。

Agenda 課程表

Date 日期	Agenda Item 內容
7/30 (Tues.)	<p>The Tatadok Rafting 文化泛舟</p> <p>Creative Presentation of Kiwit Cuisine 午餐－阿美族風味餐</p> <p>Kiwit Culture Experience 奇美部落祭儀文化導覽</p> <p>Dinner & Youth Forum 晚餐暨青年論壇</p> <p>Traditional Kiwit House 宿奇美部落傳統屋</p>
7/31 (Wed.)	<p>Cawi' Opening Blessing 靜浦部落進行祈福儀式</p> <p>Estuary cultural tour 河口文化導覽</p> <p>Eight-Trigram Nets & Pacific Coast Ecology Education & Discovering Hippa Ovalis 八卦網漁獵生活、太平洋海岸生態教育與追逐浪花蟹</p> <p>Returning and sharing 青年營返回富世國小進行分享</p>

3.2.4 WINHEC Host Community Celebration Tours 參訪行程

1. Taroko National Park 太魯閣國家公園

Taroko National Park was named after the Truku people as it is situated within their traditional territory. Currently, only a few communities remain in their homeland while others left behind relics after force relocation by Japanese colonial government. There is stunning landscape such as splendid gorges and cliffs in Taroko National park as well as rich histories of Truku people and Japanese colonial era. With guided tours and walks we will not only explore the natural wonders but also reflect on colonial histories intertwined with blood and tears.

會議第三天安排參訪太魯閣國家公園，由當地族人引領與會來賓深入太魯閣族人領域導覽。太魯閣峽谷位於太魯閣族的傳統領域內，目前由太魯閣國家公園管理處負責管理。除了少數太魯閣族部落外，其餘因日本殖民政府迫遷後留下來的舊址，且多已無人居住。太魯閣峽谷內有險峻的地形、斷崖等自然奇景，還有豐富的太魯閣族文化和歷史。透過在地族人及志工的峽谷導覽以及步道探訪，參與者沈浸在大自然的奇景之中，同時追憶一段血淚交織的殖民歷史。最後，在太魯閣族的小學（富世國小）內使用由太魯閣族人精心製作的風味晚餐，並聆聽青年們分享體驗在地文化及議題討論的成果。

2. Taiwan Community Engagement 原住民社區參訪交流

(1) Fakong & Paterongan 貓公部落和新社部落

Pali-uni ki ituminlilibus tu aldikusan siin matinsuqis tu mendudu-az

Ma-aq a meshuan i ning-avdengaz Kaluluan tu asang a heza Bantalang, Sakilea siin Bununsidug vevivevi tu sidug a tunlusqu mun-iti, i-iti nenka muskun miqumis. Lusqa tu maszang nenkun i Ketnanu bunun haan Tevang ti tu papia ka mendudu-az a tunlusqulusqu munhaan asangdengaz ta miqumis, ni-i in papia ka bunun i-iti. Uu tu, miku-aq tu minpapia ka mendudu-az a munsuqis amin munhaan anak-anak tu asang, kilim nenka tu duuq heza ma-aqma-aq a haan asang ti ka itu-anak-anak nanu tu sin-iqumis a, maqtu pin-uni-un iskusia min-uni tastu-asang tu isdulapan. Ma-aq nepi tu kuzkuza-un a na tantungu saam mun-iti

saduu nenkun tu ma-aq haan i-iti tu mendudu-az a siin i nanu in i-iti tu bunun (tesis-aan) a, na maku-aq nenkun kaskun malkasia isdulap tu sinkuzakuza tu maqtu iqumis tu iqumisan. Mudaduu amin tu ma-aq i-iti tu dalaq siin bukvav a, na ispalisisia tu na miku-aq nenkun tusingav i taqapusasepuk tu na simaq a maldikus sikiniing mopa ta tu sinkuzakuza.

Natural Resources Sovereignty and Homecoming of Youth

Situated beside the Pacific Ocean, Kaluluan community consists of Pangcah peoples, Sakizaya peoples, and Bunun peoples. Like most of the indigenous communities in Taiwan, they have a seriously low population of youth and medium aged peoples. In the recent years, young people have been returning their homelands and utilizing the natural and cultural resources to develop local tourism. In this trip, we will learn how local young people cooperate with the indigenous communities and create opportunities for local culture to flourish in an alternative and creative way. We will also have a further discussion about the prospects of how to resolve the barriers between government's supervision and the local management of natural resources.

自然資源主權與青年返鄉

鄰近太平洋的磯崎村是阿美族、撒奇萊雅族以及布農族三個族群移居和知識交會的區域。和臺灣多數原住民族部落一樣，青壯年人口外移嚴重。然近年來，青年開始返鄉應用在地自然資源與文化發展在地旅遊的模式。我們將透過部落遊程，實地瞭解在地青年如何與族人合作共同經營管理自然資源，創造在地生存與文化發展的機會，並進一步討論土地與自然資源的應用及政府的管理權之間形成的阻礙與可能的解決之道。

(2) Makotaay 港口部落

O nakamayan, serangawan ato pipalatamdaw to wawa no i niyaro'ay

O Makotaay a Niyaro' no Pangcah, i cepo' no Siwkolang a 'alo, miso'ayaw to Tay-ping-yang. Kadofah ko taneng ato fana' nangra a ma'orip, adihay ko materekay a nakamayan no to'as itira. Yo micomod ko sofitay no roma a kitakit tayni i Makotaay i, adihay ko kararomay a kongko no mato'asay to nikalalifet iti:ya ho. O tatayra kami tonini a niyaro' a minengneng to 'orip nangra, ato o nakamayan no matayalay. Mitengil to paini no mikeriday a palatamdaw to wawa, ato nikalalifet nangra to misa'adaay, ato pipa'es nangra a palowad to niyaro'.

Coastal Pangcah Communities: Art, Culture, and Local Education

With abundant knowledge of their traditions and cultures of crafts and artworks, Makotaay community which belongs to Pangcah people is located closely to the estuary which connects Siwkolang River with Pacific Ocean. It also has a dark history of fighting against colonizers who deprived them of rights during the colonial period. We are going to visit the Pangcah community which is full of artistic works and creative cultures. We will talk with local indigenous rights activists, artists and local educators about Makotaay's cultural heritage. We will be reflecting on artistic education, the historical background, and current developments of land return movement.

海岸阿美族的藝術、文化、與在地教育

阿美族的港口部落（Makotaay）緊鄰太平洋與秀姑巒溪的出海口，擁有豐厚的傳統知識以及藝術創作文化。在與不同的殖民者接觸過程中，也產生了抵抗與被剝奪的陰暗歷史。這個行程將探這個富有濃厚藝術創作氣息的阿美族部落，並與還我土地運動者、藝術創作者、在地教育工作者見面，分享關於港口部落的文化知識、藝術教育、還我土地和殖民戰役的歷史與發展現況。

(3) Kaluluan & Culiu 磯崎部落和高山部落

Pali-uni ki ituminlilibus tu aldikusan siin matinsuqis tu mendudu-az

Ma-aq a meshuan i ning-avdengaz Kaluluan tu asang a heza Bantalang, Sakilea siin Bununsiduq vevivevi tu siduq a tunlusqu mun-iti, i-iti nenka muskun miqumis. Lusqa tu maszang nenkun i Ketnanu bunun haan Tevang ti tu papia ka mendudu-az a tunlusqulusqu munhaan asangdengaz ta miqumis, ni-i in papia ka bunun i-iti. Uu tu, miku-aq tu minpapia ka mendudu-az a munsuqis amin munhaan anak-anak tu asang, kilim nenka tu duuq heza ma-aqma-aq a haan asang ti ka itu-anak-anak nanu tu sin-iqumis a, maqtu pin-uni-un iskusia min-uni tastu-asang tu isdulapan. Ma-aq nepi tu kuzkuza-un a na tantungu saam mun-iti saduu nenkun tu ma-aq haan i-iti tu mendudu-az a siin i nanu in i-iti tu bunun (tesis-aan) a, na maku-aq nenkun kaskun malkasia isdulap tu sinkuzakuza tu maqtu iqumis tu iqumisan. Mudaduu amin tu ma-aq i-iti tu dalaq siin bukvav a, na ispalisia tu na miku-aq nenkun tusingav i taqapusasepuk tu na simaq a maldikus sikiniing mopa ta tu sinkuzakuza.

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(4) Gbiyuk Truku 太魯閣峽谷

Rmbug ptasan prjingan, pkrana qpahan btunux ni mseasu Truku

Mowsa ta qmita kingal ptasan prjingan Rmbung kari seejiq tnpusu, slalih ta qmita ka na euuda ttgsa Rmbung kari seejiq tnpusu. Sngul teumal rdrudan, emptknkla kndsan, laqi ptasan paru seejiq tnpusu klgan pntgaya laqi matas dmudul pgkla nhdaan Truku, niqan ka tmgiyal mhtu Nihun, mhtur kkrana emu dxgal qpahan ni biyax ndaan bqani dxgal nami, pseupu pprngaw emptbiyax dseejiq Truku, kiky ni pgkla tminun knkla kndsan ni suyang uuqan.

Immersion Language Education, Mining on Ancestral Land, and Weaving

By paying a visit to a Truku Language Immersion Teaching Kindergarten, we are going to look at the current situation of Taiwan's indigenous language immersion teaching. Following the guide of Truku's elderly people, culture

investigators, and undergraduate students from the indigenous law program, we are going to go further into Truku's history; their fight against the Japanese army, their protest against mineral resource development, and the land return movement. The trip will end by sharing with Truku activists from the movement and interacting with Truku weavers whilst enjoying local cuisine.

幼兒教育、礦業開發、與編織工藝

在這個行程中，我們將先拜訪一間私立的太魯閣族沉浸式族語教學幼兒園，近身觀察臺灣實施族語沉浸式教育的現況。隨後將由在地太魯閣族耆老、文化工作者、原住民學生帶領深入瞭解太魯閣族歷史，包含抗日戰役、太魯閣族抵抗水泥礦業發展與還我土地運動的歷程。行程也將安排與太魯閣族運動倡議者進行對談，並共同體驗太魯閣族的編織文化與美食。

(5) Ciyakang 西林部落

Kkbiyax knkla kndsan ni bnriah alang embrax

“Qmprigan embbrax laqi matas klgan Truku seejiq tnpusu Taywang”

Nii o psslian laqi matas ni rrisaw Truku, dhiya nii o psiyaq ka quri saw kkrana biyax ta Truku ni mdudul pusu kari, saw embiyax bi hmtur paah ngangut miyah gmaluk mquri ka eseisil klwaan ni paru qpahan, quri ska do mdudul bi phiyug knkla knxalan ni knkla kndsan, tmgsa bi knkla klgan seejiq tnpusu. Risaw Truku o muda dmudul seejiq terumal mksa alang, mowda smluhay knkla kndsan cinun tndxgal hini, kiya ni huya dha ksun pkrana klgan seejiq tnpusu saw mha malu bi euuda ni qpahun.

Cultural Revitalization and Home-coming Youth

Truku Youth Association consists of Truku students and the youth. They have long participated in Truku's movements of protesting for their rights and Truku's promotion of their traditional knowledge and cultural heritage. They stand up for their community by fighting against the government's disregard for and enterprises' deprivation of indigenous people's rights. They also advocate for cultural revitalization of their traditional knowledge and cultivate the consciousness of the Truku community. Truku youth will lead the participants to their community, experience the uniqueness of the local weaving culture and let the participants know why youth action could bring positive impacts to the community.

文化復興與青年返鄉

「太魯閣族學生青年會」是由太魯閣族的學生與青年共同組織而成，他們長期參與太魯閣族權利發展的議題倡議與行動。他們對外抵抗來自國家和企業無視族群權利的剝奪；對內推動傳統知識的建構與文化復振，培養族群意識。這個行程將由太魯閣族青年帶領參與者走進部落，體驗在地編織文化，以及和與會者討論青年行動如何為族群發展帶來正面的影響。

[illegible]



3.2.5 Awards 頒獎

I. WINU honorary doctorates WINU 榮譽博士學位

Each member country of World Indigenous Nations Higher Education Consortium (WINHEC) nominates their honorary doctorates who have been through lifelong meritorious academic endeavors for the benefit of their own indigenous peoples to World Indigenous Nations University (WINU). And the awards are given in the annual consortium to praise their endeavors and thank their humble dedication. The nominees from Taiwan this years went to Amis teacher, Namoh Rata. Namoh Rata, as a long-dedicated teacher in Amis / Pangcah language and culture preservation, received the honorary doctorate from WINU in 2019 WINHEC.

WINU 榮譽博士的頒獎每年皆由各會員國提名在原住民族教育具有重大奉

獻的榮譽人士，給世界原住民族大學（World Indigenous Nations University, WINU），於 WINHEC 年會中頒授榮譽博士學位，肯定其於原住民族教育的付出，臺灣亦有 1 名，為阿美族的吳明義（Namoh Rata）老師。Namoh Rata 畢生致力於阿美族語的研究與教材編撰，除受聘於學校教授阿美族語，也教授與分享阿美族語的讀寫課程，更記錄阿美族歌謠、族語詞典編寫，與其他有志者共同創立阿美族語言永續發展協會，確保民族語言的復振與永續。

II. WINHEC Confirmation of Circle of Honours 原住民族智慧獎、傳承獎

There were also three indigenous Taiwanese elders who received the award of “Elders of Indigenous Wisdom” from circle of honors: Obing Nawi from Alang tongan Community of Seediq Peoples, Teymu Losi from Toda Community of Seediq Peoples, and Alawyan Pakawyan from Sakuban Community of Puyuma Peoples. Committee members from The Seediq National Assembly’s Education Committee also attended the whole process of award ceremony in order to show the people’s devoted mind in self-determination of indigenous education.

They were awarded ELDERS OF INDIGENOUS WISDOM for recognizing them for their endeavor and dedication for passing on and preserving indigenous knowledges and cultures. Obing Nawi has been dedicated to passing on traditional weaving of Seediq Peoples. Teymu Losi spends his lifetime teaching the younger generation how to hunt, the knowledges of forests, and traditional cultures. Akawyan Pakawyan, as an indigenous language teacher, has been dedicated to preserving and passing on the Puyuma culture, traditional art skills, and singing and dancing. Her endeavor is important especially in this year of International Year of Indigenous Languages. The wisdom of award winners cannot be replaced by the knowledge system in modern era; therefore, it’s important for everyone to recognize their endeavor and the values of passing on indigenous cultures along the way of self-determination education.

WINHEC 榮譽獎項（WINHEC Circle of honours）是頒給推展原住民族教育有功者。臺灣方面共有 3 位長者獲得耆老智慧傳承獎，分別是賽德克族南山溪部落的郭蔡再妹（Obing Nawi）、都達村的簡阿守（Teymu Losi）及卑南族南王部落的林清美（Akawyan Pakawyan）。3 位獲獎人皆在臺灣原住民族文化與傳承有顯著的表現，其中 Obing Nawi 耆老在賽德克族的傳統歌謠、舞蹈與編織等口述文化傳承有碩大的貢獻。Teymu Losi 耆老則貫徹生命於狩獵與山林知識、傳統文化的傳承。Akawyan Pakawyan 老師也傾注於文化保存、傳統技藝與歌舞的傳遞與推廣，尤其是在族語的堅持與傳授的理念，在今年

為聯合國原住民族語言年更顯重要。

3.2.6 2020 Executive 執行團隊

This year, the election of new co-chair which is a three-year term position also took place in WINHEC 2019 in Taiwan. Dr. Jolan Hsieh was recommended by the representatives of member nation as the new co-chair. With the current chair, Dr. Elmer Guy from Navajo Technical University, they will lead WINHEC together in the succeeding years.

2019 年是 WINHEC 大會的選舉年，會員大會除進行各項事務報告外，重頭戲是選舉新任的共同主席（男、女各一位）以及共同副主席（男、女各一名）。本年度由謝若蘭教授獲得推舉與 Dr. Elmer Guy 成為新任的共同主席。WINHEC 按照議題取向設有任務執行領導團隊，以利議題與整體會議的推動。

4. Outcomes and Achievement 執行成效 (No translation available)

教育是促進國家社會發展的重要基石，一個公平正義的教育，能夠幫助每一個人發揮自己的潛力，創造個人與社會的福祉，教育的重要性可見一斑。教育對身處在社經弱勢的原住民族群，尤為重要。對大多數具殖民經驗的原住民族群而言，教育更有文化傳承及延續民族命脈的意義。而我國重要的《原住民族基本法》、《原住民族教育法》等法規，亦都強調對原住民族教育權之尊重及保障，以及對原住民族語言文化之積極維護，並應依據原住民族之意願落實推動。

WINHEC 的主旨為「深耕在地，走向國際 (Teach Local, Reach Global)」，WINHEC 期許世界原住民族的教育目標必須使原住民族能夠實踐下列理念：以原住民的身分為榮；在當代社會得以實現個人理想；保障原住民族擁有良好的生活品質和健康權；促進原住民族認識論；透過原住民族高等教育有效地維護並增進原住民族的傳統信仰、文化與語言；提升原住民族的社會、經濟、政治地位，推動原住民族的社區福祉；建立完整的認證系統，確保並支持原住民族的教育倡議行動；肯認原住民族教育的重要性；締造一個原住民族知識的共享與交流網絡。

本年度由臺灣辦理 WINHEC AGM 大會，達成下列幾項重要成效：

一、瞭解全球原住民族教育概況及發展趨勢、加強與國際間各國原住民族教育文化之交流、蒐集各國相關原住民族教育文化具體政策資料，作為推動我國各項原住民族教育政策、未來臺灣原住民族大學以及相關學院、系、所等教育理想的落實之依據與參考。

二、與世界各國之學術及實務界代表互相分享、學習與討論，結合臺灣的經驗，共同探討原住民族知識在全球變遷時代的永續發展。不僅強化各國原住民族之間的情感，更藉由經驗的交流與合作，促進國際上對臺灣原住民族事務的瞭解、提升臺灣原住民在國際上之能見度與地位、開拓臺灣原住民在國際產、官、學界的互動交流平台。

三、臺灣方原住民籍學者積極參與 WINHEC 各項工作，今年度亦加入新成員，鍾文觀加入認證委員會（BoA），謝若蘭、蔡志偉及羅永清則擔任世界原住民研究及期刊聯盟（WIRJA）的編輯委員，更難得可貴的是由會員推薦選出臺灣代表謝若蘭擔任本屆的共同主席。相信這些積極的成效會更有助臺灣原住民族教育從 WINHEC 的伙伴關係，延伸至全球性的結盟。

四、透過參與更增進對原住民族高等教育的想像與翻轉具有創見與思維，臺灣積極參與各相關重要決策位置，成為未來建構原住民族教育體系的重要基礎，甚至思考未來臺灣原住民族教育認證機制由 WINHEC 認證，開啟民族教育的另一條路徑。

五、WINHEC 已申請聯合國具諮詢地位之非政府組織團體，未來的目標是成立全球性的原住民族教育網絡，聯盟成員可以資源共享，臺灣作為 WINHEC 的會員國，對於拓展國際空間與參與國際事務，有助於「南島」以及「新南向」政策外的更多邊多元的助益。

六、2019 WINHEC AGM Expenditure Amount and Funding Sources

Sources	Amount (NT\$)	Amount (US\$) 30:1	%
Council of Indigenous Peoples	3,000,000	100,000	81.3%
Other Sponsors	161,391	5,380	4.4%
Registration Fees	528,882	17,629	14.3%
Contribution in kind			
Total Expenditure Amount	3,690,273	123,009	100.00%

5. Photo 照片實錄



Volunteer Training

Introduction to WINHEC, cultural tour, visiting communities (Speakers from the local communities came to the class to have a thorough introduction over their communities.

【志工培訓】認識 WINHEC、文化導覽、至高山部落實地參訪



Volunteer Training

In addition to basic skills of English conversation, the training also offered lessons of correct knowledge about Taiwan indigenous peoples.

【志工培訓】自我族群表達英文工作坊、深入認識 2019WINHEC AGM 事務



Preliminary Meetings

Executive Board: members of Executive Board were confirming all the details thoroughly on pre-meeting day.

【會前會】執委會（Executive Board）確認正式會議所有細節



Preliminary Meetings

Board of Accreditation (BoA) and World Indigenous Nations University (WINU) were discussing and confirming all the formal documents for the AGM meeting.

【會前會】認證委員會（BoA）、世界原住民大學(WINU)討論及確認正式會議資料



Local Collaboration

In order to emphasize on the localized Identity, the opening ceremony was presented by Cikasuan's community.

【在地協力】開幕由在地的 Cikasuan（七腳川）部落協力完成



Local Collaboration

Welcomed the guests and led them into the venue. Also, the opening remark was given by the Head of the community.

【在地協力】強調在地主體性，以 Cikasuan 報訊及迎賓方式帶領與會者進入會場，並由部落領袖開場致詞。



The Purification Ceremony

The Purification Ceremony which was led by the sikawasay from Lidaw community is going to purify the venue for and the spirits of the participants of WINHEC.

【除穢祈福】由 Lidaw（里漏）部落的 sikawasay（祭師）至會場為與會人員及會議場地祈福和除穢，以利大會各項活動順利進行及與會人員身心安定。



WINHEC Taiwan Official Opening

Dr. Elmer J. Guy's speech.

【開幕式】共同主席 Dr. Elmer J. Guy 致詞



BoA Convened

The accrediting process requires schools as well as other educational institutions and programs to examine their own goals, operations, and achievements in light of their native peoples' philosophies and worldviews.

【認證委員會 BoA】負責各國各地區原住民族教育單位和課程的認證，並且擬定認證的內涵、過程及評鑑。



WINU Convened

WINU is an accredited education system that fulfills the requirements of both Western and Indigenous knowledge systems. Dual accredited degrees ranging from Graduate Certificates to PhD's will be available.

【世界原住民大學 WINU】特色是希望各國原住民族教育體系透過協作與認證，從學士一直到博士皆有開設雙聯學位、高品質的教學與研究、多元的學科。



WIRJA Convened

The World Indigenous Research Journal Alliance (WIRJA) promotes ethical research practice by, with, and for Indigenous peoples.

【世界原住民研究及期刊聯盟 WIRJA】WINHEC 期刊秉持著跨學科並且鼓勵從事原住民族研究的理念，期使各國有更多樣的學術交流與對話。



GIEA Convened

Global Indigenous Elders Alliance, GIEA.

【全球原住民長老聯盟 GIEA】討論如何有效地善用並傳承全球原住民族耆老知識



【會議合影】合照留念



New co-chairs and secretary were elected in the Nation Representatives Meeting

【國家代表會議】選舉新任共同主席、副主席、執行秘書等



Awards Ceremony

The nominee as well as the recipient of Honorary Doctorate from Taiwan went to Amis teacher, Namoh Rata who has been dedicated to the research of Amis language and the compilation of education materials.

【WINU 榮譽博士學位】本次大會共頒授 9 位 WINU 榮譽博士學位，其中臺灣獲頒者 Namoh Rata 吳明義老師，表彰其致力於阿美族語言與文化豐碩的成果與影響。



Awards Ceremony

There were Taiwan indigenous elders out of seventeen recipients; however, because of the distance being far from home, their awards were received by their family members or friends. OBING NAWI from Alang tongan Community of Seediq Peoples.

【WINHEC 原住民族智慧獎、傳承獎】賽德克族 Obing Nawi 郭蔡再妹耆老（代領）



Indigenous nation's education program sharing and feedback

The collaboration with Providence University from Taichung has been promoting the experience of indigenous education and seeking for advice for the current situation since 2018.

【賽德克民族議會分享】臺灣原住民族教育自主組織的分享



Craft Experience

Amis Pottery

【工藝體驗】阿美陶



Craft Experience

Hand-made woven gift cards

【工藝體驗】手工編織禮品卡



Art and Culture Market

Display Taiwan indigenous diverse art and culture.

【文化藝術市集】展現臺灣多元族群文化的藝品



Sbalay!

Indigenous Historical Justice and Transitional Justice Committee.

【原轉會】與全球原住民分享臺灣原住民族歷史正義與轉型正義議題



The Youth Camp

【青年營】於奇美部落傳統屋內講述部落文化歷史



The Youth Camp

【青年營】文化生態環境介紹



The Youth Camp

【青年營】體驗阿美族八卦網漁獵文化



The Youth Camp

【青年營】阿美族風味餐



The Youth Camp

【青年營】青年論壇



The Youth Camp

【青年營】體驗傳統射箭



The Youth Camp

【青年營】與靜浦青年交流



The Youth Camp

【青年營】河口文化導覽



The Youth Camp

【青年營分享】結束後隨即與大會參與者一起享用在地美食，及分享參加營隊的心得。



Taroko National Park Tour

Following the guide of Truku's elderly people, culture investigators, and undergraduate students from indigenous law program, participants went further into the Truku's history and background.

【走訪太魯閣國家公園】以太魯閣族人的角度來述說在這塊土地上的故事。



They visited the Pangcah community which is full of artistic works and creative cultures, and had talks with Land Movement activists, artists, and local educators about Makota'ay's cultural heritage, artistic education, the historical background, and current developments of "Return Our Land Movement."

【社區參訪-港口部落】探訪富有濃厚藝術創作氣息的阿美族部落，與在地族人合力製作竹筏。



Taroko National Park Tour

By paying a visit to a Truku Language Immersion Teaching Kindergarten, participants had a look at the current situation of the implementation of Taiwan's indigenous language immersion teaching.

【社區參訪-太魯閣】安德沉浸式太魯閣族語教學幼兒園



Participants visited Kebalan, experiencing the reconstruction and revitalization of local knowledges and had the opportunities of making art crafts through traditional banana fiber weaving. 【社區參訪-新社部落】認識噶瑪蘭族香蕉絲工藝復振及體驗製作流程



Participants got to know how local young people cooperate with the indigenous communities and create opportunities for local culture to flourish in an alternative and creative way.

【社區參訪-高山部落】透過部落遊程，實地瞭解在地青年如何與族人合作共同經營管理自然資源。



Truku Youth Association which consists of Truku students and the youth have long participated in Truku's movements of protesting for their rights and Truku's promotions of their traditional knowledge and cultural heritages.

【社區參訪-西林部落】青年返鄉參與太魯閣族權利發展議題倡議與行動，也推動傳統知識的建構與文化復振。



With the manager of the house introducing the indoor carving, participants knew both the Tavalong's history and local culture of their ceremony—ilisin—and the implementation of curriculum mapping regarding to local knowledges by Hualien Indigenous Community College.

【社區參訪-太巴塌部落】帶領參與者進入祖屋—Kakita'an，透過屋內雕刻及管理者的解說，瞭解太巴塌阿美族的歷史以及在地祭儀文化（ilisin）。



The Closing Ceremony

Dean of College of Indigenous Studies,
Dr. Pasuya Poiconx.

【閉幕】原住民族學院浦忠成院長



The Closing Ceremony

Director of Education and Culture
Department from Council of Indigenous
Peoples, Mr. Wei-Jer Liou.

【閉幕】原民會教育文化處劉維哲處
長致贈禮品



The Closing Ceremony

President of Taiwan Foundation for
Democracy Dr. Fort Liao

【閉幕】臺灣民主基金會廖福特執行
長



The Closing Ceremony

Director of New Zealand Commerce and
Industry Office, Hon. Ms. Moira Turley

【閉幕】紐西蘭商工辦事處代表



The Closing Ceremony

Director of General Relations of CTOT,
Hon. Mr. Michael McCulloch

【閉幕】加拿大駐臺北辦事處副代表



The Closing Ceremony
Deputy Representative Australian Office
in Taipei, Hon. Ms. Susan Moore
【閉幕】澳洲辦事處 Susan Moore 副
代表



The Closing Ceremony
Gifts and blessings from Sápmi Land
【閉幕】薩米贈送禮物與祝福儀式



The Closing Ceremony
Volunteers being awarded with
certificates
【閉幕】2019WINHEC 頒授志工證書



The Closing Ceremony
Gifts to the Youth Camp from Dr. Poiconx
【閉幕】浦忠成院長致贈青年營禮品

6. Appendix 附件

6.1 WINHEC information document 會議資料

- I. Constitution 章程
- II. Practice Handbook 操作手冊
- III. Membership 會員資格
- IV. Finance Report 財務報告
- V. BoA 認證組織
- VI. WINU 世界原住民族大學

6.2 Country / Nation Reports 各國報告

- I. Aotearoa 紐西蘭
- II. Australia 澳洲
- III. Hawai'i 夏威夷
- IV. Sápmi Land 薩米
- V. Taiwan 台灣
- VI. WIPCE 2020 Australia

6.3 Meeting minutes (Mandarin version only) 會議實錄