

July 29 to August 2

July 28th Pre-meeting Day

National Dong Hwa University, Hualien, Taiwan



# Agenda

#### 7/30

#### 7/29

- ◆Opening Ceremony and blessing (Taiwan)
- ◆AGM and Country/ Nation Reports
- ◆Board of Accreditation (BoA)
- ◆Youth and Elder Dialogue
- ◆Arts and Culture Workshop

#### ◆Daily blessing (Sápmi Land)

- ◆The Youth Camp (Kiwit and Cawi' communities)
- ◆Work sessions: BoA, World Indigenous Research and Journal Alliance (WIRJA), World Indigenous Nations University (WINU), and Global Indigenous Elders Alliance (GIEA)
- ◆Awards Ceremony:
  Confirmation of Circle of
  Honours and WINU
  Honours Awards
- ◆Arts and Culture Workshop/Sblaya!

#### 7/31

- ◆Daily blessing (Hawai'i)
- ◆WINHEC AGM re-convened
- ◆The Youth Camp
- ◆Walking tour in Taroko National Park
- ◆ Youth Camp Presentation and Open mic

#### 8/1

- ◆Daily blessing (Canada)
- ◆National Taiwan Indigenous

  Day
- ◆Community Tour: Taroko National Park, Makota'ay Community, pateRongan Community, Tafalong Community, Sila Ning-av and Kaluluan Communities, and Ciyakang Community

#### 8/2

- ◆Daily blessing (Aotearoa)
- ◆WINHEC sharing and gifts exchange
- ◆The Closing Ceremony

### Preparations before the Meeting

Conference preparatory meeting, connecting all the groups to conduct collaborative work, website maintaining (to make sure the information be complete), international conference call, etc.

**♦** Collaborative organizations/units/groups



原轉會令沙和解小組

**◆** Website maintaining



## **Preparations before the Meeting**

# Volunteer Training



#### 7/6-7 [Elementary]

- ◆ Volunteer recruited came from nationwide and overseas.
- ◆ Lessons: Introduction to WINHEC, cultural tour, visiting communities (Speakers from the local communities came to the class to have a thorough introduction over their communities. Also, volunteers went to Sila Ning-av and Taroko National Park to have a field trip )



#### 7/25 · 26 (Advanced)

- ◆ In addition to basic skills of English conversation, the training also offered lessons of correct knowledge about Taiwan indigenous peoples.
- Lessons: Workshop on the Ethnicity, Culture, and Selfexpression, further acknowledgement of 2019 WINHEC AGM

Pre-Meeting



#### 7/28 Morning

 Executive Board: members of Executive Board were confirming all the details thoroughly on premeeting day.



#### 7/28 Afternoon

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







### **Local Collaboration**

In order to emphasize on the localized Identity, the opening ceremony was presented by Cikasuan's community who welcomed the guests and led them into the venue. Also, the opening remark was given by the Head of the community.

## 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.

# Nation Reports



The Status Quo and Development of Taiwan's Indigenous Education 臺灣原住民族教育的現狀與發展

pauya poiconx/cou peoples professor & dean in college of indigenous studies/DongHwa University





## 7/30 Working Sessions

## BoA



- ◆ Board of Accreditation, BoA
- ◆ 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.

# WIRJA



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

## WINU



- World Indigenous Nations University, WINU
- ◆ 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.

## **GIEA**



◆ Global Indigenous Elders Alliance, GIEA

#### 7/30 Sharing of SEDIQ(Toda)/ Nation SEJIQ(Truku)/ Nation SEEDIQ(Tgdaya) Nation

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.



7/30 New co-chairs and secretary were elected in the Nation Representatives Meeting (Ex. Board Meeting)







7/30 Awards Ceremony



The nominees of WINU Honours Awards this years were in a total number of nine. 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.

#### WINHEC CONFIRMATION OF CIRCLE OF HONOURS: ELDERS OF INDIGENOUS WISDOM







TEYMU LOSI from Toda Community of Seediq Peoples OBING NAWI
from Alang
tongan
Community of
Seediq
Peoples

AKAWYAN PAKAWYAN from Sakuban Community of Puyuma Peoples

◆There were three 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.

## 7/29-30 Craft Experience and Arts Market

Amis Pottery



Hand-made woven gift cards

Art and Culture Market





Sbalay! (Indigenous Historical Justice and Transitional Justice Committee)

## 7/31 Morning

AGM announced the new executive board members and gave reports of working sessions

- ☐ Co-chairs: Elmer J. Guy (Mainland U.S.A)
  Jolan Hsieh (Taiwan)
- Deputy co-chairs: Leanne Holt (Australia) · Bubba Martin (Canada)
- Sec / Treasurer: Berice Anning (Australia)



### 7/31 Afternoon



## Visiting Taroko National Park

Truku people led the participants to their community and shared their story with them.



# Sharing and Open mic: the Youth Camp

Participants of the Youth Camp who had just finished two-day trip took back their thrills and happiness to share with the participants of WINHEC.



# Local Cuisine and Activity

Participants were having fun time doing activities with WINHEC volunteers and the youths from Youth Camp

# The Youth Camp





















### 8/1 Talks and Connections with Local Communities



### **Taroko National Park**

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. 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 including their fighting against Japanese army, their protesting against mineral resources developing, and the introduction of 'Return Our Land Movement.'



## Makota'ay, pateRongan Communities

The participants attended the opening ceremony of the first alternative school of Pangcah peoples—Fongbin Elementary School. In the afternoon, participants visited Kebalan, experiencing the reconstruction and revitalization of local knowledges and had the opportunities of making art crafts through traditional banana fiber weaving.



## Kaluluan and Sila Ning-av Communities

In this trip, the participants got to knew how local young people cooperate with the indigenous communities and create opportunities for local culture to flourish in an alternative and creative way. We had a further discussion about the prospects of how to resolute the barriers between government's supervision and the local management of natural resources.

#### 8/1 Talks and Connections with Local Communities



## **Ciyakang Community**

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. They advocate for cultural revitalization of their traditional knowledge and cultivate the consciousness of Truku community. Truku youth will lead the participants to their community, experience the uniqueness of local weaving culture and let the participants know why youth action could bring positive impacts on the ethnic groups.



## **Tafalong Community**

This tour guided the participants to their ancestral house—Kakita'an. With the manager of the house introducing the indoor carving, participants knew both the Tafalong's history and local culture of their ceremony—ilisin—and the implementation of curriculum mapping regarding to local knowledges by Hualien Indigenous Community College. Meanwhile, they met teachers who teach in Pangcah elementary schools and fight against the mainstream education system and working hard on building up their own immersion school—Sakalatamdaw.



## Makota'ay Community

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."

#### 8/1 Community Tour Introduction (including each local indigenous languages, English, and Mandarin)

#### Gbiyuk Truku 大魯閣峽谷

#### 🦹 RMBUG PTASAN PRJINGAN, PKRANA 🕺 OPAHAN BTUNUX NI MSEASU TRUKU

Mowie to amito angelictation prigen imbung out seeks Impubu, siziki to omito to na eutde tige firstung for seei ig Impusu. Sogul teu mai rerodan, emptikrikle innesen, bug physian panu see jig tripunu Micar protesyo accidentes

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#### IMMERSION LANGUAGE EDUCATION.

Sa paying extrict local take Language Immedian Traching Kindergarten, we are going to look at the summit altuation of Talwan's incigenous language in mers on teaching. Following the guide of Truku's elderly people, rulture lovestigators and undergraduate students from the indigenous lee program, we are going to go for

they into huku's history; their fight agolist the Japanese army their mottest assists. mineral resource development, and the land return movement. The trip will and by sharing with Truke activists ecting with Truits weavers while enjoying local outline.

在雇佣行程中,我們將先評估 包含抗日戰役,太魯開始毛拔 老、女化工作者、原住民事生 文化四关会。

市标准人的领大类物位等中

保持经营处分析,还是即定有 新的种种。仍是中的学校事士 需要治病消况是必要高的制 等自然完成但是老生行财务。



#### Fakong 貓公部落 Paterongan 新社部落 Culiu 高山部落

#### TEMITA TU WAWAY NA PATUD

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metable by ponagiff ing. st supply relitationena direca se serangion tu togola ii. Melatiw tu tutu reni, getella pe te se. damu na kebalan, terrayda sa supe Kigana tabulan ay waxay Passe on on its cases to terramen no lehibo.

#### INDIGENOUS EDUCATION AND WEAVING ART

Recent amendments to education rations and may lations brought indigenous alternative schools into turing. We are ening to attend the opening ceremony of the first after 19 tive primary school of the Panarah people. We will meet with the seriool teachers who self introduce their contourum. design to the participants. We

will also visit the Kawaian con munity's Laisten barans the studio and experience there. construction and revitable tion of unique ocal traditional knowledge. All participants will have the opportunity to make their gwn arrand grafts through traditional banana

#### 民族教育及香蕉絲工藝

**增导的弹性·實现多元的教育** 福神程的轉化與數學的安排。 理念·除住民族教育工作者也 午德·发们所评决场通常被放的 野此何月實驗教育的使性空 原藻:似身细层在地知識的建 图 · 雷威塔原住民族文生融入 · 檔案別斯 · 於整軟香藥為工藝 季校教育-也陸續產生原住民 的微振所养来的文化则愿言 汝寅縣教育學校+強個行程/例 赞同。这也将有吸音机身功能 登得四美國的第一個智慧教 使原否对施工权的操作系统



## Kaluluan 磯崎部落

#### PALHUNI KI ITUMINLILIBUS TU ALDIKUSAN SIIN MATINSUQIS TU MENDUDU-AZ

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#### NATURAL RESOURCES SOVEREIGNTY AND A HOMECOMING OF YOUTH

Situated beside the Pacific Opean, Kallulus s community completed Perguet peoples. Saktoryo propins, and Burun areples the most of the indigenous communities in Talwan. they have a seriously low pomuation of youth and medium aped peoples, in the recent years, young people have been returning their normaliance and intition the natural and cultural esources to ecvelop local too-

how local young begoin coope ate with the intigenous communities and create opportuni ties for occioniture to flourish in an alternative and creative. was We will also have a further discussion about the prospects of how to reache the barriers hetween covernment's surrout ston and the local management.

赛文化验居在地递通的模式。每 可常的解决之情

郑近太平洋的秦崎村是阿芙族、 們等逐者報答班犯 實地的都有 解核與和知識交合的医療(和等 使管理自然促進者 经存纳生命 清多數原住民族部落 被"青社" 口文化微层的语言"董德" 步烈 年制始認案應用在地自然資源 前的管理権之間形成的阻礙與



#### Ciyakang 西林部落

#### KKBIYAX KNKLA KNDSAN NI BNRIAH ALANG EMBRAX

\*Omprigan empbrax laqi monas kigan Truku spelio. thousu Taywang" Mil p ossilan lagi matas n missw Trule, dhive nili o priyaq ka quri saw kkrana bleak to Truku ni moucul musu kart, saw emb yex bihintur pash neargut miyah zmalus mouri ka esels i Mean of parti goshan, our

ska do mdudul bii phiyuz knikia kmalan ni ikekla knosan, trogsa bi knota kiga s seejig enpusis, Arisaw Truku o muda diredul see ligiterumal micra alang, mowda smluhay knikla kndsan dinun trickgol hint kiko ni huyo dha ksun pkrana klaan seelig Impusu saw mha malu bi euudz ni gaahun.

#### CULTURAL REVITALIZATION AND HOME-COMING YOUTH

Trubu Youth Association consigs of Trains students and the youth They have long particle cated in Thuku's movements of protesting for their rights and Traba's promotion of their traditional knowledge and sultur al heritage. They stand up for their community by flatting against the appearment acts. regard for and enterprises? deprivation of indice rous peo-

ple's rights. They also advocate for cultural revitalization of their traditional hyperieday and pulthwhe the conscious ness of the Traka common to Trubu youth will lead the pardicipants to their poin munity. the local weaving culture and let the perticipants know why youth action could bring posttive impacts to the community

#### 文化復與與青年返鄉 &

和企關無視飲群権利的關係; 康正直的影響。 財政和新信任年間的理構点

「太魯智族學生青年會」是由 文仁復語・精英族解意志。達 太魯開放的學生以青年共同 银行驱动由太魯開放青年件 组织力使用作技术教育科大器 帕罗宾客发展改革 细胞在土 發展看到常屬的議廳但議奏 经确文化,以及和模型的討論 行動。他們對外抵抗來自國家 青年行動如何為施數級展得



#### Tafalong 太巴卑部落

#### O ILISIN NO NIYARO' ATO PIPALATAMDAW

pecay sama olivery a physic inp-Panacah, O rakat no niyam unini, memikeria to mikepatay a towe I forma' no Kak ta'en. pokawning pagabinana no mili to to a sokowanov, to mafora" to caway ato ilisin no. Tatalongay a Pangcah, Octoma sons, tayra kami i Fu-two-tays a mineromens to closintasar. nanura to tanene ato tana" roll

maiotatayalan no singsi ato nananaman no waxe. Diroma hace have it, matatarwice learns be sines no pipadedon, moetni kumi, misapinang kami to tava nanera. Tona tosa a minocaan. minosifono' congre to wawe i pingtagan nika samganer nangra ke pihabses a missiosi resingend by algorithms to seem to ways no mba o Paracah.

#### RITUAL CEREMONY AND CDUCATION AUTONOMY

Tetalong is the oldest commuraty among all the Pangosh aurice the participents Kalota'an - their ancestral house. With the manager of the house introducing the indate rateing, we will discover both. the Tatelone's history and local culture or their High paramony. The Huster Indigenous Commarris College will also deearlibe to us the local know. edge of cury culum mapping and we will meet teachers. from the Pangoch elementary schools. In the past two years, they have been fighting against the puriostream education. system and working hair, on building up their own immer s on school-Sakalata ndaw (which means Becoming

太巴伊部敦县阿曼斯最高主义 思到以執行情形(计上之外) 的研究之一/經濟的程質等领 等得者到入得世一Kakto" anv透過原內爾意及管理 者的學說。簡新太巴學得美族 **非动的在地知識豫葛的處程** 

**秘密化料理一部图表证的小** 何一百在土突發高睫系中的 通用 1/至力等使自己的 於理史以及在地區區文化 (III- Sakalatamidaw ) 収益 sin) (同時·經典花蘭部蒂大學 Pangcah) 双浸式學校。

#### Makotaay 港口部落

#### O NAKAMAYAN, SERANGAWAN ATO PIPALATAMDAW TO WAWA NO I NIYARO'AY

O Makotase a Nivaro' no Pangcah, i cepo' no Siwkolangle fallo, misorbytes to Tay ping yang Radolah ko takeng ato fanar pangra a majorip, adihay ko materekay a nakamayan ne to'as itim. Vo micromad so softwy no roma a kitakit savri i Makortaay , adihay ko kararoto resulaided it washe. O totovra kami tonini a nivaro" a minengneng to 'originangra. ato o nakamayan no matawalay. Mitengli to pain inc. mikeriday a palatamdaw to wowe, and ofkalalifet name of to misalaciasy, ato pipales ranges a paloward to revero

#### COASTAL PANGCAH COMMUNITIES: ART, CULTURE, AND LOCAL EDUCATION

With abundant into wedge of their traditions and pulsares of crafts and arrworks, Masocaay community which belongs to Pangrah people is incored. closely to the estuars which connects Stakelang Stver with Pocific Ocean, it also has a dark history of fishting against colorizers who descived them. of rights during the colon at geried. We are soins to visit

the Pangezh community which le full of artistic works and creather rubures. We will talk. with local indiscences rights as takes, artists and local educa to saircut Maketray's cultural hartage. We will be reflecting or artistic education, the historical background, and curcent developments of bod. return movement.

五杆网络到卖到路辖商品。本 行程系统动场侧高有限原籍

阿芙菔的港口部落(Vzkozaw) 张刻作知度的阿美族部落·新 繁靡太平洋周秀奘铉家的出 周超级土地强助者、各构创作



# The Closing Ceremony

Dean of College of Indigenous Studies, Dr. Pasuya Poiconx



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



Blessings from the local performance group

Deputy Representative Australian Office in Taipei, Hon. Ms. Susan Moore





Volunteers being awarded with certificates

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





President of Taiwan Foundation for

Democracy Dr. Fort Liao



Gifts to the Youth Camp from Dr. Poiconx



Gifts and blessings from Sápmi Land

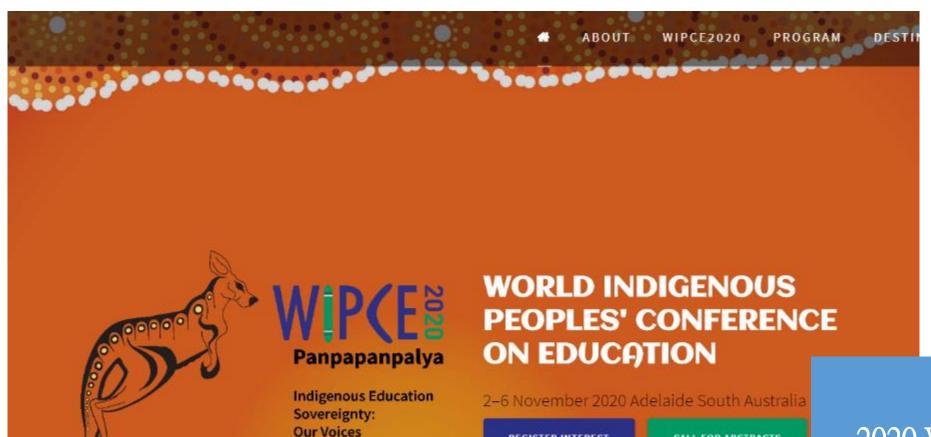


Director of Education and Culture Department from Council of Indigenous Peoples, Mr. Wei-Jer Liou



2019 WINHEC

@Hualien, Taiwan.



**Our Futures** 

REGISTER INTEREST

CALL FOR ABSTRACTS

2020 WIPCE / WINHEC @Australia

Expecting Taiwan to Come