**W O R L D I N D I G E N O U S N A T I O N S U N I V E R S I T Y**

 **Draft Manual**

**To: The Education Regions of WINU**- Alaska (Ray Barnhardt, Canada (Laura Horton) United States (Carrie Billy) Hawai and the north Pacific (Peter Hanohano) New Zeaand, Australia the southern Pacific, CEO, Bachelor Institute and (Boni Robertson, Hohaia Collier, Kabini Sanga, Trevor Moeke ,Russell Marshall, Taiwan (new contacts needed) Saamiland ( Jan Henry Keskitalo)

**Greetings from: Turoa Royal Chancellor** **and Jan Henry Keskitalo** **Deputy Chancellor** Greetings everybody, kia ora koutou. I intend to obtain all indigenous greetings to be included in all future messages of this nature. I would like to think that WINU should be used as a vehicle in promoting indigenous languages of the world. I would be grateful if you would forward greetings of your indigenous language for me to use in papers of this nature. I hope we all follow this idea as we make contact with each other around the world. It is one way to show our support for indigenous languages and cultures.

**Draft Manual**. – This is essentially a working paper setting out how we might set about developing a world- wide indigenous online university. I envisaged writing a handbook of considerable size but I have been encouraged to draft up a working paper so that the Education Regions can begin to set up their own organisational structure and offer courses at the Certificate to Doctorate level as soon as appropriate. It is hoped that this paper will give sufficient information for each Region to begin the work requested by WINU. Our first AGM at Fort Francis, Canada last year indicated much support for WINU and the United Nations Declaration of the Rights of Indigenous Peoples. To uphold and support the United Nations Declaration of the Rights of Indigenous Peoples as central to our aim and objectives is a big task but we should not be daunted by the task. We agreed to support the Declaration of the Rights of Indigenous Peoples (UNDRIP) at our first AGM in Fort Francis. I am grateful for the support and I intend to roll up my sleeves to ensure that we can make a difference to our people around the world where ever they may be living. .

Please feel free to recommend any changes that would improve its workability .I intend to update it and present it for **discussion at the next WINU/WINHEC annual meeting to be held in Te Wananga o Raukawa New Zealand in September this year** .**It is hoped that it will provide us all with a mandate to set up and begin our work.**

**Website –** It is intended to set up a website for us allbut because there is a need to develop it as well as maintaining it we have yet to find the funding on a long term basis.Associated with the website will be a requirement to have World Student Registry Office that records enrolments, academic results and other details we think would be important to include.

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**Funding. –** Funding is not only required for a Registry Office and a website but it is a view that I as Chancellor hold is that funding is required for the running of each Education Region and the cost of holding a WINU Annual General Meeting anywhere in the world. There are many funding agencies but they will not fund any organisation unless there is proof that it will be appropriately constructed and the funds spent to achieve worthwhile intended results.

In our casewe intend tosupport theUnited Nations Declaration of the Rights of Indigenous Peoples through using our expertise from our university training to help indigenous peoples of the world who are in the eyes of the United Nations the most impoverished people of the world. We have a duty to help where we can**.**

**NOTE:1. *Working Together . I am happy to receive advice about the setting up of the WINU Education Regions. I suspect that what is likely to happen is that we set up the Education Regions and revise the structure and processes as we go.***

**TOPIC ONE.**

**Developing the Structure of the Education Regions**.

 The constitution provides the opportunity to set up a number of Education Regions that can deliver appropriate higher education to the indigenous peoples of that region who for many reasons are not able to attend a university. For example they are working; they are looking after family members or the university is too far away or they lack funds but they would love to at least be given a chance to study at that level. Priority should be given to these people.

 Of the estimated 870 million indigenous people living in the world today it would not be too far-fetched to assume that there would be at least a million people in this category who have a desire to study at a university. WINU exists for this purpose.

*WINU offers online learning. To take advantage of this offer students will need to have access to and knowledge about the use of a computer. Further information will be available as we begin to glue the many parts together.*

***Recommendation – Regional Chairperson is required to head the WINU Education Regional Committee. (WERC)***

 *It is recommended that an educator familiar with the workings of WINHEC/WINU and the workings of a university be asked/elected to assume the position of Regional Education Chairperson of that Region. The Regional Chairperson will need to arrange for a willing person to undertake the position of an administrator to help administrate the activity of the Region. Teaching staff and elders will need to be appointed. It is recommended that this*

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*regional group be called the WINU Education Regional Committee. (WERC). The title has a familiar and appropriate ring to it!*

 ***It is further recommended that the Chairperson be registered as a member of the WINU Board of Governors. WINU intends to meet at the same time and place as WINHEC each year when our meetings are held.***

 **Because of regional variations** t is suggested that while the material here provides much information for WERC each region may wish to developing their own Regional Manual providing the following information:.

1. The dates of the academic year

2. What degree programme are on offer to students of the region (See below)

3. All regulations related to the study (see attached)

4. Any tutorial requirements where students are required to meet with tutors especially but not only for indigenous language lessons (See attached)

5. The format of the enrolment forms, (See attachment)

6. Any tuition fees and related costs. (See attachment)

7. Compulsory seminars with WERC tutors.

*7.* Any other information pertinent to thestudy

 **(Please note that because of the need for Regional variations and coordination this topic will be discussed more fully at the next world AGM meeting in New Zealand**.)

 **TOPIC TWO.**

 **The Work of WINU**

**WINU** can offer considerable advantages to WINU students.

1. WINU provides opportunity to indigenous students to study for a **degree**

2. WINU provides programmes that focusses on **indigeneit**y (See below)

3. **Qualified Tutors**. WERC provides tutors who are already qualified at a higher education level and/or are well versed in their own language and culture. .

4. **Home study** – while Education Regions are likely to require some compulsory class meetings from time to time the majority of the study by students will be home based using computers and associated technologies to maintain contact with the teaching regional teams including the chairperson and the administrator of each WERC.

 *4.*

*5.* ***Language and culture*** *– Emphasis on language within each region will be* encouraged as part of the academic offerings. Indigenous language and culture is considered an important input to a well rounded education programme for indigenous peoples. Where required WERC will be offering individual help when requested for indigenous language and culture along with academic studies.

6. **Fees** It is recommended that student’s fees be kept to a minimum – preferably free. It is hoped that funding from outside sources will be forthcoming.

 **TOPIC THREE.**

 **THE AIM OF ACADEMIC STUDIES AT WINU.**

*All positive education should allow indigenous peoples to:*

*a. Live as indigenous peoples within their own cultural world*

*b. Be successful in the world no matter where they live with the capacity to earn a living and*

 *c. To enjoy a high standard of living and good health.*

Note: All programmes should reflect the importance of this aim. It overrides all the programmes put before students. The education emphasis is on

 (1) Improving the knowledge of ones’ own language and culture and the socio-economic positioning of one’s own people.

 (2) Improving students’ knowledge and ability to live anywhere in the world with the capacity to earn a living and

(3) To enjoy a high standard of living and good health

Note: Higher Education, as we know it is no longer the prerogative of western institutions – Nor is higher education only for the rich or the elite. UNESCO has made a bold stand for everyone. Higher education is an international phenomena, overseas students have been studying internationally for many years. And just as importantly UNESCO acknowledges higher education as a panacea of development WINU maintains that Higher Education aims should address social inequality around the world.

 **Topic Four**

**CERTIFICATE OF INDIGENOUS STUDIES (Cert.Ind.St.)**

1. **Certificate of Indigenous Studies** is a one year study course. It is the smallest qualification on offer under WINU. For most if not all, it is an introduction to tertiary studies.

At this beginning level a Certificate is very much a teaching and learning exercise where the tutor helps the student to a large extent.

2 **Native Language and Culture**.- It is recommended that one of the first assignments at the Certificate level includes an investigation into the enrolled student’s facility with their own native language and culture. It is likely that programmes would be needed to cater for different levels of knowledge and understanding. It is hoped that there are suitable text books available for students who have enrolled. It is here that the full value of indigenous elders and knowledgeable indigenous graduates are likely to be appreciated. Each Region will need to develop a process whereby new enrolled students will receive the maximum amount of academic service to cater for student interest in their own native language and culture.

3. **Study of the health of the language and culture** – an assignment should be set for students to investigate the strength or otherwise of the language and culture in the country in which he/she resides. Students should be asked to propose what actions would help to improve the situation.

4. In addition a student is required to write an assignment on the health, socio-economic and political positioning of his/her own indigenous people in the country in which he/she resides.

5. The teaching of enrolled students by tutors would be of great help especially in researching, gathering of appropriate information and setting out and presenting the detail in an orderly way.

6. It is likely that the more meetings that are held for tutors and students the more effective and valuable the course will be to the students. The number of meetings with students is left to each region to decide. WINU would hope that the minimum would be more than three (three day meetings.) per academic year.

 **Topic Five.**

**Diploma in Indigenous Studies**

1. This qualification encourages initiative and judgement across the broad range of educational areas.

2. An appropriate programme of native language and culture for each enrolee should continue as a matter of course.

3. In addition some emphasis of a Diploma is given to the world of work. One of the aims of indigenous education provides for indigenous people to live anywhere in the world with the capacity to earn a living. The diploma degree provides an opportunity for indigenous people to explore the world of work.

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4. Students should be asked to explore through assignments their strengths and interests – when they were at school and after they had left school. They should be asked to state their preferences regarding future employment. If there is a clear preference then they should be assisted where possible. For example if they wish to teach in the local school

5. A suggested programme could be developed with the local primary/elementary school a suggested programme could be developed with the local primary school or a preschool facility.

6. Other students may wish to be supported in other non-academic work including manual work, community services (eg Taxi driving and other commercial driving services) and so on. Many of these skills are needed elsewhere in the world.

 **TOPIC SIX.**

 **Masters in Indigenous Studies .(M.Mgt. or M.A.)**

A Masters degree is normally designed to build on the subjects of the qualifying degree. WINU recommends two types of Masters degree that can be offered:

(A) **Masters of Arts** Degree (M.A.) A Masters thesis is an outcome of independent research scholarship and/or creative activity conducted under supervision. A candidate will present a thesis proposal to WERC. Supervisor(s) will ensure that the intentions of the thesis will meet the regulation requirements of WINU.

(B) **Masters in Management**. (M.Mgt) A person who has managed a work project for over seven (7) in a particular firm may wish to apply in writing for a M.Mgt. by writing up their management experience which describes the management practice and experience that the candidate has undertaken. In addition in the same year candidates will take up to six further studies and assignments set by the Chief Examiner to confirm that he or she is well versed in the many aspects of management.

  **TOPIC SEVEN**

**DOCTORATE IN INDIGENOUS STUDIES- . PhD (Ind. Stud.) .**

**A candidate for this doctorate degree is required to select any one of the “Declarations” of the United Nations Declaration on the Rights OF Indigenous Peoples and provide a prescription on how this** “Declaration” if implemented could improve that livelihood of ones’ own Indigenous Peoples. Each student will propose a prescription of what is proposed and what method/ actions are required to ensure successful implementation.

**7.**

**TOPIC EIGHT.**

**HELPING STUDENTS TOWARDS ACADEMIC SUCCESS.**

 **The Question of Quality.** Quality in higher education focusses on total student experiences. Quality assessment and quality criteria seems appropriate especially when dealing with cross cultural quality assessment.

* Quality as perfection and consistent;
* Quality as goal achievement;
* Quality as effective in achieving individual and institutional goals;
* Quality as transformative and
* Quality as value for money.

.The following are suggestions on numerous ways that students can be helped:

 1 There are adequate physical resources (library, workshops academic instructions) to support teaching and learning;

2. There are adequate tutors and advisors supporting the teaching process

3. The programme has clear aims and objectives that are fully understood by staff and students;

4. Students are encouraged to be actively involved in their studies,

5. The standard of the programme is appropriate to the award.

6. Assessment is valid, objective and fair;

7. The Assessment covers the full range of course aims and objectives;

8. Students receive useful feedback from assessment and are kept fully informed;

9. Students leave with transferable knowledge and skills.

 **COURSE INFORMATION**.

In assessing whether a student would want to enrol as an adult will depend on many factors some of which might be outside of WINU control .It is likely that decisions to enrol will be based on many factors some of which are:

1. Personal circumstances;

2. Whether the available course would satisfy student needs and preferences in the short and long term;

3. Length of the course;

4. Whether home circumstances would inhibit or promote academic success;

5. Any course related requirements that would promote or inhibit academic success;

**8.**

6. Academic regulations that might be difficult to observe

Eg. Number of compulsory student/staff meetings per year.

7. Any other personal and outside issues and influences that might jeopardise enrolment and academic progress.

**HELPING STUDENTS TO SUCCEED**.

**UNDERSTANDING KEY ACTION WORDS IN ACADEMICSTUDIES.** Many academic action words which all students would want to understand fully are as follows:

**Analyse -**means to explore, examine and consider**.**

. **Compare and contrast –** to distinguish between

 **Criticise –** comment on; evaluate, appraise, assess,

 “do you agree?” review.

 **Describe** – define, identify, state, survey, (which, what, who/0

 **Discuss**- - also argue, debate, support, justify, examine.

 **Explain** – account for, why, describe, how/what/ who?

 **Illustrate -** demonstrate, summarise, list**.**

 **Outline -** indicate, summarise, list**.**

 **Suggest –** show how, hypothesise, generate

 **The Highest Rated Teaching Items Performed by WINU**.

**1. Teaching** - The aims and objectives of the program are understood and supported by staff**.**

**2. Institutional Resources** There is adequate access to staff, library, textbooks, instructions to students; adequate access to technology and information about technology facilities

**3. Entry** – Prospective students are given more than adequate information about the programmes. It would do lot of good if students were welcomed using first names and even a welcome in their own native language

4.**Assessment methods are valid, objective and fair**.

**5. Content** The academic standard or level of programmes is appropriate to the award.

**6. Knowledge Skills and Attitudes** The ability to communicate effectively (written

and oral.) is an important part of each Region’s dedication to their students.

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 7. **Learning –** Students are encouraged to be actively involved in the learning process.

 8. **Managemen**t- The commitment to quality and keenness to help all students is a very important part of culture of the institution.

 9..**Assistance to the Physically Disabled** There is more than adequate assistance to the physically disabled especially but not only in terms of entrances to buildings.

 **Important Notice – Give a big welcome to all new students and staff.**

 **Students will be concerned about how they will be received on their first application. It is likely that they are entering for the first time uncharted waters and they will be sensitive to any signs of warmth of a welcome.**

 **Potentially they are our biggest supporters in enticing new students to enrol.**

 **Be always willing to express one’s warmest welcome to every students and new staff/tutors. It would be valuable to warmly welcome them not just once but over a period of time. They want to be assured that they are doing the right thing for themselves.**

 **T.K. Royal, Chancellor.**