



## ACKNOWLEDGEMENTS

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- Aroha Te Kanawa, Bentham Ohia and the WIPCE staff,
- Graham Everest, Katrina Raureti-Martin and the staff of the Glenview Hotel
- Te Tauihu o Ngā Wānanga members: Te Wānanga o Aotearoa, Te Wānanga-o-Raukawa and Te Whare Wānanga o Awanuiārangi

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- The Paua Shell Factory
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## WINHEC Annual General Meeting 2005

*Glenview International Hotel and Conference Centre, Hamilton, New Zealand*

**Wednesday 23 November 2005, 9.00am – 5.00pm**

**Present:** see list of participants page 31-32

**Apologies:** see minute 8.0

1.0 **Whakatau/Welcome:** Participants were welcomed by the Māori delegation lead by Māori Kaumātua/Elder – Tui Adams.

2.0 **Replies/Introductions:**

- Gary Thomas & Auntie Jenna Richardson – Australian Delegation
- Henry Big Throat –Canadian Delegation
- Kristine Nystad – Sámi Delegation
- Keoni Agard & Hawaiian Delegation
- James Shanley and AIHEC/USA Delegation
- Shirley Defoe – Fond du Lac Tribal and Community College
- Delbert and Laura Horton – Seven Generations Education Institute
- Nancy Maryboy – Indigenous Education Institute
- Amelia Clark – Canadian Delegation

3.0 **Response from WINHEC:** Turoa Royal – Executive Chairperson WINHEC.

4.0 **Karakia/Blessing of the Day:** - Tui Adams

5.0 **Launch of the Inaugural WINHEC Journal:** The first edition of the WINHEC journal was launched with a special blessing from Tui Adams. The Journal was introduced by Editor Danica Waiti.

6.0 **WIPCE:** Rongo Wetere briefed the meeting on the upcoming WIPCE conference.

7.0 **Te Whare Wānanga o Awanuiārangi:** Tu Waaka welcomed visitors on behalf of Te Whare Wānanga o Awanuiārangi.

8.0 **Apologies:**

- Ngaire Wilson
- Rose Kunoth-Monks
- Calum Hyslop
- Auntie Delmae Barton
- Ryan Wilson
- Lilian Sparks



- Dr. Gerald Gipp
- Verna Kirkness

9.0 **Acknowledgements:** Turoa acknowledged contributors and sponsors and moved that a vote of thanks be recorded in the minutes in recognition of their support. (Acknowledgement shown on pg 1.)

**Turoa Royal/VerlieAnn Malina-Wright** **carried**

10.0 **Minutes:** The minutes from the WINHEC Meeting held in Brisbane were moved and accepted in principle as a true and accurate record.

**Boni Robertson/Shirley Defoe** **carried**

11.0 **Matters Arising:**

From the minutes of the WINHEC Annual General Meeting held at the Queensland College of Arts, Griffith University, Brisbane, Australia on Saturday 31 July 2004 (pages 14- 19) and a Special sitting of the Board held at the Multifaith Centre, Griffith University on Monday 2 August (page 34)

Min 37.1 **WINHEC to consider Head Office remaining in New Zealand.**  
Deferred to Executive Chairperson's report.

Min 37.3 **WINHEC Board of Affirmation.** The Board of Affirmation was formed and will meet tomorrow and report back to the Executive Board on Friday.

Min 37.4 **WINHEC Constitution:** This Working Party has not yet met. Any issues before this group are to be addressed during this meeting.

Min 37.5 **Participation Rates:** A statement on participation rates of Indigenous people in higher education has not yet been made. If necessary this will be addressed in the next 12 months.

Min 37.6 **Acknowledging the Contribution of Elders:** a general procedure for this process has not been developed. It was suggested that each hosting nation proceed with this in the way they feel most appropriate.

Min 38.4 **New Membership:** Head Office has had a few enquiries over the past year and one formal expression of interest from Taiwan. This will be dealt with later in the agenda.

Min 38.6 **New Working Parties:** Will meet tomorrow and report back on Friday.



- Min 38.7 **Washington DC:** Rongo Wetere reported that the visit to Washington D.C was successful in its aims to:
- brief USA based members on the outcomes of the Brisbane meeting;
  - to participate in the opening of the National Museum of the American Indian;
  - to further discussions opportunities for WINHEC participation with the United Nations,
  - and to meet and discuss issues with the New Zealand Embassy in Washington.
- Min 38.8 **WINHEC Song:** This has not yet been drafted. Suggestions for an appropriate person or persons to be responsible for progressing this would be welcomed.
- Min 45.0 **Cut in Funding to USA Tribal Colleges:** This statement has not been drafted. It would be appreciated if some guidance could be given from those representing the USA Tribal Colleges as to how WINHEC could best support and progress this idea.
- Min 46.0 **WINHEC involvement in the United Nations:** Rongo advised that he was unable to attend and address the UN in May as planned because of the events facing Te Wānanga o Aotearoa. Turoa reported that he had written to the New Zealand's Minister of Foreign Affairs to urge the New Zealand Government to support the ratification of the Draft Declaration on the Rights of Indigenous Peoples. It was suggested that lobbying Government on this matter was something that each member Nation could do. There was also discussion on WINHEC taking the initiative and adopting the Declaration. A small working committee will meet and report back to the main group during this conference with a recommendation.
- Min 101.0 **WINHEC Seal:** Has been produced and is currently held at WINHEC Head Office.
- Min 103.0 **WINHEC 2006:** Shirley Defoe to present an update on this on Friday afternoon.
- Min 104.0 **Software System:** Mark Laws from Te Whare Wānanga o Awanuiārangi will report on progress on Friday.



Min 105.0 **WINHEC Bank Account:** has been opened.



12.0 **Financial Report:** The following report was presented:

<b>WINHEC Financial Statement for period ending 4 November 2005</b>		
<b>Income</b>		
<b>Date</b>	<b>Description</b>	<b>Amount</b>
	Opening deposit	\$50.00
6-Jan-05	Native Hawaiian Education Council	\$1,385.62
8-Nov-05	Seven Generations (Accreditation Fee)	\$1,223.24
	Total Income	\$2,658.86
<b>Expenses</b>		
	Bank Fees	\$44.48
	Bank Balance as at 8 Nov 05	\$2,614.38

Turoa moved that the financial report be accepted.

**Turoa Royal/Cheryl Stephens**

**carried**

13.0 **Chairpersons Report:** for full report see [APPENDIX ONE](#) on page 33

- Greetings from Chairperson
- Review of past three years
- Turoa posed questions to the group looking toward the future of WINHEC:
  - Maintaining traction on the direction that has been set. How do we operate in such a way that our goals are promoted and developed?
  - What funding is available on a consistent and annual basis that would enable WINHEC to carry out the goals that we have set for it?
  - Head Office. Where should Head Office be located for the next three years? Who has the facilities, staffing and the funding to carry on the work that has been started?
  - Issue of Membership. Should this be changed?

VerlieAnn moved that the following addition be added to the Report: “Mana Forbes attended the National Association on Indian Education (NIEA) meeting in October 2004 and introduced a resolution to establish a partnership between NIEA, Te Wānanga o Aotearoa and WINHEC.”

**VerlieAnn Malina-Wright/Shirley Defoe**

**carried**



**Discussion:**

It was agreed that further discussion was needed on the questions posed by Turoa and that the main group break into workshop groups to discuss them.

Summaries from each workshop group to be reported back to the main group. The main themes of these will be formed into recommendations by a committee and presented to the main group the following day.

Turoa moved that the Chairpersons report be accepted.

**Turoa Royal/ Sonny Mikaere**

**carried**

- 14.0 **Welcome to Whatarangi and Francie Winiata:** Turoa and Rongo welcomed Whatarangi and Francie Winiata to the meeting and congratulated them on the success of the Māori Party during the recent New Zealand Election.
- 15.0 **New Sámi President:** Turoa also announced and congratulated WINHEC Executive Board Member Jan-Henry Keskitalo on the recent election of his daughter Aili Keskitalo as the new Sámi President in Norway in October. Aili is the first women President of the Sámi Parliament in Norway.
- 16.0 **Ministry of Fisheries:** Carl Ross from the Ministry of Fisheries made a presentation to the group on work he is currently doing for the Ministry.
- 17.0 **Break for Workshop Groups as described above.**
- 18.0 **Summaries presented from Groups** – main themes to be formed into recommendations to be presented the next day.
- 19.0 **Closing Blessing** – Joyce Goodstriker



## **Day Two – AGM continued and Reports from Member Nations.**

**Thursday 24 November 2005, 9.30am – 5.00pm**

20.0 **Karakia/Blessing of the Day** – Whatarangī Winiata

21.0 **Introductions:** Dr Pip Bruce Fergusson, April Cosby and Gordon Morning Bird were welcomed to the meeting.

22.0 **HIV AIDS Pandemic in Botswana:** Prof. Oudaran was welcomed to New Zealand and the WINHEC meeting by Trevor Moeke and Rongo Wetere. He presented an outline of the serious issue of the HIV and AIDS pandemic currently faced by people in Africa and especially in his country of Botswana.

23.0 **Recommendations from Previous Days workshop groups:**

**Recommendation One:** That WINHEC Head Office remain in New Zealand for a period of three years.

**Recommendation accepted.**

**Recommendation Two:** That member States/Nations develop their own incorporated charitable or non-profit legal entity.

**More discussion required.**

**Recommendation Three:** That the WINHEC International Head Office be incorporated and registered in New Zealand.

**Recommendation Accepted.**

**Recommendation Four:** That further discussion on a fair and transparent formula for membership fees is held during this conference.

**Recommendation Accepted.** Working Committee formed to continue these discussions.

**Recommendation Five:** That the WINHEC Executive Board is made up of 17 voting members plus 3 ex-officio positions consisting of the Executive Chairperson and 2 Co-Chairpersons . The voting membership consists of up to 3 Board members from any given member Nation state, serving 4 year terms.

**More discussion required.**

Tu Waaka reminded the meeting that WINHEC is an Indigenous group and encouraged WINHEC to use Indigenous philosophies and processes to help make decisions.



24.0 **Additional Introductions:** Te Arawa Elder – Joe Malcolm, Dr. Manulani Meyer and Dr. Ray Barnhardt were welcomed to the meeting.

25.0 **Report from Aotearoa – Cheryl Stephens**

Cheryl reported that much has happened in Aotearoa, New Zealand since 2003 and highlighted the following points:

- Māori marched to Parliament to show their disgust and disagreement with the Foreshore and Seabed Bill (now an Act)
- As a result a Māori political party was born
- Four new Māori MPs from the Māori Party are now in Parliament
- Wānanga have played a pivotal role in the increase of Māori participation in tertiary education
- Opposition Members of Parliament initiated a race based funding debate through out the country
- The Government responded by appointing a Minister of Race and reviewing government department policies
- Labour Coalition Government is in power for another 4 years
- the landscape of higher education in NZ has changed as a result of Government policy change
- the success of community based programmes (especially for Māori) led to a change in policy and funding.

Rongo Wetere added that there had been a large focus on the organisation of the World Indigenous People’s Conference on Education.

Rongo also shared with the meeting the struggles that he and Te Wānanga o Aotearoa had been facing over the year, highlighting

- political influences/interference
- restrictions to academic freedom
- capping policies
- student fees/debt
- equity of participation

There was tremendous support and willingness from meeting participants to help and an indication that WINHEC members could show their support during the upcoming Waitangi Tribunal Hearing.

26.0 **Report from Australian Delegation:**

Opened by Roger Thomas.

Berice Anning – outgoing Chair of National Indigenous Higher Education Network - NIHEN. Berice reported significant achievements of NIHEN in the last 12 months.

- Greater recognition of NIHEN as a body.
- Successful lobbying at a political level by NIHEN



- Helping to inform and influence policy.
- Still grappling with the decision to become incorporated.
- Consultation on the selection and formation of the newly formed Indigenous Higher Education Council.
- NIHEN research showed the successes of Indigenous Higher Education Centres.
- Developing appropriate frameworks for funding assistance programmes to Indigenous students.

Gary Thomas – incoming Chair of NIHEN. Gary described the political context and reforms in higher education in Australia. He reported that while reforms are creating some uncertainty they feel confident that NIHEN and the Indigenous Higher Education Council are having greater influence on the future of Indigenous education in Australia.

Gary announced that Roger Thomas had recently been bestowed with a full Professorship from the University of Adelaide.

Prof. Roger Thomas – Described the process leading up to the formation of the Ministerial Advisory Council on Higher Education and their terms of reference:

- Role of Indigenous Centres within Mainstream Universities in relation to participation.
- Role of Universities in relation to participation.
- Effect of funding programmes on indigenous participation in Higher Education.
- Indigenous Research.
- Students concerns and views – especially in relation to retention.
- Scholarships.
- Annual Conference.

Veronica Arbon was asked to give an update on Batchelor Institute.

Veronica informed WINHEC that Batchelor had undergone some fundamental changes in the last eight months. Political influences both federal and local have impacted on the Institute. Veronica reported that the Council at Batchelor had been influenced by non-indigenous voices and in her view the ethos and philosophy of the Institute had been put at risk. As a result Veronica felt she had no other option but to resign.

This news caused great concern from the meeting as Batchelor Institute was seen by WINHEC as a successful model for Indigenous Education in Australia.

It was moved that a letter from WINHEC be forwarded to Batchelor Institute's Council asking that the importance of Indigenous knowledge be affirmed and protected in the work of the Institute.



**Veronica Arbon/ Rongo Wetere**

**carried**

**27.0 Report from the Dine Navajo Nation:**

Dr. David Begay introduced himself and reported that their people are facing similar struggles as those described by previous presenters.

He is also working with Dr. Nancy Maryboy at the Indigenous Education Institute striving to rediscover and retain the deep traditional knowledge of their people.

Dr. Nancy Maryboy spoke about some of the difficulties working within the education system in the USA. To alleviate these difficulties they developed the Indigenous Education Institute.

**28.0 Report from Alaska:**

Merritt Helfferich reported on behalf Consortium for Alaska Native Higher Education

The Consortium continues its activities in support of Alaska Native postsecondary education and is now in its eighth year of activities. Its membership recently reaffirmed their perception of the need for the organization and pledged their financial support.

Ilisagviik College received a five-year grant in late 2003 from the National Science Foundation. Funding was awarded to achieve the goals for improved achievement by Alaska Natives in Science, Information Technology, Engineering and Mathematics studies.

This funding supports projects across Alaska at regional institutions: Ilisagvik College, Bristol Bay Native Association, Central Council Tlingit and Haida Indian Tribes of Alaska, and at the Tanana Chiefs Conference's Interior Athabaskan Tribal College.

Merritt report that he, Dr. April Crosby and Dr. Ray Barnhardt had also worked with a group of Interior Athabaskan educators over the past year and a half to successfully create a new charter school in Fairbanks for grades 7-12 with a focus on Athabaskan culture, language, and learning styles using a culturally appropriate placed-based curriculum developed by the Alaska Rural Systemic Initiative. Its school schedule is adjusted to accommodate the traditional subsistence calendar of the Athabaskan people. It integrates the participation of parents and elders and uses the environment as a classroom.

The Consortium is supported by its members using membership fees and in-kind contributions.



Dr. Edna McLean has retired from her presidency of Ilisagvik College and has been replaced by President Beverly Patauk Ginage.

Ilisagvik College has applied for US federal government recognition as a tribally controlled college by the Bureau of Indian Affairs and has had its site visit. The Bureau has recommended approval of the application. On final determination of that status, Ilisagvik College will most likely apply to the American Indian Higher Education Consortium for membership.

Dr. Ray Barnhardt also added apologies and best wishes from Oscar Kawagley.

#### 29.0 **Report from Canada:**

Amelia Clark reported that the First Nations Adult and Higher Education Consortium (FNAHEC) was first formalized in 1997 and adopted a “*Just do it*” attitude. They also created the First Nations Accreditation Board (FNAB) to approve their programs. FNAB is funded by the First Nations Colleges.

Amelia reported that through sharing their work and ideas with other groups in Canada this became a catalyst for groups who shared similar visions and goals and lobbied to form national forum. This resulted in the formation of National Association of Indigenous Institutions of Higher Learning. (NAIIHL).

Amelia reported that their successes have been:

- Entering partnerships and collaboration with other Indigenous institutions
- Cross Cultural training for businesses
- Undertaking research for Government
- Development of programs specific to local needs
- Developing Teacher Education Programs
- High graduation rates of indigenous students
- Development of a Social Work program
- Digitization initiatives
- Traditional language and traditional knowledge programs

Challenges include:

- Recognition of Indigenous institutions
- Operating with little funding support
- Political influences

Vivian Ayoungman added that it was important to develop strategic partnerships and online programming. Indigenous World Net was developed out of WIPCE 2002 to help with this.



Rongo Wetere supported the idea of sharing and collaboration and stated that WINHEC was an ideal forum for this to happen.

### 30.0 **Report from USA/American Indian Higher Education Consortium AIHEC**

Jim Shanley – President of Fort Peck Community College and AIHEC Executive Committee Member.

Jim reported that there were currently 35 member institutions of AIHEC and that there had been growth in AIHEC in the last few years and that as Indigenous Higher Education gains strength in the USA that AIHEC will continue to grow. He felt that the growth in student numbers, viability and strengthening of programs was a great sign for the future.

He explained that AIHEC meet 3 or 4 times a year. At the last meeting Trevor Moeke attended and described the current situation facing Te Wānanga o Aotearoa. Jim reported that AIHEC passed a resolution in support of the Wānanga.

Jim also supported the view that WINHEC was an ideal forum for collaboration and partnerships.

### 31.0 **Report from Hawai'i**

Dr. VerlieAnn Malina-Wright gave a comprehensive presentation on how the Hawaiian people were addressing Indigenous Education in their Nation.

She explained that they see their responsibilities to:

- Control Hawaiian educational systems and institutions.
- Provide education in Hawaiian languages, cultures and native knowledge systems.
- To teach through indigenous methodologies for all children, their families, their communities and their nations.
- To practice spirituality and harmony through diversities and advocate for balance and harmony
- To develop sustainability to ensure perpetuity.

VerlieAnn explained that their indigenous values shape their cultural beliefs and practises and described a project which looked at culturally healthy and responsive learning environments. The project is based on the following:

- An indigenous lens establishes relationships for families, communities, educational systems and nations.
- Maui Ola – Life force is the cultural centre of our existence.
  - \* Pili ‘Uhane – spiritual/intuitive
  - \* ‘Ōlelo – language



- \* Lawena – behaviour and actions
- \* 'Ike Ku'una – traditional knowledge
- Nurturing maui ola as the cultural base from which one grows to serve the family, community and others.
- Maui Ola=Well-Being- spiritual, physical, mental/intellectual, emotional and social.
- Our environment is where we nurture and develop our maui.
- Honua Ola – supporting Holistic Balance within the learning environment.
- The honua ola is a vibrant learning environment which fosters the growth of one's maui through enriching experiences between the people and its surroundings.
- Piko Ola – Our connections which ground us to our cultural identity – spiritual, genealogical, creative/inventive.
- Maui, Honua and Piko are the foundation stones to spirituality.
- Ancestors, practitioners and children not born are integral to leaving legacies of past, present and future.

VerlieAnn also spoke about further research which looked at 27 Hawaiian cultural practices and looked at Hawaiian knowledge of, belief in and frequency of practice.

VerlieAnn also described Hawaiian values and how they are applied in practice. She also described some of the ways in which they would be pursuing these ideals in various Native Hawaiian education initiatives and how these have been developed and will continue to develop in conjunction with other programs, consortiums and institutions.

They hope to do the following:

1. Identify key players and plan a conference
2. Prepare a new initiative to seed legislation to authorize moku-based cultural colleges throughout Hawai'i, native education enrolment allocation.
3. Target cultural colleges and programs that are at risk.
4. Target cultural colleges that can implement the infrastructure and administrative functions and centralize these functions as out sourcing services.
5. Roll out college/university planning teams at the moku-based, national and international levels as consortiums.

### 32.0 **Report from Sámi University College**

Kristine Nystad explained the Sámi University College provided Higher Education designed for and delivered through a system that has its specific goal to respect and respond to the needs of the Sámi people.



It has developed its vision and basic values based on goals set by Sámi Authorities and Sámi communities and has legal and cultural legitimacy among Sámi people.

The system is built on values using Sámi language and is culturally responsive in its operation and program delivery.

Sámi University College is taking steps to become fully accredited.

Jan-Henry Keskitalo also announced that the National Quality Board for Higher Education in Norway has given Sámi University College the Award for Excellence in Higher Education in 2005.

Kristine presented WINHEC with a coffee bag made from reindeer skin. This is the logo of Sámi University College.

This was received with thanks by Executive Chairperson Turoa Royal.

### 33.0 **Report from Fond du Lac Tribal and Community College**

Shirley Defoe reported that in 1979 the Fond du Lac Reservation Business Committee voiced a need for a community college as part of a comprehensive education plan. Eight years later, in 1987, the Minnesota Legislature created Fond du Lac Tribal and Community College (FDLTCC). And the Fond du Lac Reservation chartered the college later that same year. A unique institution – and the only tribal college created through a state/tribal partnership.

Through this state/tribal partnership, FDLTCC is part of the Minnesota State Colleges and Universities System (MNSCU), a state-wide system of community colleges, state universities, and technical colleges. Academic credits obtained through this system can be transferred to other colleges within the system.

It is accredited by the North Central Association of Colleges and Schools. FDLTCC offers 31 degrees at the associate's level. In May of 2005, the college awarded 191 associate degrees. In 2005 FDLTCC has 1,921 students with a full-time equivalency of 1,134.6

Future building projects for FDLTCC include a Library, Cultural Centre and Nursing and Law Enforcement Centre.

### 34.0 **Invitation to sign the WINHEC Declaration**

Rongo invited Vivian Ayoungman to sign the back of the declaration and invited others to also do so.

### 35.0 **Report from Te Wānanga-o-Raukawa**



Turoa introduced the legislation which defines Wānanga in the Education Amendment Act 1990.

*A Wānanga is characterized by teaching and research that maintains, advances and disseminates knowledge and develops intellectual independence and assists the application of knowledge regarding ahuatanga*

*Māori (Māori tradition) in accordance with tikanga Māori (Māori custom)*

Whatarangi Winiata explained that Te Wānanga-o-Raukawa sees that their fundamental purpose is to maximise their contribution to the survival of Māori as a people.

Te Wānanga-o-Raukawa adopted 10 values or kaupapa in the latter half of 2003. They discovered that teaching and research are an opportunity to express the kaupapa and not ends in themselves.

These kaupapa permeate all activities and are the reason for teaching, research and administration of the institution.

The Charter has the kaupapa embodied in it and Profiles are based on the expression of the kaupapa.

He added that the Māori Party had adopted 9 of the 10 kaupapa.

Whatarangi also added that Te Wānanga o Aotearoa had done what governments have not been able to do. That is to create a Māori tertiary education market. This became the fastest growing market in the country and Te Wānanga o Aotearoa became the largest tertiary education institution.

He pointed out that the courses are approved by Government organisations and are offered on an operational grant that is the same as other tertiary education institutions are entitled to, and that Te Wānanga o Aotearoa offer many of those for no fees. Even more pointedly they have done this on assets that equal one quarter of the capital funding that they are entitled to.

Whatarangi stated that Te Wānanga o Aotearoa has made a great contribution not only to Māori but to the country and that he was sure that the Wānanga would survive. He emphasised that the four Māori Party Members of Parliament were in full support of Te Wānanga o Aotearoa.



## **Day Three: REPORTS FROM WINHEC WORKING PARTIES AND COMMITTEES**

**Friday 25 November 2005, 9.30am – 5.00pm**

36.0 **OPENING BLESSING** – Aunty Jenna Richardson

37.0 **Introduction and Welcome:** Turoa welcomed Evelyn Arce-White from the International Funders for Indigenous People organisation to the meeting.

38.0 **Draft Declaration Working Party:**

**Members:** Keoni Agard - Hawai'i, Amelia Clark – Canada, Kristine Nystad – Sami land.

**Discussion:** Members all agreed that we eliminate the word Draft and recommend that WINHEC adopt this document.

**Recommendation:** That WINHEC adopt this document as amended by eliminating the work Draft.

**Keoni Agard/Roger Thomas**

**carried**

39.0 **Research Working Party:**

**Members present:** Veronica Arbon, Pip Bruce-Ferguson and Danica Waiti - Editor, WINHEC Journal

**Discussion:**

The WINHEC Research working Party achieved the work it set its self last year namely the acceptance of the Research Statement and the appointment of an Editor. The Journal was published on line and in hard copy (for sale).

The publication of the Journal online was an effective way of letting people access articles, no matter where in the world they were located. Much positive feedback has been received with regards to the inaugural edition and interest through sales and feedback is plentiful.

Notably the Batchelor Institute of Indigenous Tertiary Education moved discussion around the idea of bothways and how this might have insight to or applicability within research in the Institute. In doing this the Institute while drawing on the years of work undertaken by our people to shift the research agenda and present internal policy documents. This agenda was furthered by drawing on the Cultural Standards as guideposts to undertaking research under the auspices of the Institute. See

[www.batchelor@edu.au](http://www.batchelor@edu.au)

**Work to do:**



There was agreement that WINHEC look at other ways of promoting research that is not in a written (text) form. Whilst the journal is one tool for WINHEC to publish indigenous works, there are other valuable stories that should be shared e.g. poems, sculpture etc.

We need to find ways of letting people know what is happening in terms of research in the different member organisations and countries. We now know that a space exists on the WINHEC website that can be utilised in advertising and promoting news, ideas, innovative practice for the benefit of WINHEC members. For example in Australia, two Indigenous PhD students have won the right for the elders who have supported them in their work to receive honorary degrees in recognition of their mentorship and co-supervision. Achievements such as these need to be shared with others to encourage a positive shift in institutional practice.

**Recommendations:**

1. That a 2006 edition of the WINHEC Journal be published with the theme of Indigenous values;

**Veronica Arbon/Shirley Defoe**

**carried**

2. That we use the web facility to promote research and scholarship by:
  - i. Publishing a list of assessors and interest areas for PhD's,
  - ii. Listing completed and in progress dissertations,
  - iii. Providing an e-forum for WINHEC members and public access,
  - iv. Post the WINHEC statement (endorsed last year) on Research to the web.

**Veronica Arbon/ Manulani Meyer**

**carried**

40.0 **Working Group on Indigenous Studies:**

**Task:** Define culture, indigenous, and Indigenous Studies. Un-requested task to also include a definition of “Higher Education”.

**Discussion:** This group had lively and creative discussion on words we often take for granted.

Culture, Indigenous and Indigenous Studies are labels that describe a richness that could not be fully qualified within the time given. “Higher Education” should also be included as that too, is up for re-interpretation.

General ideas to describe “Indigenous”

1. Linked to a specific land area
2. Unique language and culture
3. Over 1,000 years of territorial occupation
4. Relatedness, interconnectedness, spiritual, kinship
5. Descendents of Earth and Sky



“Original inhabitants of a specific place who live in relatedness with everything in that place.”

“Indigenous, in reference to describing a group of people, encompasses a wide set of understanding that includes but is not limited to the following ideas:

- a. Historical or current connection to land in a particular place where teachings knowledge and a relationship to natural systems were learned, developed and maintained through rituals, values, distinct languages, beliefs and practices.
- b. Fundamental beliefs in a spiritual reality that promote deeper awareness of life.
- c. Knowledge base drawn from genealogy, organic responsibilities within families, expansive kinship, respect of elders, and an understanding of culture via distinct language and world-view.

General ideas to describe “Culture”

1. Language carries culture (language in the verbal and non-verbal way)
2. Principles are still, culture is fluid
3. Best practices agreed upon by a group of people

**Recommendation:** That WINHEC endorse further research by the Working Group based on an international scoping exercise to define what is “Culture”, what is “Indigenous”, what is “Indigenous Studies” and what is “Higher Education” and that the paper be further developed to a publishable stage.

**Boni Robertson/Shirley Defoe**

**carried**

41.0 **Language Revitalisation Working Party:**

Turoa Royal reported that the Language Revitalisation Working Party had produced a bibliography on resources that are available on this subject. This is available online on the WINHEC website

**Recommendation:**

That the report be received on the Language Revitalisation Bibliography.

**Turoa Royal/Manulani Meyer**

**carried**

42.0 **Funding Committee:**

**Members Present:** Gil Garcia, Roger Thomas, Keoni Agard, Tu Waaka, Rongo Wetere, James Shanley & Merritt Helfferich

**Discussion:** The Finance Committee considered a number of potential sources of revenue for WINHEC. These included;

- Membership Fees  
Develop a worldwide list of organizations that fit the membership categories



- \* Individual - Persons or institutions
- \* Institutional- Indigenous higher education
- \* Associations - Indigenous higher education
- \* Indigenous divisions of mainstream higher education institutions
- \* Expand membership to many indigenous peoples' organizations
- \* Set different categories of membership
- WINHEC Chapter Fees  
Each National/Regional Chapter incorporates as a tax-exempt chartered organization and develops a nation/region/state-specific fundraising program with a set % of their fees sent to International WINHEC for its partial support.
- Donations  
Establish a & Major Donors Program and seek Bequeaths
- In-Kind Support  
Keep careful track of in-kind support as part of the matching of external funding.
- Corporate Support  
Support from regional businesses should be solicited
- Foundation Support  
Resolution to Gates Foundation
- Governmental Support
  - \* UN Programs
  - \* US programs
- Project Support via Grants and Contracts for:
  - \* Literacy & “Green Light” programs
  - \* Libraries & Museum Work
  - \* International Cooperation & Peace
  - \* Community Stabilization
  - \* IT projects
  - \* Student/Faculty exchange projects
  - \* Research activities and statistical data base
- Cultural Crafts and Artwork – Brokerage & Exchanges
- Intellectual Property Management
  - \* Symbols, logos, artwork, films, etc.
  - \* Songs and stories
  - \* Historic scientific research information from Elders
- Accreditation Review Fees
  - \* Member Organizations
  - \* Other Non-Member Organizations
- Alternate Fundraising Techniques:
  - \* Contract Fund Raisers
  - \* Direct Mail Fundraising
- Institutional Endowment Project



- Fee-based Technical Support for Embryonic Tribal Colleges
- NGO recognition by UN



## **Recommendations**

**Preamble – The following recommendations are presented with the understanding that local/regional/national customs and law be considered and be focused on actions appropriate to place and people.**

1. Create a Business Plan for WINHEC grounded in Indigenous world-views.
  - The Finance committee will meet by telecommunications and e-mail over the next three months to develop the basis for a WINHEC business plan. The original WINHEC business plan will be a starting point for the new plan.
  - The Business plan will be focused on the established WINHEC goals and Kaupapa (philosophy) and be imbued with indigenous ways of thinking and acting.
  - The existing level of support by members will be used as one basis for further support by funding organizations and agencies.
  - The Committee will establish strategies and priorities for funding and a list of potential funding organizations.
  - College Business students will be engaged to fit the business plan into the appropriate form for review and editing by the committee.
  - The Committee will meet in Hawaii in March or April to conclude a final draft for WINHEC Executive Committee action in Minnesota at Fond du Lac.

**Merritt Helfferich/Roger Thomas** **carried**

2. Engage a contract grant writer with an additional fee awarded based on their level of success.

**Merritt Helfferich/Gary Thomas** **carried**

3. Create a WINHEC membership table at WIPCE to enlist memberships in WINHEC.

**Merritt Helfferich/Berice Anning** **carried**

4. Reaffirm existing practise of having an administrative fee to the WINHEC institutional or program accreditation charges.

**Merritt Helfferich/Paul Hughes** **carried**

5. WINHEC International and each National or Regional WINHEC establish endowment funds for their long-term support if appropriate to place and people.

**Merritt Helfferich/Manulani Meyer** **carried**

6. Establish WINHEC Chapters in each member region/nation/state. The chapters can consider the establishment of corporate tax exempt status should it be considered appropriate to place and people.

**Merritt Helfferich/Roger Thomas** **carried**



7. Establish a fee structure for each national or regional WINHEC chapter to be paid to the International WINHEC organization for its support. Each National or regional WINHEC Chapter will seek endowments for its operation with a percentage contributed to the International WINHEC endowment fund.

**Merritt Helfferich/Shirley Defoe** **carried**

8. Draft a resolution from this body to the Gates Foundation for financial support of WINHEC and its higher educational programs for Indigenous Peoples.

**Merritt Helfferich/Manulani Meyer** **carried**

9. Draft a resolution from this body to other foundations for financial support of WINHEC and its higher educational programs for Indigenous Peoples.

**Merritt Helfferich/Tu Waaka** **carried**

10. Approve the resolution proposed by the Finance Committee to the Gates Foundation urging the Foundation to establish a scholarship fund specifically geared toward providing scholarship monies to students that desire to attend higher education indigenous colleges to uplift the conditions of indigenous peoples throughout the indigenous world through members that comprise WINHEC. (see [Appendix Two](#) page 40)

**Merritt Helfferich/Keoni Agard** **carried**

**43.0 Evelyn Arce-White – International Funders for Indigenous People**

- Offered members copies of an Indigenous Peoples Funding and Resource Guide. For copies email Evelyn at [evelyn@internationalfunders.org](mailto:evelyn@internationalfunders.org) or [www.internationalfunders.org](http://www.internationalfunders.org)
- Encouraged WINHEC to develop a Membership strategy with a sliding scale.
- Emphasised the need for a 51C3 to access Foundation funding in the USA
- Offered WINHEC assistance in developing a session for the Grantmakers in Education annual conference.
- Urged WINHEC to hire a fulltime Executive Director.

**44.0 Promotions/Publicity and Education and Cultural Exchange Committees**

**Members Present:** Marcia Krawll, Shirley Defoe, Eleanor Barton, Amelia Clark.

**Discussion:** It was suggested to bring the two committees together as they both had to do with building networks, exchange of knowledge, practice and support.



Previous goals were to:

- Create a network of members
- Guidebook for exchanges
- Calendar of events

Marcia apologised that these goals had not yet been achieved. The committee still felt they were achievable and planned to continue working toward those. In addition they suggested that they could gather information on different types of exchanges available which could be accessed on the WINHEC website.

**Recommendations:**

1. That WINHEC develop a referral booklet on student and staff exchanges to be posted on the website with availability in hardcopy upon request for WINHEC members and for use by the wider indigenous communities.

**Marcia Krawll/Merritt Helfferich**

**carried**

2. That the Promotions/Publicity and Education and Cultural Exchange Committees be responsible for assisting and identifying events around the world that WINHEC members may be interested in and to post it on the WINHEC website

**Marcia Krawll/Evelyn Arce-White**

**carried**

**45.0 Software Tool for Indigenous Knowledge Management (IKM Project):**

Dr. Mark Laws presented an update on developments to the software tool first introduced to WINHEC by Tom Davis in Hawai'i in 2003 and demonstrated by Dr. Jane Hunter in Brisbane in 2004.

Mark explained that representatives from the three Wānanga in New Zealand visited the University of Queensland DSTC in November 2004 to undertake software training on the IKM Project. A license agreement was discussed and a draft project and plan called "eTaonga" was developed. Each Wānanga was to develop their own versions and report back to WINHEC.

Te Whare o Wānanga o Awanuiārangi has developed a bicultural version of the software which allows for others to do the same with their own languages. He reported that they have incorporated it into a program for elders using computers.

**Recommendations:**

- i) Distribute both the XMEG (Java Version) and IKM (Web version) on the WINHEC Website with appropriate documentation and acknowledgments (download the XMEG version first).

**Mark Laws/Shirley Defoe**

**carried**



- ii) Setup an On-line Forum and Support Group on the WINHEC Website (online discussions, developments and training).  
**Mark Laws/VerlieAnn Malina-Wright** **carried**
- iii) All developers/users should report back to the next WINHEC conference on the progress and outcomes of XMEG/IKM.  
**Mark Laws/Shirley Defoe** **carried**
- iv) Finalise the licence agreement between DSTC and WINHEC.  
**Mark Laws/Manulani Meyer** **carried**
- v) Assist DSTC with software training (set up a training team).  
**Mark Laws/Manulani Meyer** **carried**

#### 46.0 **Website Report**

Bonnie Marino prepared a report on the WINHEC Website [www.win-hec.org](http://www.win-hec.org) . Any questions regarding the website can be directed to Bonnie at [bonnie.marino@tauihu-wananga.ac.nz](mailto:bonnie.marino@tauihu-wananga.ac.nz)

#### **Recommendations:**

It is recommended that WINHEC continue to use the website for its current uses as well as develop:

- Calendar of events
- WINHEC members can post articles which can later be gathered for a newsletter
- Relevant links of interest
- Managing mailing/contact lists
- Keeping a repository of documents for use only by WINHEC members
- Developing electronic discussion forums
- Holding templates and resources for use by members
- Image gallery.

#### 47.0 **UNESCO/United Nations**

As an active step towards achieving increased attention and action with regard to international cooperation for indigenous higher education, WINHEC shall propose to the UN Permanent Forum for Indigenous Issues that:

1. WINHEC be recognised as a worldwide consortium by the UN umbrella with privy to accreditation responsibilities as per the WINHEC Accreditation guidelines.  
**Roger Thomas/Gary Shipp** **carried**
2. UNESCO support WINHEC with possible funding for increased activity.



**Jan Henry Keskitalo/ VerlieAnn Malina-Wright** **carried**

**48.0 Future Nation Reports:**

Turoa put forward the motion that: Each nation and state include in their annual report to WINHEC information describing advances made toward the goals of WINHEC.

**Turoa Royal/Keoni Agard** **carried**

**49.0 Flags:**

Turoa made a suggestion regarding flags.

**Recommendation:**

That all members provide an appropriate flag of no more than 11 inches by 9 inches that can be displayed at every annual conference. Flags will be held by Head Office.

**Turoa Royal/Shirley Defoe** **carried**

**50.0 Resolution in support of Te Wānanga o Aotearoa and the Wānanga of New Zealand.**

VerlieAnn introduced the following resolution:

WHEREAS, the World Indigenous Nations Higher Education Consortium (WINHEC) has been formed to represent the collective institutions of higher learning, and

WHEREAS, the Māori Wānanga have provided leadership to WINHEC since its founding at Kananaskis, Canada in 2002; and

WHEREAS, this leadership has consisted of models for excellence in Indigenous education that has its centre, heart and being in indigenous languages and cultures; and

WHEREAS, the WINHEC Executive Board consisting of leading indigenous educators from all over the world, and

WHEREAS, the leadership of Te Wānanga o Aotearoa has provided invaluable leadership to the founding and successes of WINHEC, its accreditation authority, and other programs, and

WHEREAS, WINHEC has been deeply influenced by the excellence of Te Wānanga o Aotearoa and its vision.

NOW THEREFORE BE IT RESOLVED that the WINHEC Executive Board wishes to express its deep appreciation to the Wānanga of New Zealand and particularly of Te Wānanga o Aotearoa, and

To protest in the strongest language possible the ill will toward indigenous education expressed in what appears to be racially motivated attacks on one of the most successful institutions of higher learning in New Zealand, and

To continue in perpetuity the existing Wānanga a characterised by teaching and research that maintains intellectual independence, and the application of



knowledge regarding ahuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom) (Education Amendment Act NZ 1990)

To urge the government of New Zealand to immediately and without reservation recognized the excellence, value and international importance of the New Zealand Wānanga, and

To further urge the government of New Zealand to negotiate with Te Wānanga o Aotearoa a successful resolution to a crisis that has brought a country that has been so admired by indigenous people worldwide into disrepute,

Be it known to all that this resolution is submitted by WINHEC and its various member institutions of higher education.

**VerlieAnn Malina-Wright/Peter Hanohano carried**

51.0 **Taiwan Membership:** Turoa presented a letter from the Council of Indigenous Peoples Executive Yuan in Taiwan asking to become a member of WINHEC.

**Recommendation:** That the Taiwanese Indigenous People be accepted as a Member Nation of WINHEC.

**Turoa Royal/Cheryl Stephens**

**carried**

**Roger Thomas asked that his abstention from the vote be noted.**

52.0 **Letter to Batchelor Institute:**

Veronica Arbon read out the letter to be sent to Batchelor as described in point 26.0.

**Recommendation** that the letter be approved signed by Turoa and sent to Batchelor Institute.

**Veronica Arbon/ Shirley Defoe**

**carried**

53.0 **Suspensory Loan**

**Recommendation:** That members of WINHEC call for a favourable resolution that ensures the prior commitment of \$20 million suspensory loan made by the New Zealand government to Te Wānanga o Aotearoa is fully honoured; that the application of knowledge regarding ahuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom) is maintained, and that the kaupapa (integrity ) of Te Wānanga o Aotearoa is preserved.

It is therefore requested that Crown Management of Te Wānanga o Aotearoa be withdrawn without delay.

That the authority of a Māori Institution is clearly retained by Māori and not crown appointed non Māori.

**Keoni Agard/VerlieAnn Malina-Wright**

**carried**

54.0 **Higher Education Conference**

There was a recommendation that WINHEC convene a Higher Education Conference. This will provide a forum where WINHEC could invite all other Higher Education programs and or Institutions who might be interested to join in sharing and embracing



indigenous cultures of the world. Claire Pruet from Chaminade University in Hawai'i offered to host the conference in Hawai'i in 2007.

An organising committee was formed of Roger Thomas and Gary Shipp from Australia, Vivian Ayoungman from Canada and Cheryl Stephens from New Zealand.

There was general agreement that the WINHEC Annual meetings will also be held in Hawai'i either directly before or after the conference.

#### 55.0 **Board of Affirmation:**

**Background:** Ray Barnhardt gave some background to the development of the Board of Affirmation.

- Goal 4 of WINHEC
- 2002 Accreditation Working Party formed
- 2003 Accreditation Handbook approved
- 2004 First programs accredited and recommendation to form Board of Affirmation made.
- Second version of WINHEC Accreditation Handbook available.

**Board of Affirmation Members:** Seaneen O'Rourke – Canada, VerlieAnn Malina-Wright– Hawaii, Veronica Arbon – Australia, Cheryl Stephens – Aotearoa, Jan Henry Keskitalo – Sámi land, Gerald Gipp – AIHEC, Ray Barnhardt – Alaska and Chairperson

**Recommendations:** The Board of Affirmation made the following recommendations:

55.1 **Proposed action:** The BoA recommends that the Eligibility Application for WINHEC accreditation consideration submitted by the Seven Generations Education Institute of Ontario, Canada be approved and that they be congratulated for the quality of their application and encouraged to proceed with their Self Study in preparation for a WINHEC team site visit.

**Motion 1:** *The WINHEC Executive Board hereby approves the Eligibility Application for WINHEC accreditation consideration submitted by the Seven Generations Education Institute of Ontario, Canada and congratulates them for the quality of their application and encourages them to proceed with their Self Study in preparation for a WINHEC team site visit.*

**Ray Barnhardt/Manulani Meyer**

**carried**

55.2 **BoA action:** The BoA recommends endorsement of the model of Indigenous graduate studies outlined in the Proposal for an International Indigenous Graduate Program to be housed at the University College of the North of the University of Manitoba, Canada. The proposed program is consistent with the guiding principles and goals of WINHEC and may eventually be a candidate for WINHEC accreditation.



**Motion 2:** *The WINHEC Executive Board hereby approves the recommendation of the WINHEC Board of Affirmation in endorsing the model of Indigenous graduate studies outlined in the Proposal for an International Indigenous Graduate Program to be housed at the University College of the North of the University of Manitoba, Canada.*

**Ray Barnhardt/VerlieAnn Malina-Wright**

**carried**

- 55.3 **BoA action:** The BoA recommends endorsement of the cultural concepts imbedded in the proposal to establish Ke Ala Pono as an Indigenous College in Hawai'i. The proposed program is consistent with the guiding principles and goals of WINHEC and may eventually be a candidate for WINHEC accreditation.

**Motion 3:** *The WINHEC Executive Board hereby approves the recommendation of the WINHEC Board of Affirmation in endorsing the cultural concepts imbedded in the proposal to establish Ke Ala Pono as an Indigenous College in Hawai'i.*

**Ray Barnhardt/Roger Thomas**

**carried**

- 55.4 **BoA action:** The BoA recommends endorsement of the cultural concepts imbedded in Ka Haka 'ula o Ke'elikolani at the University of Hawai'i Hilo as consistent with the guiding principles and goals of WINHEC and thus appropriate for potential WINHEC accreditation candidacy.

**Motion 4:** *The WINHEC Executive Board hereby approves the recommendation of the WINHEC Board of Affirmation in endorsing the cultural concepts imbedded in the Ka Haka 'ula o Ke'elikolani at the University of Hawai'i Hilo.*

**Ray Barnhardt/**

**carried**

- 55.5 **BoA action:** The BoA recommends endorsement of the cultural concepts imbedded in Halau Wanana as consistent with the guiding principles and goals of WINHEC and thus appropriate for potential WINHEC accreditation candidacy if they so choose.

**Motion 5:** *The WINHEC Executive Board hereby approves the recommendation of the WINHEC Board of Affirmation in endorsing the cultural concepts imbedded in the establishment of Halau Wanana as an Indigenous College in Hawai'i.*

**Ray Barnhardt/**

**carried**

- 55.6 **BoA action:** The BoA recommends that programs or institutions affirmed for accreditation by the WINHEC Board of Affirmation be granted authority to incorporate the WINHEC logo and a WINHEC accreditation stamp (including the year granted approval) on documents associated with the approved program or institution.



**Motion 6:** *The WINHEC Executive Board hereby approves the recommendation of the WINHEC Board of Affirmation to grant authority for WINHEC accredited programs or institutions to incorporate the WINHEC logo and a WINHEC accreditation stamp on documents associated with the approved program or institution.*

**Ray Barnhardt/Veronica Arbon**

**carried**

55.7 Three informational items from the Board:

1. A committee has been formed and will be chaired by VerlieAnn to develop the guidelines to extend help to K-12 who may benefit from the experiences of the development of the WINHEC Accreditation process.
2. A committee co-chaired by Mana Forbes and Cheryl Stephens has been set up to further develop the ideas around Honoring Elders.
3. There will also be some work done on developing relationships with representatives from local, national accrediting bodies to exchange ideas.

These committees will report back to the next WINHEC meeting.

56.0 **Election of Executive Chairperson of WINHEC (3 year term)**

Nominations: Turoa Royal

**Cheryl Stephens/Boni Robertson**

**carried**

57.0 **Election of Elders and Co-Chairpersons of WINHEC (3 year term)**

After much discussion the following motion was made

**Motion:** That Rongo Wetere and Lionel Bordeaux be elevated to WINHEC Elders and that James Shanley and Boni Robertson be asked to be Co-chairs for the next three year term.

**Turoa Royal/Shirley Defoe**

**carried**

58.0 **Reconsideration of previous motion:**

Boni Robertson asked the meeting to reconsider the previous motion and to reinstate Rongo Wetere as Co-Chair changing the WINHEC constitution to allow for three Co-chairs.

**Boni Robertson/Shirley Defoe**

**carried**

**After discussion and consideration the motion was carried**

59.0 **Report from Shirley Defoe on WINHEC 2006**

Shirley expressed her pleasure in hosting the next WINHEC meeting and presented a draft outline on the preparations being made for WINHEC 2006. Will be hosted at Fond du Lac Tribal and Community College, Cloquet Minnesota USA from August 4-8, 2006.

Tentative Agenda



August 3	Travel Day
August 4	Welcome Ceremonies – Meetings
August 5	Meetings – Evening Pow Wow
August 6	Meetings (Working Parties)
August 7	Meetings (Working Parties) Lunch at Fond du Lac reservation Ojibwe School
August 8	Jay Cooke State Park – Traditional Indian Legends of Indigenous People
August 9	Vista Star Dinner Cruise
August 10	Travel Home

Accommodation at the Black Bear Hotel and Casino and Americinn Motel.

**60.0 Presentation of WINHEC Paddle**

Turoa presented Shirley with the WINHEC paddle as the next host of the WINHEC meeting.

**61.0 WINHEC Membership Committee**

The WINHEC membership committee presented a membership form to be used for signing up new members for WINHEC starting at the upcoming WIPCE conference. See [Appendix Three](#) on page 41.

**62.0 Presentations**

Turoa Royal and Charlie McNaught presented gifts to all the visiting Nations.

**63.0 Closing comments, exchange of gifts and thanks:**

- Amelia Clarke
- Hawaiian Delegation
- Sámi Delegation
- Jim Shanley
- Paul Hughes
- Rongo Wetere
- Turoa Royal

**64.0 CLOSING PRAYERS**

- Keiki Kawai'ae'a
- Gordon Morning Bird
- Tu Waaka



## Participants:

Name	Institution	Nation
Tui Adams	Te Wānanga o Aotearoa	Aotearoa
Turoa Royal	Te Taihū o Ngā Wānanga	Aotearoa
Rongo Wetere	Te Wānanga o Aotearoa	Aotearoa
Dr Ray Barnhardt	Alaska Fairbanks	Alaska
Merritt Helfferich	Consortium Alaska Native Higher Education	Alaska
Veronica Arbon	Batchelor Institute	Australia
Boni Robertson	Griffith University	Australia
Gary Thomas	NIHEN Chair	Australia
Cheryl Stephens	Te Whare Wānanga o Awanuiārangi	Aotearoa
Vivian Ayoungman	FNAHEC Executive Director	Canada
Debra Cardinal	Blue Quills First Nations College	Canada
VerlieAnn Malina-Wright	Native Hawaiian Education Council	Hawaii
Peter Hanohano	Ke Ala Pono Indigenous College	Hawaii
Shirley DeFoe	Fond du Lac Tribal & Community College	USA
James Shanley	Fort Peck Community College	USA
Kiri Price	Te Taihū o Ngā Wānanga	Aotearoa
Missy Lord	Te Taihū o Ngā Wānanga	Aotearoa
Charlie McNaught	Te Taihū o Ngā Wānanga	Aotearoa
Bonnie Marino	Te Taihū o Ngā Wānanga	Aotearoa
Danica Waiti	Te Taihū o Ngā Wānanga	Aotearoa
April Cosby	Consortium Alaska Native Higher Education	Alaska
Trevor Moeke	Te Wānanga o Aotearoa	Aotearoa
Karl Smith	Te Wānanga o Aotearoa	Aotearoa
Eleanor Barton	Te Wānanga o Aotearoa	Aotearoa
Tu Waaka	Te Whare Wānanga o Awanuiārangi	Aotearoa
Mark Laws	Te Whare Wānanga o Awanuiārangi	Aotearoa
Te Arani Barrett	Te Whare Wānanga o Awanuiārangi	Aotearoa
Carl Ross	Ministry of Fisheries	Aotearoa
Kara Cribb	NZQA	Aotearoa
Whatarangi Winiata	Te Wānanga -o-Raukawa	Aotearoa
Francie Winiata	Te Wānanga -o-Raukawa	Aotearoa
Marcia Krawll	Te Wānanga o Aotearoa	Aotearoa



Sonny Mikaere	Indigenous Cultural Education Ltd	Aotearoa
Pip Bruce Fergusson	Te Wānanga o Aotearoa	Aotearoa
Phil Lambert	Te Wānanga o Aotearoa	Aotearoa
Tawari Kameta	Te Wānanga o Aotearoa	Aotearoa
Mana Forbes	Te Wānanga o Aotearoa	Aotearoa
Antony Royal	Te Tauihu o Ngā Wānanga	Aotearoa
Berice Anning		Australia
Prof. Paul Hughes	University of South Australia	Australia
Aunty Jeanna Richardson	Griffith University	Australia
Gary Shipp	Jabal Centre	Australia
Prof. Roger Thomas	University of Adelaide	Australia
Laura Horton	Seven Generations Education Institute	Canada
Delbert Horton	Seven Generations Education Institute	Canada
Henry Big Throat	Red Crow Community College	Canada
Amelia Clark	Old Sun Community College	Canada
Joyce Good Striker	Kainai Board of Education	Canada
Seaneen O'Rourke	Yellowhead Tribal College	Canada
Gordon Morning Bird	Red Crow Community College	Canada
Manulani Meyer	Halau Wanana	Hawaií
Lynette Agard	Ke Ala Pono Indigenous College	Hawaií
Keoni Agard	Ke Ala Pono Indigenous College	Hawaií
Gilbert Garcia	Ke Ala Pono Indigenous College	Hawaií
Keiki Kawai'ae'a	Native Hawaiian Education Council	Hawaií
Claire Pruet	Chaminade University of Honolulu	Hawaií
Kristine Nystad	Sámi University College	Sámi land
Jan Henry Keskitalo	Sámi University College	Sámi land
Nancy Maryboy	Indigenous Education Institute	USA
Ashley Teren	Indigenous Education Institute	USA
Evelyn Arce-White	International Funders for Indigenous Peoples	USA
David Begay	Indigenous Education Institute	USA
Richard Kirn	Fort Peck Community College	USA
Leonard Smith	Fort Peck Community College	USA
Phillip Beaumont	Pryor Public School, Montana	USA
Joe Malcolm	Te Arawa Elder	Aotearoa



## **APPENDIX ONE**

### **WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM ANNUAL WINHEC CONFERENCE**

**Held at Glenview International Hotel and Conference Centre  
Hamilton, Aotearoa  
23 – 25 November 2005**

#### **Report from the Executive Chairperson**

##### **A. Greetings**

It is indeed a pleasure as always to welcome you all from overseas as well as those who have not travelled as far. It is good to see people from the United States, Canada, Alaska Hawai'i, Australia and many other places in the world. Tēnā koutou katoa.

I hope every one is well accommodated in this hotel or elsewhere and that you have settled in comfortably. Please see the organising staff if some assistance throughout the conference is required.

##### **B. Third Year of Operations.**

This year marks our third year of operations from Kananaskis in Canada to Wellington, to Hawai'i in 2003 and Brisbane in 2004 to Hamilton Aotearoa New Zealand today in 2005.

By way of introducing my report I want to traverse these three years noting

- Where we have come from?
- What notable events have taken place in line with our objectives?
- Where we are now? and
- What challenges lie ahead for us as we pursue the goals that we have set for ourselves within the WINHEC organisation?

##### **C. Kananaskis Canada, - August 2002**

I remember those days vividly as we sat and laughed and composed what I believe the most normal thing that came out of WIPCE that year – a gathering of academics of higher learning who wished to formalise a forum to continue to discuss internationally the needs of indigenous peoples at the higher education level.

I have archived the minutes of the 2 August, 4 August and 6 August and the 7<sup>th</sup> of August. All of the meetings were held in the Delta Hotel below the towering Rockies – the mountains which were the centre of Tom Davis' poetry for some time.

The 7th August meeting however was held at Nakota Lodge Calgary, (I am sure that there are some here who were there at Kananaskis) I have a minute file on all of these meetings and a record of who was there. They will be part of the archives along with the signed Charter which will be held at Head Office where ever that may be.



Highlights for me were the oneness of thought and single mindedness of intent to form a consortium.

Some people like Ray Barnhardt who had already thought about this concept some years before was there to witness the birth.

Thus it was not difficult for Lionel Bordeaux to encourage people to leave their favourite water hole inside the hotel bar to sign the Charter at night on the lawn – on mother earth.

The original signed Charter is now framed and is hanging here on the wall and that framed Charter is part of the furniture of the Head Office of WINHEC.

The prayers and the spirituality of the occasion has left a mark on me. I remember the excitement of the occasion. I have to plead guilty to the fact that I signed the Charter twice. I hope I will be forgiven for my over exuberance.

Copies of the signatures on the Charter are available in A4 size for your records. It is indeed a historical document.

At the risk of naming only a few when many were part of the development I have to acknowledge Lionel and Rongo and Janine Pease along with many others to keep the momentum going. Thank you all for the formation of such a consortium for it is a new historical world wide movement of indigenous peoples that holds much promise for the future. Its potential on the world stage holds in my view much promise. It is a movement that encapsulates the vision and the hopes of us all and for our people whom we serve.

I acknowledge the activities and international visits that took place leading up to the Kananaskis meeting. It is noteworthy that visits by tribal colleges to Aotearoa/New Zealand to visit us at Wānanga took place earlier in the year in 2002 and a number of Memorandum of Understandings (MOU) were signed between some Tribal Colleges in the United States and Wānanga notably Sinte Gleska and Fond du Lac Tribal Colleges.

These MOUs are archived within the Wānanga who were parties to the MOU. Apologies need to be extended to those colleges and Wānanga for not mentioning these events in the history section of the WINHEC brochure. The next printing run of the brochures will address this issue.

It was agreed that I should chair the Consortium to give it shape. Lionel Bordeaux and Rongo Weterere were voted in as Co-Chairs.

It was stated also that Head Office needed to be shared with all member countries and states and that it rotate every so often.

#### **D. WINHEC Conference in Wellington - November 9-10 November 2002.**

The first regional conference of WINHEC was held in the same year in Wellington. The work completed reflected a very busy two days. The first Newsletter Te Karere – The Messenger completed in December 2002 reported that WINHEC Head Office had:

- a base;
- it had Wānanga funding;
- it had staff;



- it had a flag;
- it had a logo;
- it had a framed Charter;
- it had a structure; and
- it had an interim constitution written by Guy Royal – a son of mine;
- it had a number of Working parties; and
- it had a location for the next annual conference 2003 - in Hawai'i.

But just as importantly WINHEC had fellowship.

But what it did show up was the huge amount of work that can be done that would enhance the value and productivity of WINHEC for the people to whom we have some concern. WINHEC's potential has yet to be realised. We all have a part to play in realising this potential.

It is daunting but exciting.

#### **E. WINHEC Conference in Hawai'i – August 2003,**

The setting in Hawai'i was conducive to a very successful conference at a number of venues. The hospitality and the gracious nature of the hosts wherever we went simply adds to the growth and potential of WINHEC.

At the University of Hawai'i we were welcomed by staff and students of the Centre for Hawaiian Studies. The staff informed the conference on the courses that they offered.

In the afternoon WINHEC working parties reported their activity.

The AGM was held at Kamehameha Schools after a warm welcome by the Principal and the staff. The blessing illustrated the importance of the spirituality within WINHEC and gifts were exchanged.

In summary the main points of interest and challenges for the future were as follows:

- The need for funding of WINHEC on a more permanent basis;
- The further development of the Constitution that would have appropriate applicability in more countries;

It was noted here that the next WIPCE conference would be held in Hamilton, Aotearoa/New Zealand 2005 and that the next WINHEC meeting will be held at Griffith University, Brisbane in 2004.

Just as importantly WINHEC accepted the recommendation by Ray Barnhardt that;

1. An Accreditation Authority be created under WINHEC; and
2. That WINHEC accept the draft Accreditation Handbook of the Accreditation Authority.
3. A presentation was made to the conference by the Office of Hawaiian Affairs outlining some issues facing Hawaiian people in their struggle for self determination. We hope that the struggle is not all in vain. The question is how can WINHEC help in assisting the aspirations of the indigenous peoples of the member states/countries? How can WINHEC assist the aspirations of local Indian tribes who want to maintain their languages when there are English-only laws in a number of states in the USA? What is the role of WINHEC, a group of indigenous academics, who have the welfare of their people at heart.



4. It should be noted here that by this time the website had been created by Tom Davis and Mark Trebian. The website is now located and administered from Head Office in Wellington.

The AGM continued at Windward Community College with a welcome by elders and the Chancellor. This was followed by an 'Awa ceremony, followed by a Mea 'Ai Ho 'ala healthy meal and entertainment.

Reports from each member country/state took the whole afternoon.

Just as importantly the draft constitution was adopted by WINHEC and a standing working party was elected to review and update it from time to time.

I want to record my thanks to Hawai'i for the hospitality, their willingness to involve WINHEC in their cultural activities. Part of the fellowship of WINHEC should be seen in the light of our own cross cultural enrichment.

A big thank you to our Hawaiian delegates – VerlieAnn and Peter.

#### **F. WINHEC Conference Griffiths University, Brisbane – Australia.**

The main business of WINHEC at Griffith University has been the subject we have already dealt with.

My comments here serve as summary that reflects the way forward. They are as follows:

- i. ***Giving Further Shape to WINHEC.*** We need to continue to refine our thinking and action to give effect to the mission and goals of WINHEC. WINHEC will become more effective if we can achieve the objectives of this body. I have a view that each year (as we are doing this year) we should report to each other annually on the degree in which each country/member state has actioned in some way the goals of WINHEC. The success of WINHEC should be measured in terms of the degree in which goals are achieved.
- ii. ***Collaboration and Building Relationships.*** There is no doubt that the more we meet the more these collaborative relationships will be improved. The annual conference of WINHEC is aimed in part to this objective.
- iii. ***Valuable Contributions of “Friends” of WINHEC.*** It should not go unnoticed that there are many “friends” of WINHEC who have contributed to the rich knowledge tapestry of WINHEC. I refer to other academics from many organisations including other tertiary institutions and organisations such as NIHEN and AIHEC. WINHEC has become a international forum by which peoples of many countries can come together to contribute to WINHEC conference tables.
- iv. ***Honouring Elders*** – the holders of language and cultures. This activity was noticeable in Brisbane and I hope it will continue to give international recognition to them. We have discussed the issue in Aotearoa/NZ and our view is that there are many elders who have contributed enormously to the development of Maori knowledge in Wānanga and



universities and other tertiary institutions over a very long period of time. The danger is that we have to be inclusive of all on occasions such as this. At the same time we know that the whole family of each elder would want to be here (some times the whole tribe would insist in coming). To be inclusive we have decided that Wānanga will hold a separate national honouring day to acknowledge such service. This is not to suggest that other member country/states should not do what was done in Brisbane.

- v. ***Indigenous Controlled Higher Education Institutions.*** It was stated that while there are many institutions like this in many countries not enough is being done to increase them. Generally speaking experience would indicate that these institutions increase participation rates; they teach culturally appropriate subjects and manage their institutions that are more welcoming to the local indigenous people. WINHEC should further this concept as it is one of the goals of this organisation.
- vi. ***Work of the Accreditation Authority.*** The first affirmation of courses was held in Brisbane. Three programmes (one from each Wānanga) was approved by the Authority and confirmed by WINHEC. Approval for Head Office to develop a seal was given. The setting up of an international accreditation body and the development of a process is a major step forward to give greater support for courses that enhance indigenous cultures.
- vii. ***Working Parties-*** Most of the development work is carried on within Working Parties. The work of Head Office in relation to Working Parties is to support. Indeed the major activity of WINHEC should come through Working Parties.
- viii. ***Cultural ceremonies and Hospitality.*** It ought to be recorded here the wonderful hospitality and warm cultural welcomes that WINHEC received. The cultural ceremonies, the participation of elders, the voluntary help from locals in cooking and the facilities at GUMURRI Centre were ideal for our conference.  
Boni and her team must be congratulated and I hope that the conference has brought new ideas that would help the indigenous people in Australia.  
Many, many thanks Boni, elders, the team of workers, the concert party and the host institution.

#### **G. Some WINHEC Business In Washington DC 19 – 24 September 2004**

It was a privilege for my wife MaryRose and I to join Rongo Wetere, Marcia Krawll, Bentham Ohia, Kate Cherrington, Arana Collier, Marie Panapa, Kiri Price and along with the a group of young business and professional Māori to celebrate the opening of the Smithsonian National Museum of American Indian.

Kiri and I ran a follow up meeting of the business held in Brisbane. Two Te Wānanga o Aotearoa art students were formally handed over to the Director of the Institute of American Indian Art – Della Warrior on an exchange.



Rongo, Trevor and myself discussed the view with the New Zealand ambassador that the word “draft” should be eliminated from the statement with reference to the Declaration of the Rights of Indigenous Peoples.

On the 24<sup>th</sup> of September we attended a meeting at the Ripley Centre of an International Indigenous Peoples Education and Development Strategic Planning Initiative. The aim was to discuss and plan for new initiatives in the education of indigenous peoples both nationally and internationally. Funding organisations were present. WINHEC was invited to present and inform participants of the nature and objectives of WINHEC. Tom Davis was elected Chair to carry on the development of the initiatives expressed at the meeting.

A lasting note for me was that WINHEC needs to have a greater presence in the USA. The WINHEC conference at Fond du Lac next year will go some way to improve the situation.

#### **H. Visit to AIHEC Conference.**

Trevor Moeke and I in response to the above sentiment took the opportunity to publicise WINHEC at the AIHEC meeting in Phoenix in October last year. We will continue to publicise and take time to do this at various venues.

#### **G. The Way Forward - Group Discussions?**

There are a few issues/challenges facing WINHEC in the future that need to be discussed with a view of ensuring that WINHEC has a future and that future is very productive. They are as follows:

1. Maintaining traction on the direction that has been set. How do we operate in such a way that our goals are promoted and developed? Comments would be welcome.
2. What funding is available on a consistent and annual basis that would enable WINHEC to carry out the goals that we have set for it?

Note: The three Wānanga have funded WINHEC in New Zealand for the last three years. An estimate of the annual funding required is approximately - \$US250,000 to \$US300,000 (a part-time Chairperson (with an honorarium); Executive Administrator, Executive Officer (Academic), Executive Officer (Promotion and Communications) plus administrative and travel costs.

3. Head Office. Where should Head Office be located for the next three years? Who has the facilities, staffing and the funding to carry on the work that has been started. It was stated at Kananaskis that the Head Office be moved every few years to ensure that it is a shared responsibility. There is a view that Wānanga is happy to continue until such time that outside funding is found on a long term or medium term. This work at present is currently carried out in association with the Association of Wānanga.

Are there any offers?



4. Issue of Membership.

The current membership as per the constitution is open to:

- (a) Indigenous higher education institutions;
- (b) Associations of Indigenous higher education institutions;
- (c) Indigenous divisions of mainstream higher education institutions and;
- (d) Any other persons or institutions as agreed to by the Executive Body.

The following nations/states are presently represented.

- Hawai'i;
- Alaska;
- Australia;
- Canada;
- Mainland United States;
- Sámi land;
- Aotearoa/New Zealand.

These Regions may be extended to include additional regions which encompass indigenous nations as agreed by the Executive body from time to time. The current constitution asks each nation to appoint two representatives to the WINHEC Executive Board.

But because of size mainland USA and Canada have 4 delegates each. Two years ago it was agreed by the Executive Board that Australia has four positions.

The present Head Office would like your views on the following:

- (a) That all nations/states have four (4) members each on the Executive Board.
- (b) That two (2) of the seats of each nation/state be elected from indigenous higher education institutions or other similar institutions/organisations (eg AIHEC in USA and NIHEN in Australia) organisations that have a role in higher education and that;
- (c) the other two seats as far as possible be allocated as that Nation/state feels appropriate.

**NB.** It is the business of that Nation/State to elect/appoint the four delegates. Head Office would be interested in obtaining the names of the four delegates.

**Reason for the suggestions;**

1. The advantages would appear to be that institutions/organisations that have an overall specific role with higher education of indigenous peoples would be safeguarded.
2. In addition it would allow the flexibility for other individuals and/or higher education institutions to join.  
However, to organise such an arrangement it will require a more formal structure in each state/nation to:
  - (i) select/appoint delegates,
  - (ii) determine the rules related to appointments;



- (iii) develop a more formal legal entity of WINHEC (International) to further the goals of the Consortium and
- (iv) Consider opening doors for funding opportunities.

A direction for the future would be very useful.

Turoa K. Royal.  
Executive Chairperson.  
WINHEC



## **APPENDIX TWO**

### **World Indigenous Nations Higher Education Consortium The International Conference on Higher Education and Indigenous People**

#### **PROPOSED RESOLUTION**

**WHEREAS** the participants of WINHEC, the World Indigenous Nations Higher Education Consortium held its annual meeting in Hamilton, New Zealand (November 25, 2005) and adopted the following:

- (a) WINHEC provides an international forum and support for indigenous peoples to pursue common goals through the field of higher education;
- (b) There are impediments to the advancement of higher education among indigenous people; including lack of scholarship funds to adequately assist indigenous peoples in attending higher education indigenous colleges throughout the indigenous world;
- (c) The Gates Foundation has been instrumental in providing scholarships to aid students in a number of related areas, thus WINHEC calls upon the Gates Foundation to establish a scholarship fund specifically geared toward providing scholarship monies to students that desire to attend higher education indigenous colleges to uplift the conditions of indigenous peoples throughout the indigenous world through the members that comprise WINHEC;

#### **RESOLVES**

- (a) To respectfully urge the Gates Foundation to establish a scholarship fund specifically geared toward providing scholarship monies to students that desire to attend higher education indigenous colleges to uplift the conditions of indigenous peoples throughout the indigenous world through the members that comprise WINHEC.
- (b) To send a certified copy of this resolution to the Gates Foundation

**ADOPTED BY UNANIMOUS CONSENT** in Hamilton, New Zealand– November 25, 2005



## APPENDIX THREE



### MEMBERSHIP APPLICATION FORM

Membership in World Indigenous Nations Higher Education Consortium (WINHEC) is as an individual or institution concerned about the education, livelihood, culture, and well being of Indigenous Peoples and their communities. Membership is open to all individuals. WINHEC members enjoy the privilege of sustaining a movement and advancing the goals by paying annual membership.

#### WINHEC GOALS

1. Accelerate the articulation of Indigenous epistemology (ways of knowing, education, philosophy, and research)
2. Protect and enhance Indigenous spiritual beliefs, culture and languages through higher education;
3. Advance the social, economical, and political status of Indigenous Peoples that contribute to the well-being of indigenous communities through higher education;
4. Create an accreditation body for indigenous education initiatives and systems that identify common criteria, practices and principles by which Indigenous Peoples live;
5. Recognize the significance of Indigenous education;
6. Create a global network for sharing knowledge through exchange forums and state of the art technology ; and
7. Recognize the educational rights of Indigenous Peoples.

#### Contact Information:

Name: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Title/Position: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_  
Cell: \_\_\_\_\_ Email: \_\_\_\_\_

#### Membership Level (*check one*):

- First Breath \$30-\$140 NZ     Kinship Celebration \$160-650 NZ  
 Community Movement \$651-\$1,400     Nation Building \$1401-\$6,500 NZ



World Awakening 6,500- above NZ  Other \_\_\_\_\_

**Application Type** (*check one*):  New Member

Renewing Member

**Payment Information: Only cash accepted at this time**

Name (*print*): \_\_\_\_\_ Signature: \_\_\_\_\_

Amount: \_\_\_\_\_ Date: \_\_\_\_\_

Or send check to WINHEC office: Kiri Price, Secretary, WINHEC Head Office, c/o 144 Tasman Road

PO Box 119, Otaki, Aotearoa, New Zealand  
Web site - <http://www.win-hec.org>