

W·I·N·H·E·C

*World Indigenous Nations Higher
Education Consortium*



2014 Edition

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World Indigenous Nations Higher Education Consortium

Formation of WINHEC

Who are the Indigenous Peoples of the World?

WINHEC, the World Indigenous Nations Higher Education Consortium was launched with the signing of the Declaration on Indigenous People's Higher Education by the members of the Executive Board at Delta Lodge, Kananaskis Calgary in Alberta Canada during the World Indigenous Peoples Conference on Education (WIPCE) 4-10 august 2002.

The founding state/country members present were Australia, the states of Hawai'i and Alaska and the American Indian Higher Education Consortium of the United States, Canada, the Wānanga of Aotearoa (New Zealand) and Saamiland (North Norway).



The indigenous peoples of the world according to the United Nations Organisation number about 370 million. They live in about 90 different countries. According to common understandings they had lived in a country long before people of different ethnic origins, cultures and languages had arrived. The new arrivals dominated the country including the native people according to the United Nations in nearly every location. It is understood that the indigenous peoples as a consequence are the most impoverished people in the world. This situation has given rise to the United Nations Declaration of the Rights of Indigenous Peoples.

WINHEC has focussed its attention on alleviating the difficulties which confront the indigenous peoples and it chooses to do this through their collective academic skills via the medium of education.

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Vision of WINHEC

The vision of WINHEC as state in the Declaration is a follows:

"We gather as Indigenous Peoples of our respective nations recognising and reaffirming the educational rights of all Indigenous Peoples. We share a vision of Indigenous Peoples of the world united in the collective synergy of self determination through control of higher education.

Committed to building partnerships that restore and retain indigenous spirituality, cultures and languages, homelands, social systems, economic systems and self-determination".

Mission and Goals of Indigenous Education

WINHEC believes that all positive education objectives for Indigenous peoples must enable indigenous people;

1. To live as indigenous peoples,
2. To be successful in the Global World,
3. To enjoy a high standard of living and good health.

Note: The control of indigenous education by indigenous peoples would be essential to achieve success in the long term.

4. Accelerate the articulation of Indigenous epistemology (ways of knowing, education, philosophy and research);
5. Protect and enhance Indigenous spiritual beliefs, culture and languages through higher education;
6. Advance the social, economical, and political status of Indigenous Peoples that contribute to the well-being of Indigenous communities through higher education;
7. Create an accreditation body for Indigenous education initiatives and systems that identify common criteria, practises and principles by which Indigenous Peoples live;
8. Recognise the significance of Indigenous education.
9. Create a global network for sharing knowledge through exchanges.



Statement of Philosophy

While WINHEC wishes to focus on Articles 13 to 16, the Consortium acknowledges and supports all 46 Objectives of the United Nations Declaration of the Rights of Indigenous Peoples.

Article #13

Indigenous Peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of ceremonial objects; and the right to the repatriation of human remains.

Article #14

Indigenous Peoples have the right to revitalise, use, develop and transmit to future generations their histories, languages, oral traditional, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

Article #15

Indigenous Peoples have the right to all levels and forms of education of the State. All Indigenous peoples also have this right and the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. Indigenous children living outside their communities have the right to be provided access to education in their own culture and language. States shall take effective measures to provide appropriate resources for these purposes.

Article #16

Indigenous Peoples have the right to have the dignity and diversity of their cultures, traditions, histories and aspirations appropriately reflected in all forms of education and public information. States shall take effective measures, in consultation with the Indigenous peoples concerned, to eliminate prejudice and discrimination and promote tolerance, understanding and good relations among Indigenous peoples and all segments of society.

In addition the Consortium supports the Mataatua Declaration on Cultural and Intellectual property rights of Indigenous Peoples (1994).

Further, the Consortium supports the Coolangatta Statement on Cultural and Intellectual Property Rights on Education (1999) in the belief that Indigenous People have the Right to be Indigenous.



Summary of Major Events which created WINHEC

WINHEC has a history

While WINHEC was officially launched in Calgary on August 5th 2002 in association with the World's Indigenous Peoples Conference on Education (WIPCE), the concept and the desire to form a world indigenous higher education body is not new. A number of meetings and discussions over the years have taken place to ascertain whether the concept was worth pursuing. Most of the discussions revolved around the need to meet, to provide a forum, to advance the educational rights of indigenous peoples, to create an accreditation body, to provide for the sharing of knowledge through exchanges of various types and to advance the aspirations of such people including the maintenance of indigenous languages, spirituality and culture.

The following reports indicate the interest surrounding this subject since 1993. No doubt there have been other discussions, which have taken place over the years that are not recorded here. This represents an attempt to develop a history of this new organisation. Further information to build a more complete picture would be welcome.



WINHEC members in Hawai'i 2003.



University of Alaska 1993

In 1993 at the University of Alaska, at an international conference on Higher Education and Indigenous People, a group of people resolved to call on UNESCO to establish a Working Party to examine the issues associated with higher education and indigenous peoples, including the maintenance of languages, spirituality and cultures and the establishment of a Higher Education Qualification Authority. Notable among those present and who continue to work in the field of indigenous education was: Ray Barnhardt, Ranginui Walker, Graeme Smith, Whatarangui and Francie Winiata and Turoa Royal. They can be described as the prime movers of the paper.

WIPCE Conference 1996 & 1999

The idea of forming an International Indigenous Higher Education Consortium including the development of an international accreditation system for indigenous programs and institutions were discussed at the 1996 and 1999 World Indigenous Peoples Conference on Education (WIPCE).

International Indigenous Higher Education Consortium Proposal in 2000

Those discussions led to the development of a proposal in the year 2000 by Dr Ray Barnhardt of Alaska and Sonny Mikaere of Aotearoa. Their proposal outlines the need for the development of an international accreditation system for indigenous programs and institutions.

Developing Relations Between Indigenous Academics of New Zealand and the United States

In 2001 a Wānanga group from New Zealand joined an American Indian Higher Education conference AIHEC in Santa Fe, New Mexico, United States.

WINHEC *Leadership 2002 - 2014*



The leadership of WINHEC has not been a major issue in the sense that there has always been people who have been willing to lead WINHEC.

Further whether the Chairpersons is male or female has not been an issue. Currently in 2011 Dr VerlieAnn Leimoni Malina-Wright of Hawai'i was elected as Co-Chair of WINHEC along with Trevor Moeke of Aotearoa, New Zealand.

Even the period of leadership is flexible at this stage in the sense that Chairs can volunteer to lead for 3 or 6 years.

What is important is that the people who lead the organisation should do so with the well-being of WINHEC in mind and that they have the time to do so.

Further it is appropriate that leaders are sensitive to the welcoming and cultural processes of the WINHEC meetings. Singing in the ones' own language, blessing food in ones' own language, providing blessings of the day in the morning and in the evenings by any member of the meeting is acceptable and common. It appears to be normal to do so. Speaking in ones' own native language particularly on ceremonial occasions such as welcoming visitors (commonly done by the local people is appropriate and seen as the normal behaviour by everyone).

The Location of WINHEC conferences are flexible and it is up to any country to volunteer to host meetings.

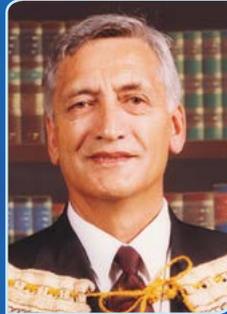


Founding Leaders

The Founding Leaders of the WINHEC Executive Board formed in Canada 2002 are listed below. Many of these people still serve the current Board. There are others who initially served as interim members and have been replaced by representatives chosen by their respective nations, and there have also been those who have resigned from the Board. The current Board acknowledges with gratitude the valuable and historical contribution to the formation of WINHEC that all past members of the Board have made.



Turoa Royal
Aotearoa, New Zealand



Rongo Wetere
Aotearoa, New Zealand

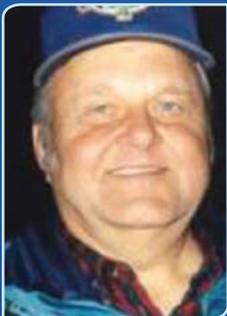


Lionel Bordeaux
USA

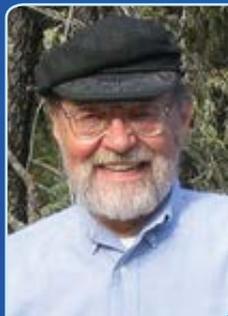


Jan Henry Keskitalo
Saamiland

Programme and Accreditation Leadership



Ray Barnhardt
Alaska



Merritt Helfferich
Alaska



Cheryl Stephens
Aotearoa, New Zealand



Professor Boni Robertson
Australia



Professor Keiki Kawai'ae'a
Hawai'i



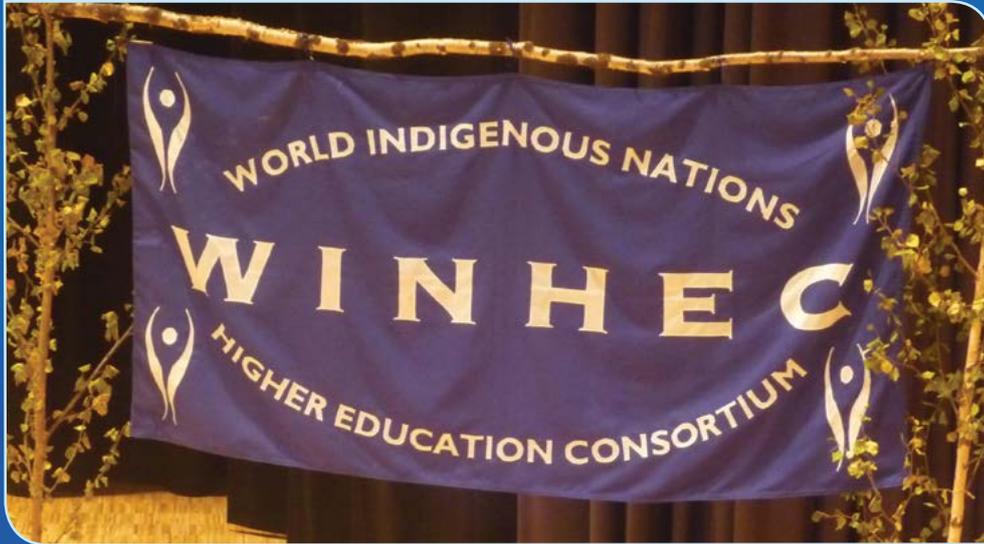
Professor Veronica Arbon
Australia

Friends of WINHEC

There are an increasing number of people who are interested in WINHEC activities; many of them have crucial roles within the WINHEC Committees and Working Parties. This group is currently known as the '**Friends of WINHEC**'. Associate membership to WINHEC is possible. Become an associate member by contacting our headquarters via our website www.winhec.org.



Logo and Flag



At the meeting in Canada the task of preparing and designing a WINHEC logo was given to Rongo Wetere and Turoa Royal. The final design was presented along with a flag, at the Inaugural WINHEC Executive Board Meeting held in Porirua, Aotearoa in November 2002.

The logo is a stylised figure of a person with their arms reaching upwards. This represents and symbolises people and the world. It has been suggested that the person is reaching to the sky which links us all. Another view is that this represents hands gently holding the world.

The blue and white colours of the logo represent the sky and clouds. All indigenous peoples of the world can look to the blue of the sky and remember that we are united in our efforts to fulfil the vision and mission of WINHEC.



Southern Hemisphere Accreditation Working Group 2002.

WINHEC *Working Structure*

Right from the start much of the work of WINHEC has been done by and through the work of WINHEC Work Groups. Many members join WINHEC so that they are able to progress activities within a Work Group.

In 2002 it was realised that in order to develop and progress its work, WINHEC would need to set up Work Groups that would continue to work throughout the year rather than progress its objectives only at WINHEC annual meetings. A number of work groups were formed out of the interest that members had in developing WINHEC. The following Work Groups continue to progress the work of WINHEC.

1 Winhec Head Quaters

- Serve and Care For The Wide WINHEC
- Family
- Partnerships Memberships
- Strategic and Business Planning
- Headquarters Admin
- Constitution
- Funding
- Executive Committee
- United Nations NGO Other Links
- Advocacy
- www.win_hec.org



2 Language and Culture Revitalisation

- All Initiatives Serving the Above
- International Indigenous Language Institute

3 WINU World Indigenous Nations University

- Sovereign Reach Relationships and Results
- Alliances Academic Programs
- Across Borders Through Local Partnerships
- Global Indigenous Elders Council Research and Scholars Alliances
- World Indigenous Research Alliance
- Publications
- 2014 Onwards



Australian Members 2003.

4 WINHEC Accreditation Board

- WIAA World Indigenous Accreditation Authority
- WINHEC Board of Accreditation
- Leveraging Member And Accredited Programmes and Institutions.

Next Steps

- 4 houses of WINHEC in place
- WINHEC HQ Focus
- Executive WINHEC Board meet Dec 2013
- Business Plan and Capital Campaign underway 2021 plus
- WINU governance and deployment into place - enrollments 2014
- WINHEC accred planning 2014 onwards
- Prepare. May 2014 onwards

Charter (WINU) (Draft)

The World Indigenous Nations University

This Charter document outlines the vision and foundations of WINU. It is the founding document of the World Indigenous Nations University (WINU).

WINU was proposed in 2011 at the annual WINHEC Executive Board annual meeting in CUSCO, PERU and approved for establishment at the 2012 WINHEC Executive Board general meeting in Hualien, Taiwan. This year 2013 at Crown Point New Mexico, United States the basic structure and personnel were appointed to begin the development and activities of the new university.

Charter

We hereby, by our support declare that we will join and support the Charter, the vision and the foundations of WINU under the motto:

"WINU - Sovereign Always - Always Sovereign"

WINU is a world network for indigenous higher education and an entity in its own right, founded upon and operating within the sovereignty of Indigenous peoples.

WINU is part of the World Indigenous Higher Education Consortium (WINHEC) founded by its members and operating under the protection of WINHEC constitution.

WINU is aligned both philosophically and pragmatically to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

WINU exists to build knowledge, understanding and skill for indigenous peoples across the world from their own indigenous sovereignty and knowledge positions.

WINU aims to address the challenges faced by indigenous peoples across the globe by providing access to a system of higher education that is culturally and professionally astute and aligned to a commitment to advancing Indigenous development through education.





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