

永續特刊

原住民族相關計畫

東華地處花東，以在地眼光審視東臺灣，關懷地方事件、族群議題，並透過行動參與地方研究與原住民族社會文化發展，連結原住民族部落、社區、社會服務機構與非營利組織，有效運用既有的社會資源，系統地推動學生參與原住民族部落及社區文化延續與開創的實務工作。

2021 年舉辦包括在地教育及藝文活動之活動場次達 17 次，出席計 792 人次，與會者活動回饋評分均達 4.2 分（滿分 5 分）以上之正向評價。



1. 招募大學生愛心伴讀

東華原住民族教育中心為協助原住民族教育發展與培養大學生服務熱忱與教學經驗，招募校內各系所學生提供原住民族部落國小二年級至國中三年級學童學習及課業輔導諮詢，以強化其課業知能與學習興趣，一同為偏鄉教育作出貢獻。2021年共計有71位大學生報名，經書審招募46位大學友，因應當時疫情進行線上職前培訓。完成培訓後，由大學友們依照學童的學習情況，規劃學習進度與自製教材，一期共有16堂伴讀課程，每堂2小時，共計8週。伴讀科目包含國英、數、自、社，課後大學友需填寫教學日誌，回報上課情形並與督導討論，以做出後續課程之調整。除了課程外，2021年11月6日時亦參加主辦方巨匠電腦辦理之大小學友見面會，透過活動相處以增進大小學友間之認識。期末則參與主辦方於2022年1月15日舉辦之成果發表會，會中除了展現小學友的學習成果外，另會選拔傑出大學友及頒發優良教材設計之獎項，原住民族教育中心共有22位大學友獲獎，備受肯定。

2. 強化原住民學生輔導機制

學生事務處原住民學生資源中心透過舉辦校外參觀、考察等職涯參訪活動，藉由學生在部落的家庭、教會及學校等各團體，共同安排課程與活動進

行之場地，讓學生認識在地部落特色產業及在地工作坊，促進原住民族學生多元文化學習與職涯探索。並在2021年起以公職考試及地方創生、地方產業等更多就業面向，給予原民生更多畢業就業路線，從在學時期就能先思考未來方向。未來將以「職涯發展」、「部落在地創生」作為未來長期發展定位，兼顧多項文化層面及未來就業方向與原民生進行文化連結，讓學生學習傳統文化並思考未來職涯方向。

3. 民族經濟產業相關人才培育工作坊

原住民各族在臺灣變異性極大的自然環境中，因應不同的山海生態而發展出不同型態的採集、狩獵、漁撈及農耕等生計模式。然而，臺灣原住民族在過去數百年的歷史，歷經不同政權的治理，不論是思想價值、生活型態或產業發展等，都產生質與量的偌大改變。如何推動原住民族經濟發展與現代化的議題，確實存在有族群屬性、產業結構與文化邏輯運作上的影響因素，互為因果，彼此牽絆。時至今日，臺灣原住民族經濟與產業的發展，除了行政部門相關國會立法與政策制訂的施政實踐之外，若能搭配兼顧文化邏輯與部落經濟之民族產業的發展思維，再輔以各個原住民部落的網絡行銷與在地實踐，相信原鄉民族經濟與產業的發展，將能獲得更多的文化認同與經濟契機。



▲ 透過校外參觀及考察，與在地部落進行交流，以促進原住民族學生職涯探索

有鑒於此，東華原住民族學院原住民族發展中心於 2021 年辦理民族經濟產業相關人才培育工作坊，藉由與部落的面對面對談，打開國際連結的大門。透過看見地方民族產業的培力，帶動週遭區域之經濟成長。利用在地資源，推動深度自然生態體驗，建立族群文化之多元發展，同時考量人力資源配置的性別平等原則，並且藉著移動大學之學習目標，投入人力資源，創造跨域連結之火花，持續協助建立下一世代的原住民族學者、政策制定者與文化工作者。未來將持續結合政府及民間資源，共同推動相關教育活動，並與全球原住民團體建立緊密良好關係，構築原住民族強大人才網絡。

4. 原住民族課程相關計畫

原住民族學院原住民族課程發展協作中心成立宗旨為發展原住民族教育之研究，從事國民基本教育階段原住民族教育課程、教材及教學之實驗、研究和評鑑、研習以及其他相關發展事項。本中心相關計畫之執行，較多著墨於原住民族教育之課程研發及教材編纂等工作面向，服務範圍為宜蘭及花蓮地區之高級中等（含）以下之原住民族實驗學校及原住民族教育實驗班，並每年定期拜會當地有意推動實驗教育之原住民重點學校。另為因應十二年課綱原民相關規範推展工作，本中

心持續針對原住民族議題相關學習內容進行推廣與諮詢，以及相關學習內容教學參考資料之編纂工作；辦理民族教育暨教師文化增能研習，並至各學校所在地區協助進行相關文化田調工作；亦透過計畫執行，邀集若干高級中學進行民族教育課程模組研發及試辦，且每年至各地區之原住民族實驗教育學校，至多辦理四場訪視座談會議，以及兩場文化觀課、族語觀課、及學生族語能力檢測工作，期以落實十二年課綱之精神，協助解決教學相關問題。此外，辦理原住民族雲端科展暨原生科學家高峰營，透過學校與部落的互動與研究，促進原住民族文化及自然科學的研究與對話，以及原住民族文化智慧的延續與實踐。每年亦固定辦理研討會及論壇活動，以針對原住民族教育相關議題進行研討與討論。為推動教育文化多元性之願景目標，未來也持續兼顧原住民族實驗教育之一般性、獨特性與平衡性，持續進行原住民族實驗教育之協作。

5. 國際原住民事務參與

原住民族學院原住民族國際事務中心主要工作內容為與加拿大、紐西蘭、澳洲、帛琉等駐臺外館單位之常態交流、會談，與參與、舉辦各項國際性研討會及活動，如 2021 年 3 月 11 日中心謝若蘭主任以臺灣女性領導身份受聖克里斯多福及尼維斯大使與澳洲駐臺代表邀請，參與以「女性領

導者在新冠疫情的世界下達到平等的未來」之慶祝國際婦女節活動。也特別針對原住民相關議題參與交流與發表，如 2021 年 6 月中心謝主任受邀擔任「美洲原住民和原住民族研究學會 (NAISA) 年會」的理事長講座中的亞洲代表，進行專題發表有關 COVID-19 疫情與族群因應政策議題，與參加 2021 年 7 月所舉辦的世界原住民族高等教育聯盟會 (World Indigenous Nations Higher Education Consortium, WINHEC) 暨世界原住民族研究聯盟 (World Indigenous Research Alliance, WIRA) 會議。2021 年進行國際移地交流與學習研究相關活動共 9 個場次，未來也以與非政府組織、企業及地方組織合作的方式，推動原民院與國際原住民族交流活動。

6. 原住民族語言專業提昇

原住民族語言花蓮學習中心於 2018 年 10 月 1 日成立，負責開設花蓮縣境內六大語別之學分班及學習班課程，受原住民族委員會補助辦理《107 年度原住民族語言學習中心補助計畫》，並繼續辦理《109-110 年度原住民族語言學習中心補助計畫》至今。以原住民族學院為支援單位，原住民族語言中心為執行單位，達成「提昇大專學生及社會大眾族語能力水平」、「培育族語教學儲備師資人才庫」、「改善現有族語師資教學專業能力」等三大目標。目前受原民會經費補助，執行兩年一期之

計畫，計畫期程分為 2018 年 7 月 1 日至 2022 年 7 月 31 日。此外，為因應各鄉鎮市之在地族群需求及復育瀕危語種之目標，也推動校外駐點課程。未來本中心將以達成「修課學員中級認證普及率」、「修課學員中高級認證以上通過率」、「修課學員族語使用率」及「修課學員年輕化」、「修課學員師資化」，落實族語薪火相傳之長期目標。

7. 族語配音節目與文藝內容推廣

原住民族學院原住民族文化與傳播中心與靜浦國小光影偶戲指導教師合作，培訓原民院擅長族語節目編劇及配音之專業團隊，以生動活潑的全族語偶戲方式，錄製阿美族「ALIKAKAY（狡猾的巨人）」節目（影片連結：<https://youtu.be/IPgihRM-GXg>），一集長度 20 分鐘，透過生動影像讓更多人瞭解原住民族歷史事件與多元文化。未來計劃以本案為基礎，進一步規劃錄製「族群光影偶戲故事系列」兒童節目，將原住民族各族經典神話故事與重大歷史事件，結合偶戲藝術、族語配音，以及影像呈現方式，製作族群相關影音教材，藉以提升多元文化教育。

另有原住民族文化內容產製及推廣藝文創作試辦計畫，目前有電影及漫畫類別：

一、電影類：Psosiongana 1950

本片拍攝 1950 年阿里山鄒族「湯守仁匪諜案」的歷史事件，以爭議焦點湯守仁為主軸，並搭配高一生為核心，貫串阿里山鄒族在政權轉移、國共對抗背景下，從日本統治到國府來臺的歷史經驗，為原住民族轉型正義跨出影像建構的一小步。

二、漫畫類：馬納喀·瓦力〈Manaq Vali〉－布農族大分抗日事件

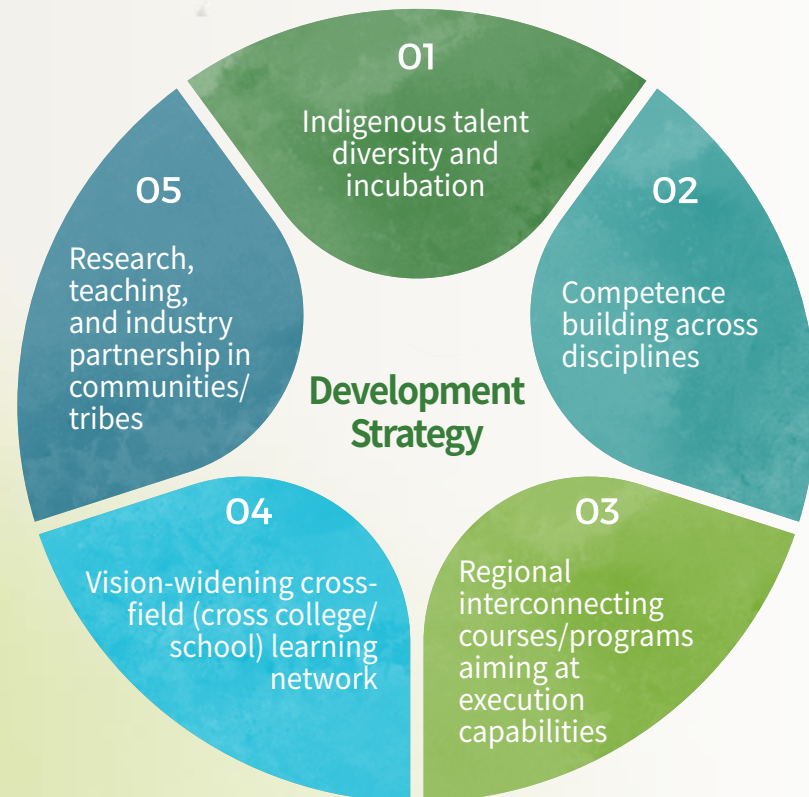
本案以布農族大分抗日事件為主軸，製作漫畫讀本，喚起國人歷史意識與在地關懷，並深入瞭解東部地區的族群文化，進而建構出立體且多元的臺灣原住民族歷史。



Indigenous Ethnic Projects

Situated in East Rift Valley, NDHU sees eastern Taiwan from a local perspective and pays attention to surrounding events and ethnic topics. We work to bring together indigenous tribes, communities, social services, and NPOs to engage in regional studies and promote the development of indigenous society and culture. We also connect existing social supports to facilitate student participation in the passing down and creation work of the community culture of indigenous legacy.

In 2021, 17 neighborhood educational and cultural events were attended by 792 people, with 4.2/5 positive feedback.



1. College Students as Study Partners

The NDHU Educational Center of Indigenous People works to support the educational development of indigenous people and encourages a passion for service and an accumulation of teaching experiences among college students. The Center recruits NDHU students to provide learning and study consultation services to indigenous students from grades 2 to 9, assisting them to perform better in school and develop an interest in learning. The remote town learning project was supported by 71 college students in 2021, and 46 were recruited and trained online during the pandemic. The trained supporters then recorded learning progress with homemade materials to be used in 162-hour learning sessions over eight weeks. The project covered Chinese, English, Math, Science, and Social Studies. The supporters must complete teaching journals to keep track of the sessions and discuss with supervisors future adjustments to the courses. On top of the learning session, a gathering between learning partners was held on 6th November 2021 by Gjun, allowing both teachers and learners to meet and get to know one another. On 15th January 2022, a result gathering showcased the learning results and efforts contributed by supporters, along with outstanding teaching material awards. The Center honored 22 supporters with the award.

2. Better Support for Indigenous Student Learning

The Indigenous Students Resource Center organizes field trips and visits and arranges with tribal families, churches, and school venues to familiarize NDHU students with tribal specialties and local workshops, so that indigenous students learn inclusively and explore career opportunities. Starting in 2021, we have connected public service career exams, regional creation, and local businesses with indigenous learners to provide multiple possibilities after graduation and help them get prepared for their future path at an early stage. The Center is focused on career development and tribal creation as its long-term goal, incorporating culture and career choices with indigenous background and helping students learn traditional heritage while getting ready for professional development.

3. Fostering Ethnic-related Business Manpower

The livelihood of indigenous people develops closely to the surrounding nature and involves a great range of activities, from collection and hunting to fishing and farming. In Taiwan, hundreds of years of indigenous history have seen different reigns, and their ways of thinking, living, and business development evolved in quantity and quality. Looking into the advancement course of the indigenous economy and modernization, folk properties, industrial structure, culture, and logical thinking play great roles and interconnect



▲ Field trips and visits to regional tribes support career exploration among indigenous students.

one another. Today, the progress of Taiwan's indigenous economy and businesses has become part of legislation and legal practice. Considering the indigenous cultural logic and the development of tribal economy, ethnic operation that combines online marketing and regional practice would improve cultural acknowledgement and economic opportunities.

Therefore, the Center's Ethnic Economy Talent Incubation Workshop was established in 2021 to engage the tribes in discussion and introduce international connections. Ethnic empowerment has also contributed to regional economic growth. We work to gather local support to plan in-depth ecology tours, develop ethnic cultural diversity, consider gender equity in workforce distribution, shift learning goals in college, and invest manpower and cross-field collaboration to continue to incubate the next generation of indigenous scholars, policymakers, and cultural workers. In the future, the Center will be dedicated to further educational activities with additional effort from the central authority and private sectors, connecting global indigenous societies to fortify talents, as well as manpower output.

4. Indigenous Course Program

The Ethnic Course Development Collaboration Center under the College of Indigenous Studies was established to advance the research of indigenous education and conduct experiments, study, and assessment of indigenous educational courses, the teaching of courses, and teaching materials for the phase of national basic education.

The performance of the program centers around designing courses and making teaching materials. Targeting indigenous experimental high schools, grade schools, and indigenous education experimental classes, every year, the Center arranges visits to indigenous learning institutes that plan to promote experimental education. In order to implement the indigenous-related curriculums prescribed by the Master Framework of 12-year Education, the promotion of indigenous culture learning and course consultation continued in the Center, along with the compilation of learning content and reference materials for teaching, teacher-targeted ethnic education, and cultural empowerment, local support for school area field research, design and trial runs for ethnic educational course patterns by and in various high schools. Furthermore, each year, up to four face-to-face conferences and two cultural observations, tribal dialect observations, and student tribal dialect competence exams at indigenous experimental schools are carried out to fulfill the 12-year Education Framework and bring solutions to teaching-related barriers. In addition, the Center hosted a cloud-based indigenous science exhibition and native scientist summit to activate studies and dialogues between indigenous culture and science, as well as put indigenous culture and wisdom into sustainable application through relationship building and research between schools and tribes. The annual seminars and forums also generated conversation and discussion around the educational topics of indigenous people. To ensure that we advance the promotion of cultural diversity in education,

our future operation will continue to maintain the generality, uniqueness, and balance of indigenous experimental education and incorporate collaboration to enrich education.

5. Global Indigenous Affairs Engagement

The Center for International Indigenous Affairs under the College of Indigenous Studies engages in regular correspondence and meetings with the foreign embassies of Canada, New Zealand, Australia, and Palau and attends and hosts international seminars and activities, e.g. on 11th March 2021, Center Director Jolan Hsieh honored International Women's Day with "Women in Leadership: Achieving an equal future in a COVID-19 world," under the invitation from the Saint Kitts and Nevis Ambassador and the Representative of the Australia Office in Taiwan. The Director's speech and discussion related well to indigenous topics. In June 2021, the Director represented Asia in NAISA's president conference and included a talk on COVID-19 spread and group reaction policy; others in attendance included the World Indigenous Nations Higher Education Consortium (WINHEC) and the World Indigenous Research Alliance (WIRA) in July 2021, totaling nine international away-from-home engagement and research events. The Center will work to promote college connections with international indigenous people through NGOs, business, and regional bodies.

6. Better Language Competence

Erected on 1st October 2018, the Hualien Indigenous Language Learning Center organizes college courses and learning classes for the six ethnic dialects in Hualien County. The 2018 and 2020-2021 Indigenous Dialect Learning Center Subsidy Program was supported by the Council of Indigenous Peoples. Assisted by the College of Indigenous Studies and executed by the Indigenous Dialect Center, the Program aims to enhance dialect competence among college students and the public, incubate teachers of dialects, and improve the existing teaching abilities of dialect instructors. Funded by the Council, the program runs for a two-year period and started on 1st July 2018. The program ends on 31st July 2022. Furthermore, various outside-school courses can meet the needs of local groups across towns and cities, as well as restore almost extinct languages. The Center will continue to pass down dialect heritage as its long-term goal by assisting learners to achieve certified intermediate level, to pass the intermediate-advanced level, and to use the dialects; by engaging learning at a younger age; and by converting learners to teachers.

7. Dialect-dubbed Shows and Culture Promotion

Partnered with JingPu Elementary School, the Indigenous Culture and Promotion Center of Indigenous Studies assisted shadow play instructors to train dialect screenwriters and voice actors for the production of ALIKAKAY, an

all-dialect-based Amis puppet show (Link to the play <https://youtu.be/lPgihRM-GXg>) in 20-minute episodes. The plot outlines indigenous history, important events, and culture. Using the project as a starter, more child shows will stage ethnic stories with the same mediums, fabricating puppetry and dialect-performed ancient myths and major historic occurrences of different tribes. Through recordings and images, more ethnic related video and audio teaching materials may be produced to enrich cultural education.

There is also indigenous cultural content production and cultural creation promotion test run. We now have film and graphic novel categories.

Film: Psoiongana 1950

The stories include that of spy Yapasuyong Yulunana, a Zhou in Mt. Ali, and a group of high school freshmen under the backdrop of the transition of reigns; the war between Kuomintang and Chinese Communists; and the

Kuomin Government's takeover of Taiwan from Japan. This is the progression of the transitional justice of the indigenous in image form.

Graphic Novel: Manaq Vali - Wulu Bunun resistance in Dafen to Japan occupation

The creation illustrates Bunun insurgents fighting against the Japanese invasion, a part of Taiwan history that draws attention to regional former times and the culture of east Taiwan tribes, outlining the yesterday of indigenous peoples from a multidimensional, mixed perspective.

