



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

School of Indigenous Studies

Nyungar Katitjin Bidi

Global Engagement:
Matariki Student
Exchange Program





Front cover notes:

The title for the 2016 Matariki Program – **Nyungar Katitjin Bidi** – was given to the Program by Nyungar elder and UWA’s School of Indigenous Studies Professor Len Collard meaning ‘Shared Pathways of Nyungar Knowledge’.

The front cover art work comes from Whadjuk Nyoongar graduate Rickeeta Walley who participated in the 2016 Matariki Program in Otago, Aotea New Zealand.

Rickeeta notes:
 “This painting – titled *Matariki (Mirrbooka)* is a visual interpretation of the inaugural Matariki Program held at Otago University, Aotea New Zealand, 26 June–8 July 2016.

There are the Seven Sisters (Matariki in Māori or Marr Kudjil Djookan in Nyoongar) and the five participating universities – University of Otago (New Zealand); Durham University (United Kingdom); Dartmouth College (United States of America); Queens University (Canada); and The University of Western Australia (Australia).

There is the sky at the top and the oceans at the bottom. The sky is something that we all share and the oceans connect us. I chose to do this painting entirely with my fingers, as it gives the painting a more traditional style and also connects me directly to the canvas.

This painting is inspired by a little doodle that I did in class one day whilst in New Zealand and after looking at it, I realised how it told the journey of the Matariki trip in a very simplistic yet meaningful way. I later decided that transforming that little drawing into a painting would be the best way to finish my project.

My accompanying poetry starts the project by introducing the notion of cultural strength and connection to country, the short story introduces the challenging of one’s strength, as well as the overcoming of personal adversity, and the painting is the simple but holistic representation of the journey as a whole.”

Introduction

The second Matariki Student Exchange Program was hosted by the School of Indigenous Studies at The University of Western Australia from 2-12 July 2017.

The University of Western Australia acknowledges that its campus is situated on Noongar land, on the banks of the Derbarl Yerrigan, the Matilda Bay section of the Swan River, and that Noongar people remain the spiritual and cultural custodians of their land, and continue to practise their values, languages, beliefs and knowledge.

Participants of the Program included students and staff from The University of Western Australia (Australia), Dartmouth College (USA); Queens University (Canada); Otago University (New Zealand); and Durham (United Kingdom). The inaugural 2016 program was hosted by Otago University, and the 2018 program will be hosted by Dartmouth College.

The 2017 UWA Program specifically aimed to:

- facilitate an exchange of cultural knowledge between Indigenous communities and from across Indigenous contexts
- increase our understanding of those issues that impact on Indigenous communities through exposure to the local Aboriginal groups

- encourage and contribute to a growing body of Indigenous teaching, learning and research relevant to our changing world

The UWA Program was delivered through a mixture of classroom and field-based activities both on campus and in and around the nearby City of Perth, drawing upon the generous expertise of many passionate academics, professionals and community leaders devoted to the sharing of Indigenous knowledge systems and perspectives. The UWA campus landscapes provided a showcase setting for this significant international event, along with the care and hospitality of the School of Indigenous Studies’ students, staff and fellow University partners.

The Program was communicated in situ with the Matariki Network of Universities (MNU) website at:
<https://matarikinetwork.org/education/matariki-indigenous-student-mobility-programme/>





The 2017 Program participants included:

- Otago University, Aotea New Zealand Elder Hatarei Temo and Professor Poia Rewi with students Rangiriia Barclay-Kerr, Taylor-Rose Terekia, Rachel Smith and Barlow-Toi Anderson.
- Dartmouth College, United States of America – Professor Dale Turner with students Micah Daniels, Megan (Kamalae) Batangan, Cheron Laughing and Ty Fierce Metteba.
- Queens University, Canada – Dr Lindsay A. Morcom with students Katrina Brown Akootchook, Ana Virginia Mejicano Greenberg and Jenna O'Connor.
- Durham University, United Kingdom – Dr Charlotte Russell with students Juliet Harrison and Elizabeth Porter.
- The University of Western Australia – Associate Professor Grant Revell and Assistant Professor Scott Fatnowna with students Brianna Ozies, Ashley Marino, Wendi Torres, Jayne-Rae Whitby and Robert Clinch.

- Other UWA staff participants included Vice-Chancellor Professor Dawn Freshwater, Pro Vice-Chancellor Indigenous Education Professor Jill Milroy, Professor Len Collard, Professor Dawn Bessarab, Assistant Professor Aileen Walsh, Assistant Professor Mel Thomas, Dr Paula Edgill, Dr Vanessa Russ, Marilyn Strother, Fiona McGaughey, Sabrina Swift, Caroline Williams and Nicole Taylor. Special thanks also to Pro Vice-Chancellor (International) Iain Watt and staff from UWA's International and Global Learning Offices.

The UWA Program also wishes to acknowledge the participation of Aboriginal Elders and community, Doolan-Leisha Eatts, Walter McGuire, Dr Richard Walley, Glenda Kickett, Carly Lane, Ashley Truscott, Karen Jacobs, Ezra Jacobs-Smith, Shaun Nannup, Vivienne 'Binyarn' Hansen, Dale Tilbrook, Robyn Walley-Smith and Rickeeta Walley.



The Program



The Matariki delegates and UWA staff were welcomed by elders Doolan-Leisha Eatts, Walter McGuire and Professor Len Collard at the formal opening ceremony at Derbarl Yerrigan (Swan River), and hosted later at the University Club with presenters Glenda Kickett (Chair, NAIDOC Perth); Vice-Chancellor Dawn Freshwater; and Pro Vice-Chancellor Indigenous Education Jill Milroy.

Day 1 – Formal Welcome Day – Monday 3 July 2017

Event

Presenters

Welcome To Country Smoking Ceremony on the banks of the Derbarl Yerrigan (Swan River)

Doolann-Leisha Eatts, Walter McGuire and Professor Len Collard

Welcome to UWA

Vice-Chancellor, Professor Dawn Freshwater and Pro Vice-Chancellor Indigenous Education, Professor Jill Milroy

The History of NAIDOC Perth

Glenda Kickett

Welcome Matariki Delegates to the UWA School of Indigenous Studies

Pro Vice-Chancellor Professor Jill Milroy

Knowing Nyungar Katitjin Bidi & Noongar Languages

Professor Len Collard

Knowing History of Indigenous Australia from a Western Australian Perspective

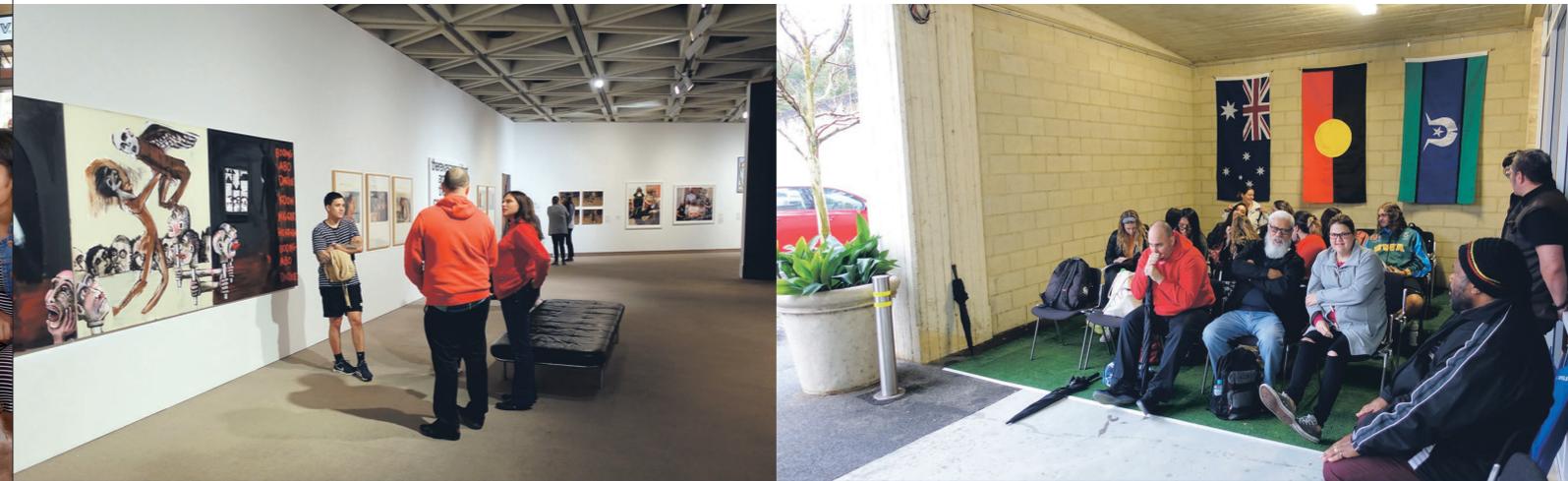
Assistant Professor Aileen Walsh



Day 2 – The Noongar City – Tuesday 4 July 2017

Matariki participants were educated on the Noongar history of the Swan River area with hosts Noongar elder Walter McGuire, Meg McGuire and Professor Len Collard. The tours spoke of the multi-layered Indigenous presence in the city and its river environs, the continued richness and abundance of the land, the diversity of the people, and the wide variety of skills and practices to hunt and maintain connection to land from both historic and contemporary viewpoints.

Event	Presenters
Knowing The Noongar City	Walter Meg McGuire
Knowing Nyungar Language, Place and Protocol	Professor Len Collard



Day 3 – Heritage and Arts – Wednesday 5 July 2017

Matariki delegates visited UWA's Berndt Museum and Western Australia's Art Gallery hosted by Dr Vanessa Russ and Carly Lane. Later that evening delegates enjoyed a NAIDOC comedy show at Murdoch University with Steve Oliver and friends.

Event	Presenters
The Berndt Museum, Cultural Precinct, UWA	Dr Vanessa Russ, Associate Director and Museum Team
Indigenous Voices in The Gallery, Art Gallery of Western Australia	Carly Lane, Curator of Aboriginal and Torres Strait Islander Art
Indigenous Comedy Night, National Aborigines and Islanders Day Observance Committee (NAIDOC) week celebrations, Murdoch University	Steve Oliver and Friends



Day 4 – Indigenous Human Rights – Thursday 6 July 2017

Human Rights Forum run by Assistant Professor Mel Thomas and staff and alumni from UWA's Law School.

Event	Presenters
Redressing Injustices of Human Rights	Assistant Professors Ambelin Kwaymullina and Mel Thomas
Aboriginal Legal Service of Western Australia (ALSWA)	Ashley Truscott
Future of Global Indigenous Rights	Assistant Professor, Fiona McGaughey



Day 5 – The NAIDOC Ball – Friday 7 July 2017

NAIDOC Ball celebrations, including Matariki delegate Micah Daniels from Dartmouth College sharing a traditional Navajo song to the Ball gathering.

Event	Presenters
Celebrations at the National Aborigines and Islanders Day Observance Committee (NAIDOC) Annual Ball, Crown Casino Ballroom, Perth	All Program participants, staff from the School of Indigenous Studies and the Vice-Chancellor, UWA



Day 6 – Knowing Wadjemup (Rottnest Island) – Saturday 8 July 2017

Acknowledgement to Country and tour of the Aboriginal Prison and Burial Grounds on Wadjemup (Rottnest Island) hosted by UWA graduate and Rottnest Island Authority heritage officer Ezra Jacobs-Smith.

Event	Presenters
Tourist settlement area, Aboriginal Prison and Burial Grounds, Wadjemup	Ezra Jacobs-Smith, Heritage Officer, Rottnest Island Authority



Day 7 – Deadly Creatures, Bush Tucker and Noongar Night Skies – Sunday 9 July 2017

Matariki delegates visit the Caversham Wildlife Park to experience Western Australia’s fantastic endemic fauna; a visit to Maalinup Aboriginal Gallery for tastings of local Noongar bush tucker and a gallery full of Aboriginal artworks; and a visit to the Gravity Discovery Centre and Observatory to listen to Noongar celestial stories and observe the night skies hosted by Shaun Nannup.

Event	Presenters
Caversham Wildlife Park, Whiteman Park	Park Tour Guides
Maalinup Aboriginal Gallery and Restaurant, Henley Brook	Dale Tilbrook
Aboriginal Astronomy Evening, Gravity Discovery Centre Observatory, Gingin	Shaun Nannup



Day 8 – Indigenous Health and Wellbeing – Monday 10 July 2017

A Noongar Walking Trail was journeyed in Kaarta-Gar-up (Kings Park) with Dr Richard Walley and Rickeeta Walley (UWA graduate), along with a traditional medicine talk and set of demonstrations by Vivienne ‘Binyarn’ Hansen and family, with Professor Dawn Bessarab and Dr Paula Edgill. Later that day a healing sounds and a dance workshop were led by with Dr Richard Walley and Rickeeta Walley.

Event	Presenters
Holistic Health Care and Bush Medicine Forum, Kaara Katta (Kings Park)	Vivienne ‘Binyarn’ Hansen, Professor Dawn Bessarab, Dr Paula Edgill
The Stories of Kaara Katta – walk on Country	Dr Richard Walley and Rickeeta Walley
Sense and Sound of Sandalwood – Relaxation Workshop	Dr Richard Walley, Robyn Walley-Smith and Rickeeta Walley
Sharing education stories with Western Australian Certificate of Education students	Ray Garrett, Brendon DeGois and team, School of Indigenous Studies, UWA



Day 9 – Formal Farewell Ceremonies – Tuesday 11 July 2017

In closing, a formal farewell hosted by Noongar elder Dr Richard Walley and Pro Vice-Chancellor Indigenous Education Jill Milroy, including a message stick ‘story-circle’ allowing all delegates to critically reflect on the program and to farewell each other in customary ways.

Event	Presenters
Noongar Circle of Farewell, Message Stick Ceremony and Delegate Farewell and Feedback	Dr Richard Walley
Farewell from the School of Indigenous Studies, UWA	Pro Vice-Chancellor Professor Jill Milroy
Gift Giving Ceremony	All Program participants





Feedback

Safe space of learning

“The Program created a safe space and an atmosphere where unlearning and relearning history was natural and an important process; where Indigenous groups could be celebrated and appreciated by others. We all are on a very distinct journey of reconciliation as individuals and as a collective.”

Ana Mejicano Greenberg
QUEENS UNIVERSITY



Coalition of Indigenous leaders

“One of the most important, if not most important, things I learned from the Matariki Program was from the coalition of Indigenous leaders from around the world who were able to enter the learning spaces to network. The connections each person was able to bring to the Program was truly a wonderful learning experience. I was able to shed some light on my culture in the conversations and discussions we each had over the dinners and lectures and vice versa.”

Rangiiria Barclay-Kerr
OTAGO UNIVERSITY

Indigenous and Western co-existence

“Are we to utilise a Western university institution network to establish a nationalistic foothold in international politics? Where Indigenous people operate within a context all of their own, and where the agency of Indigenous people in regards to colonisation can co-exist with Western notions of normalcy. I think that’s what is important – being able to ask ourselves what this Program means in advancing Indigenous discourse in an international context.”

Micah A. T. Daniels
DARTMOUTH COLLEGE

Valuable networking and learning

“Networking and learning from different people between workshops and throughout the duration of the program was definitely one of the most valuable aspects of the program. I enjoyed meeting people who embraced their heritage, were comfortable sharing their stories and being in an environment where sharing was embraced. It was lovely to engage with the community throughout the Program.”

Wadjemup will stay with me for the rest of my life. I was moved by the plight of the imprisoned, their families and the impact it has had on the generations which followed.”

Rachel Smith
OTAGO UNIVERSITY



Indigenous knowledge exchange

“The Matariki Program allows you to learn and experience other Indigenous cultures beyond a textbook. It is extremely rare for Indigenous peoples from around the world to meet and exchange knowledge. Matariki allows students to use and maintain oral communication as a key tool in learning and passing on knowledge. The Program has made me realise there is still a lot I don’t know about my culture and traditions, but it is programs like Matariki that have given me a starting point for a journey to learn more about myself, my cultures and the cultures of others.”

Briana Ozies
THE UNIVERSITY
OF WESTERN AUSTRALIA



Shared experiences and emotions

“I think one of the greatest experiences was the visit to Wadjemup (Rottneest Island). Though it was extremely heavy, I think that’s the day I began to bond with the other participants, especially when it came to having shared experiences, emotions, worries, etc. across continents and cultures.”

Micah A. T. Daniels
DARTMOUTH COLLEGE

My own personal journey

“The Program has meant so much to me as an Indigenous scholar and for my own personal journey. I have learnt so much from this experience although it was only a short time. The program showed us new ways of learning in a Western setting and how to tackle being an Indigenous student in a Western institution. I have now found a new drive in myself to go back to my country and try to learn my language slowly. I loved each and every minute of the Matariki Program and I have now made new friends for life from all over the globe.”

Wendi Torres
THE UNIVERSITY
OF WESTERN AUSTRALIA

Celebrating Aboriginal success

“The best experience of the trip would have to be the NAIDOC Ball. We had the privilege of observing the local Aboriginal people coming together to celebrate their culture and to celebrate Aboriginal success to date.”

Taylor-Rose Terekia
OTAGO UNIVERSITY

An open platform

“The open platform the Program provides was invaluable; it ensured a space for everyone to feel welcome and belonging. With that space, the best experiences I had on the Program took place, the ongoing conversations I had with every delegate. These conversations were brought to light through the activities undertaken through the day and were not only informative but illustrated the cultural exchange this program created.”

Juliet J. Harrison
DURHAM UNIVERSITY

Appreciation of the cultural diversity

“The significance of the Matariki Program was the involvement and appreciation of the cultural diversity within the group and the acknowledgement of Nyungar people’s adversities both past and present. Sharing the knowledge of similar mistreatment to other cultures around the world makes the term ‘Indigenous’ feel more like a global society.”

Ashley Marino
THE UNIVERSITY OF
WESTERN AUSTRALIA

Experiencing the land and culture

“Having the opportunity to experience the culture and especially being able to experience the land and environment was so important to me. My best experiences were exploring the different significant areas of land and experiencing the culture with the smoking ceremony, traditional instruments and bush foods.”

Barlow-Toi Anderson
OTAGO UNIVERSITY

Unique opportunity

“This Matariki Student Exchange Program is a unique opportunity for Indigenous and educated ally students to come together, share their knowledge and experience, and enrich one another’s understanding. Such opportunities are exceedingly rare. In addition, the program allows faculty members with an Indigenous research focus to come together over an extended period, explore mutual areas of interest and discuss collaboration. An investment in this exchange program represents a commitment to reconciliation and respect for the importance and sophistication of Indigenous knowledge.”

Dr Lindsay A. Morcom
QUEENS UNIVERSITY

Learn about another Indigenous culture

“What was important to me was to represent my culture well. Stepping on to new land and being hosted by another Indigenous culture was something new and exciting so I wanted to learn as much as I could, teach as much as I could and represent honestly and well.”

Taylor-Rose Terekia
OTAGO UNIVERSITY

Celebrating Nyungar culture

“This Program celebrated Nyungar culture and its sophistication, and included holistic elements of Indigenous culture, such as spirituality, traditional ways of teaching and learning, and the inclusion of land, traditional foods and language. The authentic indigeneity, not just the content but the pedagogy and all other aspects of the event, showed deep respect for Indigenous knowledge and Indigenous peoples.”

Dr Lindsay A. Morcom
QUEENS UNIVERSITY

Grow friendships and future partnerships

“The program provided the chance to connect to others from around the globe on a level that allowed friendships to grow and hopefully future partnerships too. From diverse areas of expertise, conversation flowed and ideas were shared; and one instance of this was between Māori and Aboriginal where in our downtime we talked about language strategies and tribal corporations.”

Taylor-Rose Terekia
OTAGO UNIVERSITY



Mind, eye and heart-opening experience

“I think the most important thing about the UWA 2017 Matariki Program, as a non-Indigenous person, was the complete mind, eye and heart-opening experience it was. I came to understand the importance of Indigenous ways of knowing from so many perspectives and viewpoints. It just showed the global importance of learning and conserving Indigenous knowledge.”

Juliet J. Harrison
DURHAM UNIVERSITY

Develop and set goals

“While the 2017 program was important to hand knowledge to us delegates as knowledge vessels to take home, it allowed us the freedom to develop and have our own goals, our questions answered and minds opened further.”

Taylor-Rose Terekia
OTAGO UNIVERSITY



A global society

“The significance of the Matariki Program was the involvement, and appreciation of the cultural diversity within the group and the acknowledgement of Nyungar people’s adversities both past and present. Sharing the knowledge of similar mistreatment to other cultures around the world makes the term ‘Indigenous’ feel more like a global society.”

Ashley Marino
THE UNIVERSITY OF WESTERN AUSTRALIA

Combined knowledge and understanding

“Some of the discussion topics were delving and sensitive. All students responded insightfully and considerately. Once our students bridged the cultural deference, they then engaged more openly and immediately to Indigenous issues, local and national, thereby adding to the exchange and combined generation of knowledge and understanding.”

Hatarei Temo, Māori elder
OTAGO UNIVERSITY



Important and wonderful opportunity

“As an Indigenous woman, this Program has definitely made me culturally stronger. As an Indigenous scholar I now feel more confident passing on my knowledge to my family. I can keep growing and building myself to be able to pass on as much as possible to the rest of my family who aren’t as fortunate to have these same important and wonderful opportunities.”

Jayne-Rae Whitby
THE UNIVERSITY
OF WESTERN AUSTRALIA

Leading to pathways for action

“Matariki’s value as a program rests in the avenues for exchange it provides for students and supervisors. A big part of this comes out in discussions of heavy issues like oppression or colonialism, which are easy points for disagreement and contention. However, discussions grounded in the shared Indigenous experience promote such a unity that leads to pathways for action, within and between specific communities.

The UWA program did a fantastic job of initiating such conversations and in the future I would like to see a more academic/ intellectual facilitation and nurturing of these conversations.”

Cheron Laughing
DARTMOUTH COLLEGE

Expanded viewpoints

“Students applied themselves well; academically, culturally and socially. They developed and presented astute views and questions. They engaged in the Program with enthusiasm and no doubt expanded their viewpoints regarding Indigenous issues in addition to forging firm friendships with the other students from Dartmouth, Durham, UWA and Queens universities.”

**Poia Rewi, Dean of Indigenous Studies
OTAGO UNIVERSITY**



Summary

All in all, the 2017 UWA Matariki Student Exchange Program was a significant success. It excelled in both collective and individual cultural immersion, structured around the first-hand exchange of local Indigenous knowledge, history and heritage perspectives and experiences.

Most importantly, as clearly noted in the comments above, delegates were able to respect and represent their own cultures in a safe place for inter-cultural sharing and learning. What they learnt from each other, both during formal and informal gatherings, was most important and for many participants these relationships will continue and evolve into a bright future for further enhanced student and staff scholarship and professionalism.

The 2017 UWA program clearly drew upon the experiences of the inaugural program at Otago University. Its own improvements will now benefit the shared development of the program at Dartmouth College in 2018.

In summary, the 2017 delegates have suggested the following improvements for future Matariki Student Exchange Programs:

- More cultural exchange from all countries and universities involved. The host university could be open to learning about other international cultures rather than only sharing their own.
- More planned group discussions of program content reflection and appreciation. This would allow us to get to know each other better and sharing our perspectives can initiate follow-on discussions of similarities, disbeliefs and relatable stories.



- More breaks inbetween learning sessions to allow individual reflection. Sometimes, busy days made it difficult to sit and think about what was learnt thus making the knowledge easier to forget. However, learning sessions that were off campus involved travel time that allowed the time to mull over what was learnt in the bus and also some analytical discussions were had with other students contributing to the private conversations I enjoyed.
- More visual representation of Nyungar people living out of cities, as the delegates mostly saw Aboriginal people living in good quality housing situations and in educational systems although the severely deprived and mistreated people in rural areas was not thoroughly discussed compared to the mistreatment in the 1900s. The current issues of closing remote Aboriginal communities and mistreatment within custody would've been enlightening for the international students and some local students.
- I would have welcomed a time set aside in the day for private reflection or as a group or network to establish what needs to be addressed in the program pertaining to the place where it is being held; this would enable conversation to form between colleagues which would build the relatedness amongst us.
- The importance of the Story of Matariki be taught to delegates.
- Include sessions where the narratives of delegates in the program could be told to help us understand where we are at in relation to our identity of being Indigenous.
- Increase time spent 'On Country' if possible. I think this is key because we are linked by our connection with the land.
- It would be fun to be more hands-on in terms of learning how to do different things where it's appropriate (try to make traditional medicine, try to make traditional food etc.), and to meet more people of the community i.e. go into Indigenous schools.
- Have opportunities for participants to share more about their own countries' colonial and post-colonial experiences in light of the themes of the various days.
- Have a little more 'downtime' for the participants to visit with one another and decompress a little.
- Have talking circles every three to four days to share thoughts on how the program is progressing.
- Ensure that participating universities understand gift-giving and ways of showing thanks and reciprocity in local Indigenous cultures.
- Encourage participation from all Matariki institutions, particularly Uppsala, and if possible expand the network to include developing countries to get an even broader view of global Indigeneity.



- Perhaps provide time for participants to plan and formally present their academic interests and receive input from peers (more space for formal learning from each other).
- Other than having more structured time to reflect, I think the program was great. Maybe have a little more material on how Indigenous knowledge and Western knowledge interact, especially in an international context. For example, how does this network play into advancing Indigenous knowledge into current discourses of international policy and politics.
- Incorporate more formal exchanges, such as allowing or asking delegates to prepare things to share, whether that be a seminar, performance, activity or all the above, it would have been even more worthwhile to learn from the delegates in a formal sense.
- Maybe on the first day talk about what the Matariki Network and also what Matariki is. For me and Māori in general, Matariki is so significant and the program happened to coincide with Matariki back home so it would be worthwhile to 'celebrate' that significance in some sort of way (maybe just by learning about the star constellation and perhaps get other delegates to share their interpretation of them), like we did with NAIDOC.

- It would be important if in the time of the program we could create something or start and complete a project that can be a sort of legacy of the trip but also a way of getting something more out of the program. Ideas maybe like supporting an Indigenous campaign, volunteering, visiting and spending time in the community, filming an awareness video? I'm sure there are cool things we can come up with even if it's just helping each other create strategies to get more Indigenous students at our respective universities; learning and engaging with their culture.
- Create a debriefing session where all the participants share what worked and what did not.
- More 'ice-breakers'. This helps people learn names and build trust and honesty for the short amount of time we all have with one another.
- It would have been helpful to find out a bit more about what the overall Matariki Indigenous program is and what occurs on it. Perhaps to hear some of the stories from previous delegates would be useful.
- Matariki partners having some concrete collaborative research/publications/symposia.



The future

Matariki academic staff were able to meet on two occasions to reflect on the progress of the UWA Program and to begin outlining some strategic initiatives for the future of the greater program – both as suggestions for Dartmouth College in 2018 and beyond. This follows the objectives of the Matariki Memorandum of Agreement (MOA) to collaborate with participating partner universities on course content and to assess outcomes and make any necessary adjustments for the next program cycle.

There was much support for the Program to continue well beyond 2018. As a three-year pilot program (2016-2018), the program will need some formal evaluations and discussions with the Matariki Secretariat and their university representatives to consider how the program could be sustained beyond its 'pilot' status.

Other future initiatives, other than those suggestions gleaned from the above student and staff evaluations, include:

- The potential for Queens and Durham universities to join the MOU before 2018 and to consider the potential for their program hosting in 2019 and 2020 respectively.
- Opportunities for the Matariki Secretariat to consider whether Uppsala and Tübingen universities would be interested in participating in the Program, and the potential for them to participate at Dartmouth in 2018, and possibly hosting in 2021 and 2022, respectively.
- The need for potentially integrating the Indigenous Student Exchange Program with other educational and research programs hosted or supported by the Matariki Network of Universities (MNU) including other symposiums and workshops, scholarships, shared facilities and alumni events. See <https://matarikinetwerk.org/about/>
- There are clear opportunities for the program to now undertake both individual and collective research on the Indigenous interests shared so far. A coordinated approach amongst participants would be beneficial to the educational aspirations of the Program.
- The need for an endorsed funding plan within the Matariki Secretariat and or within the respective participating universities.



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