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The urgency and significance of engaging in global dialogues on historical justice, knowledge sovereignty, and self-determination

Short description / Abstract:

As an Indigenous scholar from Taiwan, my participation in international Indigenous education networks reflects both the urgency and significance of engaging in global dialogues on historical justice, knowledge sovereignty, and self-determination. Taiwan Indigenous peoples, including Plains Indigenous communities long excluded from formal recognition, bring critical perspectives on identity restoration, transitional justice, and the decolonization of education. This panel contribution will explore how Taiwan's experiences can both resonate with and expand global Indigenous discourses, particularly in advancing pluriversal approaches to education and governance. It also highlights the importance of building solidarities across Indigenous nations to transform marginalization into shared agency and future-making

Participants: Humin FANG (Umay Qaljulan), Yi-Jen TU and Jia-Chian TSENG.