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Presented by Ms. MALIA LEILEHUA KIPAPA



4th Session of the Permanent Forum on Indigenous Issues
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Agenda Item: 3b: Goal 2 of the MDG: "Achieve Universal Primary Education"

Madame Chairperson,
Distinguished members of the Permanent Forum,
UN Agencies,
My Fellow Indigenous Sisters and Brothers,

On behalf of Ka Lahui Hawai'i, a native initiative for Hawaiian self-determination, I would like to acknowledge the Haudenoshone, the true and traditional owners of the land on which we are meeting today. My name is Malia Leilehua Kipapa and I am from Keaukaha, Hawai'i.

Recommendations

1. Recommend that the United Nations Permanent Forum support Resolutions 6 and 7 of the Pacific Caucus;
2. Recommend that the United Nations Educational Scientific and Cultural Organization (UNESCO) conduct a formal program review of the No Child Left Behind Act on economical, social, educational, and cultural implications toward Native Hawaiians;
3. Recommend that the World Bank and all governments set aside one U.S dollar a year for indigenous peoples to establish a fund that will be directly used for our youth towards universal primary education;
4. Recommend that the Permanent Forum support organizations that provide culturally based education programs and classes for Native Hawaiians that will benefit our Native Hawaiian community in education;
5. Recommend that the Permanent Forum support organizations that provide Hawaiian Immersion language education programs and classes for Native Hawaiians, especially since only 1% of Hawaiians today still speak our ancestral language and it is on the verge of extinction;
6. Recommend that UNESCO create a study that will provide accurate data on the status of Native Hawaiians enrolled in charter school programs in contrast to the DOE public school system;
7. Recommend that Permanent Forum urge the observer states such as the United States of America and the U.N. support organizations financially by providing a special fund for Native Hawaiians in educational institutions such as charter

schools, Hawaiian Immersion Schools, and Native Hawaiian Studies Centers in the University system;

8. Recommend that these recommendations be implemented to benefit the population of all Native Hawaiians and to encourage higher education;

Discussion

The issues that I will be mentioning are concerning the statistics of various educational schools from high school to college, poverty issues, problems being faced by provisions of the No Child Left Behind Act and comparison between charter and public school systems.

The statistics for the various schools that I have chosen are: Konawaena High school which is public high school- the total amount of students are in attendance for the 2004-2005 school year are 902 students and out of this number only 35 students are full Hawaiian which makes 3.8% and 342 students are part-Hawaiian which equals 37.5% of the school population. These numbers are from the Konawaena High School Accreditation Report 2005. For the University of Hawaii at Manoa there are a total of 20,549 students and only 8% are of Hawaiian ancestry. By comparing the statistics for the high schools and the universities you can indicate that there is a significant drop in the enrollment. This is due to the different priorities that Hawaiian children choose, which results in them perceiving themselves as not good college material)

Another probable reason why there are less Native Hawaiians attending higher education is the financial issue. According to the Native Hawaiian Data book 2000, there are a total of 165,589 native Hawaiians living in the state of Hawai'i and out of that number, 7.4% are unemployed, 3.2% are homemakers, and 2.5% are unable to work. Only 63.3% are employed. The highest percent for state poverty levels for native Hawaiians is in the 300% and above, which represents 33.4% of the total populations of 254,910. As a result of limited finances, this makes it difficult to fund students to attend college/universities. This is a very big impact in our Hawaiian community that we have faced for many years.

The problems that we face as Hawaiians in education are the passing of SAT, completing high school to earn a diploma, and continuing school to obtain a higher education. This could be due to insufficient support from the administrations and faculty members of the school. More programs should be issued or programmed for these students who need the extra help in obtaining sufficient scores and grades. There should also be more programs concerning higher education with the help of other Hawaiians who have obtained degrees and established prominent positions in the working world, to show these children that there are Hawaiians that can achieve these positions and that they should expand their horizons. Another problem that we face is that the DOE is not taking into consideration is that there are different types of learners in our Hawaiian community and that we don't all have the same type of thinking skills as compared with others (we think differently). Many of our children are hands-on learners and learn better through examples.

Lastly I would like to acknowledge charter schools in comparison to public schools because Charter schools has allowed Native Hawaiian students to work and learn in an environment that enables them to strive for success. Charter schools are geared towards a more culturally based curriculum that accommodates the students in learning both Hawaiian values and culture and integrating it into today's modern economic and political society. The students are motivated through strong participation in community service and proper Hawaiian protocol. Thus Hawaiian charter schools usually have 95% attendance every day.

These charter schools have made a significant difference in improving the educational status of Native Hawaiian students in educational institutes due to the existence of charter schools in the state of Hawaii. Hawaiian charter schools are semi funded by the State but receive less funding if compared to a public school institution. Therefore, the issue in this case is that there is a lack of funding for these exceptional and successful educational establishments like the charter schools. Teachers are more concerned for the welfare of their students and incorporate other methods that help them to learn. The problems that arrived are the different ways that they learn and address them in their teaching. Because these charter schools have a small number of students the teacher-to-student ratio is small being that these students have more one-on-one attention, which is the main objective of these schools. The ideal is to create/establish more charter schools in the future to better educate our Hawaiian children.

Although I have testified at length on the challenges of charter schools, Hawaiian Immersion Schools also suffer from lack of funding, lack of trained teachers and lack of curriculum development. While there are 400,000 Hawaiians in the world, only about 4,000, or 1% of our people still speak our ancestral languages. Therefore, our ancestral language is still on the verge of extinction.

I've briefly spoke about the issues that concern us as Hawaiian students, the statistics in the enrollment of high school and higher education, and the comparisons between the charter and public school systems. I believe that we need to inform our next generations about achieving higher education to obtain high status in the working world and to improve in the way we are educated. Without programs to educate and inform them of the many opportunities being offered, our children will continue the pattern of not knowing.

In closing, Madame Chairperson, we ask for your consideration and assistance of the recommendations outlined above for the universal primary education issue amongst Native Hawaiians.

Mahalo, (Thank You), Madame Chairperson, distinguished members of the Permanent Forum, UN Agencies, and my fellow Indigenous Sisters and Brothers.

EDUCATION DATA AND ANALYSIS
 PERTAINING TO NATIVE HAWAIIANS:
 AN ANNOTATED BIBLIOGRAPHY
 OF PERTINENT WEBSITES

ARTICLE	WEBSITE	DATA
<p><u>Ka Huaka'i I Mua</u></p> <p><u>Kau Li'ili'i: Characteristics of Native Hawaiians in Hawai'i and the Continental United States</u></p> <p><u>Ka'akālai Kū Kanaka: A Call for Strengths- based Approaches from a Native Hawaiian Perspective</u></p> <p><u>Hawai'i Charter Schools: Initial Trends and Select Outcomes for Native Hawaiian Students</u></p>	<p>http://www.ksbe.edu/pase/pdf/Reports/Demography_Well-being/04_05_29.pdf</p> <p>http://www.ksbe.edu/pase/pdf/Reports/Demography_Well-being/04_05_21.pdf</p> <p>http://www.ksbe.edu/pase/pdf/Reports/Demography_Well-being/04_05_24.pdf</p> <p>http://www.ksbe.edu/pase/pdf/Reports/K-12/04_05_22.pdf</p>	<p>Findings from the 2005 Native Hawaiian Educational Assessment (Mar. 2005)</p> <p>This report highlights the differences and similarities that exist across the two groups by presenting a snapshot of selected well-being measures. (Feb. 2005)</p> <p>A call to action for building on strengths, not deficits, and critically examining the paths to greater Native Hawaiian well-being. (Feb. 2005--published in Educational Researcher)</p> <p>Early results comparing Native Hawaiian academic achievement and engagement in charter and mainstream public schools. (Feb. 2005)</p>

<p><u>Snapshot of Hawaiians in the DOE</u></p> <p>Ho'akea 'Ikena: Educational Attainment among Native Hawaiians</p> <p>Hawaiian Matters: Data Considerations for Native Hawaiian Populations</p>	<p>http://www.ksbe.edu/pase/DOE_Rpt_03-04/DOE_TOC.php</p> <p>http://www.ksbe.edu/pase/pdf/Reports/Demography_Well-being/02_03_22.pdf</p> <p>http://www.ksbe.edu/pase/pdf/Reports/Demography_Well-being/02_03_27.pdf</p>	<p>Access individual-school-level data on Hawaiian enrollment, test scores, and participation in special education and the free and reduced-price lunch program. (Nov. 2004)</p> <p>Report offers crucial information in trying to interpret national data through the use of "Aloha Counts": An alternative measure to understand educational attainment among Native Hawaiians.</p> <p>Offers recommendations for obtaining accurate data for native Hawaiian Population in various fields via over-sampling, targeted surveys, disaggregating traditional "API" groups, and considering cultural factors.</p>
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