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Collective Statement of Kanaka Maoli Indigenous Hawaiian Peoples
of Ka Pae `Aina o Hawai`i
Agenda Item 4(f): Education

Agreeing Organizations:

- Kamakakuokalani Center for Hawaiian Studies**
- Na Koa Ikaika o Ka Lahui Hawai`i**
- Waikiki Hawaiian Civic Club**
- Princee Kuhio Hawaiian Civic Club**
- Ka Lahui Hawai`i**
- Koani Foundation**
- `Ilioulaokalani Foundation**

Aloha mai, Greetings to the Honorable Chairperson Maaga and the members of the Permanent Forum on Indigenous Issues. May I give a special aloha to Vice-Chair Mililani Trask, our sister from Hawai`i who represents the Pacific region on your distinguished body. Aloha mai to all the brothers and sisters who have traveled long distances from their families and homes to be at this auspicious gathering. My name is Noe Noc Wong-Wilson, I am from Kamakakuokalani Center for Hawaiian Studies, Ka Pae `Aina o Hawai`i, the Archipelago of Hawai`i. I represent a coalition of organizations from Hawai`i. The following are our recommendations.

RECOMMENDATIONS

1. We recommend that the Permanent Forum on Indigenous Issues urges member states and U.N. support organizations to recognize Kanaka Maoli Native Hawaiians as the indigenous peoples of Ka Pae `Aina o Hawai`i, the archipelago of Hawai`i;
2. We recommend that the Permanent Forum on Indigenous Issues supports the right of Native Hawaiians and all indigenous peoples to speak our own Native languages and to educate our children and families in our Native language utilizing our own cultural paradigms and processes;
3. We recommend that the Permanent Forum on Indigenous Issues urges observer member states such as the United States of America and U.N. support organizations to support Kanaka Maoli Native Hawaiians and all indigenous

peoples by providing or continuing to provide vital financial and other resources to develop culturally appropriate educational systems and institutions for children and adults from pre-school through the achievement of higher education degrees and to provide educational scholarships, thereby ensuring the survival of our culture and people, and in this way, training future generations of leaders.

4. We recommend that the UN PFII urge the observer member states such as the United States of America and U.N. support organizations, to reevaluate federal and state laws that deprive indigenous peoples of their rights and fundamental freedoms relating to indigenous education. Specifically, the negative cultural impacts of the USA- No Child Left Behind Act.
5. We recommend that the UN PFII urge the observer member states such as the United States of America and U.N. support organizations, to clarify the necessary components of an indigenous university: 1- A location or center of learning within the indigenous community that incorporates the culture of the indigenous community. 2- Indigenous faculty that nurture, mentor and serve as role models for the indigenous community. 3- Connects to the indigenous community requiring input from and service to the indigenous community.
6. We recommend that the UN PFII urge the observer member states such as the United States of America and U.N. support organizations, to provide culturally based education and rehabilitation programs and classes for indigenous inmates and adjudicated minors;
7. We urge the adoption by reference of the World Indigenous Peoples Conference on Education's 1999 Coolangatta Statement on Education which ensures the rights of indigenous peoples for education;
8. We urge the adoption by reference of the Paoakalani Declaration, a unifying statement that collectively shares the responsibility to determine a pono (righteous) future for Hawai'i nei, her culture, and indigenous peoples;
9. We urge the Permanent Forum on Indigenous Issues to adopt the Draft Declaration on the Rights of Indigenous Peoples; and
10. Finally, we urge the Permanent Forum on Indigenous Issues to declare a second decade on Indigenous peoples as there is so much more work to accomplish and in order to continue to give Indigenous peoples throughout the world a strong foundation and voice.

II. DISCUSSION

We Kanaka Maoli are over 400,000 strong, living primarily in Ka Pae 'Aina O Hawai'i, the Archipelago of Hawai'i, throughout the Continent of America and in your countries around the world. According to the 2002 census, there are only 275,000 Native

Hawaiians living within our islands. Despite our numbers, the United States of America does not and never has recognized us as a native peoples. Our brothers and sisters continue to fill the jails and prisons. We occupy the bottom rungs of the social, economic and political ladders in the community. Native Hawaiian educational achievement is consistently lower than other populations, including some of the most recent immigrant groups that have made our islands their home. There are approximately 75,000 Native Hawaiian children enrolled in public schools in Hawai'i, and only 5% of them go on to colleges and universities. At the University of Hawai'i a Manoa, the primary higher education institution available to Native Hawaiians, only 8% of students are Native Hawaiian and only 3% native Hawaiians are faculty. While we are 23% of the total population in Hawai'i, we make up 45% of the men's prison and 75% of the women's prison population. While we have established Hawaiian language immersion and Hawaiian culture based curriculum in a few schools throughout the islands, our Native Hawaiian institutions are challenged by corporate and flagrant economic, organizational and political discrimination which hamper these programs' success. Instead of working positively to bolster the Hawaiian educational programs in our communities, we expend our energies thwarting off the legal, economic and political threats to our educational institutions and programs. Native Hawaiian educational expert, Dr. Wright, states that "providing Hawaiian youth with a supportive, nurturing educational environment where Hawaiian culture, language, and experiences are valued and used as part of the teaching and learning processes is just one way Native Hawaiians can assure indigenous identities. That is, the future Native Hawaiian nation."

In addition, in 1999 the World Indigenous Peoples Conference on Education held its 5th triennial meeting in Hilo, Hawai'i. More than 2500 participants from throughout the world affirmed this statement which was first conceived in Coolangatta, Australia in 1993. The statement proclaims the right of indigenous people to be indigenous, and to maintain their language, culture and the education of their children without discrimination.

On October 3-5, 2003, Kanaka Maoli of Ka Pae `Aina Hawai'i gathered at Ka `Aha Pono- Native Hawaiian Intellectual Property Rights Conference- and united to express our collective right of self-determination to perpetuate our culture under threat of theft and commercialization of the traditional knowledge of Kanaka Maoli, our wahi pana (sacred places) and na mea Hawai'i (all Hawaiian things). The Paoakalani Declaration is a unifying statement that collectively shares the responsibility to determine a pono (righteous) future for Hawai'i nei, her culture, and indigenous peoples. It addresses education in Article 17 and states that "we have the right to free, prior and informed consent before research relating to our biological resources commences. Researchers, corporations, educational institutions, governments or others conducting such research

must fully and entirely inform Kanaka Maoli regarding the purposes of their research and recognize our right to refuse to participate”.

For these reasons, and because we believe that education is a vital key to improving the future of our Hawaiian people and indigenous peoples throughout the world, we ask for your strong support for indigenous education and offer the aforementioned recommendations.

The Hawai'i Caucus endorses the statement provided by the Pacific Caucus relating to Education and looks forward to the opportunity to be signatories in the future. Due to the changes in the Secretariats procedures for making interventions we are not official signatories on other collective statements.

Mahalo nui loa.