

Statement by Ms. Cadence Kaumoana

On the Draft Report by the Expert Mechanism on the Rights of Indigenous Peoples on

Visiting a model of good practise, providing assistance and technical advice, supporting the development of culturally appropriate curriculum, support the recognition of Indigenous Knowledge Qualifications and the development of an Indigenous Education Framework.

ITEM 7: United Nations Declaration on the Rights of Indigenous Peoples; good practises and lessons learned.

11th July 2018

1. Tena koutou katoa.
Good afternoon Madam Chair and EMRIP members and participants. My name is Cadence Kaumoana, descendent of the tribes from Tainui waka, and I represent an indigenous school, Te Kura Kaupapa Māori o Hoani Waititi Marae, in New Zealand. I respectfully acknowledge the Voluntary Fund that has been crucial in supporting our agendas.
2. Te Kura Kaupapa Māori o Hoani Waititi Marae is an indigenous school that is founded on Te Aho Matua, that describes a Māori world view of education, teaching and learning. Our students excel in all areas of their language, their culture and their identity but the curriculum we offer them is a translated version of the English curriculum.
3. Although as an indigenous school, we are having success in some areas, we represent less than 10% of indigenous students as the majority of students are in English-medium schools.
4. Culturally appropriate education can to be developed to cater to all indigenous students in **any** school setting and this need has become critical.
5. We cannot stress to you the importance that the education of our young people has in ensuring the advancement of indigenous peoples aspirations and potential.
6. Poor education for indigenous peoples impacts their employment, health, justice, social wellbeing and economic status.
7. We ask EMRIP to:
 1. Visit Te Kura Kaupapa Māori o Hoani Waititi Marae, to observe a success model and guide us on further cultural advancement opportunities.
 2. Provide assistance and technical advice in relation to legislation for the rights of indigenous peoples.
 3. Endorse the development of culturally appropriate curriculum.
 4. Support in establishing an indigenous government institution to design and oversee indigenous knowledge.
 5. Ensure that indigenous curriculum and qualifications carry the same weight of other national curriculums and qualifications.

8. Further Article References

To support my recommendations following; I ask the committee to refer to: Articles; 17:2, 15:1, 31, 11, 12, 13 and 14:1 – I have detailed the specific areas within each Article in my statement attached.

Article 17:2 recognises the importance of education for the empowerment of indigenous children, particularly to avoid economic exploitation.

Article 15:1 recognises the indigenous peoples right to have their knowledges reflected in education. This is operating sub-standard and needs to be managed by Māori for Māori or by indigenous people for indigenous people.

Article 31 further emphasises these points and the rights of indigenous peoples to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions as well as the manifestations of their sciences, technologies and cultures.

Article 11 and 12 indigenous peoples have the right to maintain, protect, access and develop their cultural traditions, practises, customs and ceremonies.

Article 13 indigenous peoples have the right to revitalise, use, develop and transmit their histories, languages, oral traditions, philosophies, writing systems and literatures. Article 13:2 requires states to ensure that this right is protected.

Article 14:1 Currently New Zealand has schools that offer all learning in the Māori language, all learning in the English language and schools that are bi-lingual and use both Māori and English. Māori students in Māori schools outperform Māori in English medium schools. However the majority of Māori students are in English medium schools – partly because of the recognition and pathways offered are reduced. Māori knowledge needs to be recognised at the same level across all areas and from this Māori knowledge will grow so further opportunities can be provided.