

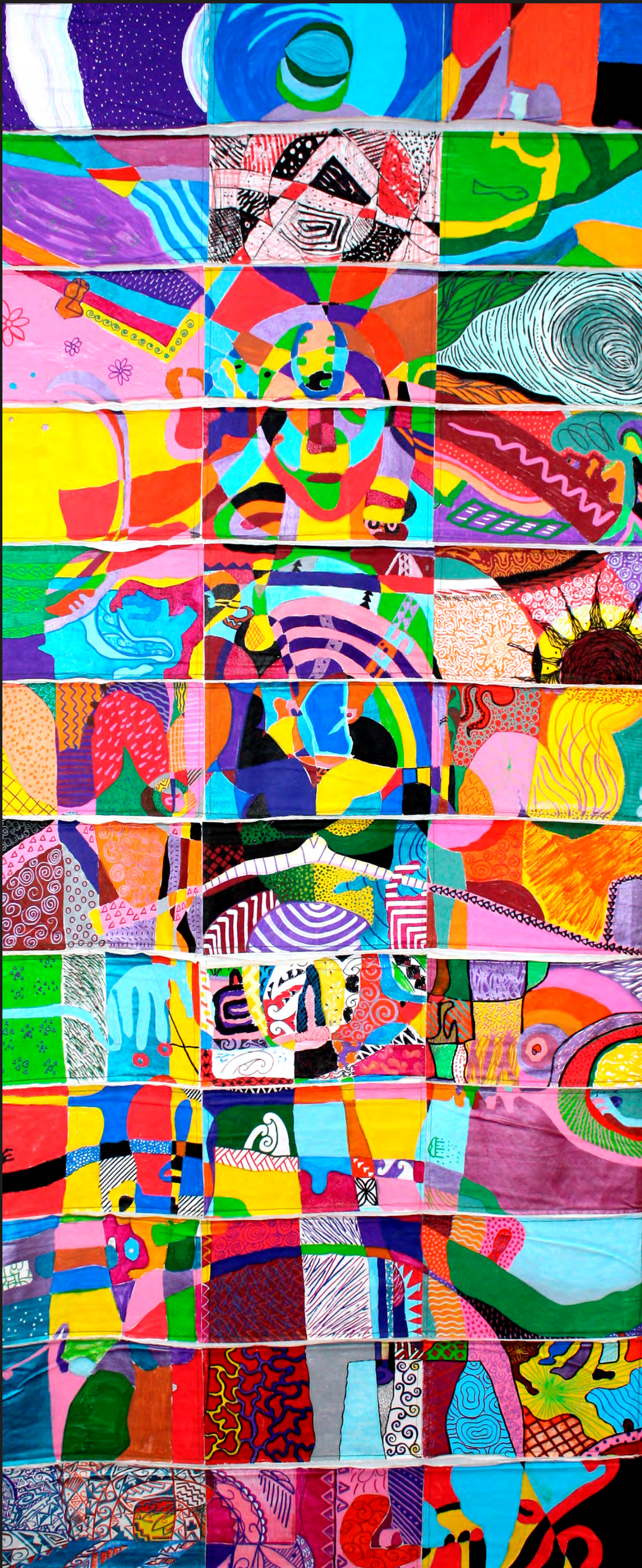
# Declaration of Indigenous Youth

## World Indigenous Peoples Conference on Education

We, the indigenous youth representing our native peoples of Aotearoa, Australia, North America, Europe, and Hawai'i, have gathered in Honolulu, Hawai'i at Kamehameha Schools Kapālama on this day, May 20<sup>th</sup>, 2014 to affirm our identities as indigenous peoples who proudly stand on the foundation laid before us by our elders and ancestors.

As native peoples of our lands, we live by the values and principles embedded within our cultures, languages, and traditions. We stand carrying the future of our history while remaining grounded in the knowledge taught to us by our ancestors of old. As we voyage forward in time, we will not forget who we are: native youth of the world.

Furthermore, we support the adoption of the United Nations Declaration on the Rights of Indigenous Peoples by local, national, and international governments and organizations, and we urge the implementation of the various principles and themes expressed therein through collaboration with indigenous peoples of the world.



Artwork created by WIPC:E youth delegates, with direction from Hawaiian artist Solomon Enos.

### PART 1: LIFE, LIBERTY, CULTURE, and SECURITY

*Health and Wellness, Restoration of Family, Connections, Relationships, Unity*

- We affirm that all indigenous peoples are born with the right to live freely and practice our cultural traditions, both individually and collectively, without fear of discrimination or suppression
- We affirm that all indigenous peoples are born with the right to feel safe and secure, without external threat to family relationships and connections
- We affirm that indigenous peoples have the right to be recognized as equals alongside all other nations of the world and that their cultures be given proper appreciation and respect
- We oppose discrimination towards indigenous peoples because of their native identity and culture
- We affirm that all indigenous peoples are born with the right to unite and have gatherings to better connect to and communicate with other indigenous groups
- We believe that all indigenous peoples have the right to receive desired health care through traditional native practices of medicine

### PART 2: CULTURE, RELIGION, and LANGUAGE

*Language, Oral Traditions, Spirituality, Religious and Cultural Practices*

- We affirm the right to know, preserve, and freely practice our indigenous culture, religion, and language for future generations without any form of resistance
- We believe that the perpetuation of our indigenous culture depends on the survival of our language
- We urge the creation of a strong and accurate presence of indigenous language and culture in government, business, education, and media settings
- We advocate for the right to have control over how our indigenous culture is exposed and represented in media
- We believe that language plays a vital role in the perpetuation of culture, and therefore should be taught at a young age and be infused into everyday living
- We affirm that our identity as indigenous peoples is founded upon the unique characteristics of our culture, religion, and language

### PART 3: EDUCATION

*Education and Indigenous Knowledge*

- We affirm that all indigenous peoples have an equal right to a quality education at all levels
- We affirm the right to learn and perpetuate our culture, to have control over how those things are taught, and to provide education through native language and a cultural lens
- We affirm the right to establish and manage our own schools and education system, in our own language
- We affirm the right to build educational facilities and programs to educate other cultures about what is unique to our own
- We advocate that indigenous knowledge / education systems be given value and weight equal to those of the western world
- We support the transmittance of indigenous knowledge as a part of the educational legacy of native peoples, including but not limited to song, chant, dance, arts, crafts, and navigation

### PART 4: LAND and RESOURCES

*Stewardship of Land, Water, and Ocean Resources, Climate, Food Sustainability*

- We affirm the right to have unrestricted access to our indigenous lands and natural resources for cultural use
- We urge that lands and resources of high cultural significance, that were once forcibly seized by a colonizing/occupying entity, be immediately and fully returned to the indigenous peoples to whom they belong for future stewardship, or to be appropriately compensated for our losses
- We advocate for the right to own and control adequate acreage of lands, in every region once occupied by our peoples, for the purpose of accessing, creating, and maintaining food sovereignty for our own peoples
- We affirm the right to reside on and cultivate our indigenous lands
- We oppose the use or ownership of native lands without the direct consent of the indigenous peoples
- We advocate for the right to appropriate and utilize tax money for the indigenous development of lands and resources
- We support the redevelopment of our own sustainable, indigenous food systems
- We advocate for the right to exclude Genetically Modified Organisms (GMOs) from our native diet, or to have those products containing GMOs to be appropriately labelled, protecting consumers' rights to freedom of choice
- We affirm the right to utilize natural resources and materials to create cultural arts and crafts pieces for the purpose of perpetuating these indigenous art forms

### PART 5: SELF-GOVERNMENT and INDIGENOUS LAWS

*Leadership, Service, Indigenous Politics and Governance, Cultural Identity*

- We affirm the right to lead and serve politically in order to ensure the protection of the rights of indigenous peoples
- We believe indigenous peoples have the right to organize themselves politically; to establish laws and regulations grounded in cultural principles; to appoint individuals within communities to serve
- We advocate for the right to decide cultural identity/membership and to obtain citizenship in that country
- We affirm the right to voice opposition when our indigenous cultural traditions/practices are threatened
- We support the right to have unrestricted legal use of our indigenous songs, dances, chants, crafts, images, and other cultural expressions, and oppose the ownership of such things through copyrights, patents, or other laws (intellectual property rights)
- We affirm the right to have the benefit of the highest standards of human rights and to be treated with equality

### PART 6: ECONOMIC SUSTAINABILITY

*Employment and Entrepreneurship*

- We affirm the right to indigenous economic development, guided by indigenous values and principles
- We advocate for the achievement of economic independence for and by indigenous peoples such that communities can sustain themselves
- We affirm the right to establish and manage our own indigenous businesses grounded in cultural values
- We support the establishment of trade agreements that benefit indigenous peoples in their efforts to realize economic independence
- We affirm the right of indigenous peoples to be provided employment at fair wages
- We encourage the generation of resources to support disadvantaged indigenous peoples

\*\*Adopted by WIPC:E in May 2014. Accepted by the National Indian Education Association in October 2014.\*\*

Special thanks to:

World Indigenous Peoples Conference on Education (WIPC:E)  
National Indian Education Association (NIEA)  
Native Hawaiian Education Association (NHEA)  
Kamehameha Schools (KS)  
Office of Hawaiian Affairs (OHA)  
Kanu o Ka 'Aina Learning 'Ohana (KALO)  
students, teachers, elders, and ancestors

All Indigenous Peoples and First Nations who support this declaration are encouraged to translate into your own language and send to [indigenouyouthdeclaration@gmail.com](mailto:indigenouyouthdeclaration@gmail.com)

Drafted by participants of the first annual WIPC:E Youth Day, including students from the following schools and organizations worldwide:

American Renaissance Academy, Amiskwaciy Academy, Auckland University of Technology, Castle High School, Chief Jacob Bearspaw Memorial School, Ermineskin Cree, Hākipu'u Learning Center, Hālau Kū Māna, Hālau Lōkahi, Hāna High School, the Jemez Pueblo, Ka 'Umeke Kāleo, Kamehameha Schools (Kapālama, Kea'au, Pukalani), Kanu o ka 'Aina, Kawaikini, Ke Ana La'ahana, Ke Kula Ni'ihau o Kekaha, Ke Kula 'o Nāwahītokalani'ōpu'u, Ke Kula 'o Samuel M. Kamakau, Kihew Asiniy Education Center, Kitaskinaw School, Koya Aboriginal Corporation, Kua o ka Lā, Lahainaluna High School, Le Jardin Academy, Massey High School, Meskanahk Ka Nipa Wit School, Mililani High School, Moloka'i High School, Moorditj Mob Wesley College, Motueka High School, Nakota Sioux Tribe, Peavine Metis Settlement & Louis Bull Tribe Youth, Pimlico State High School, Polynesian Voyaging Society, Queen Lili'uokalani Children's Center, Seabury Hall, Saint Anthony High School, Students of Kodiak Island Learning to Lead, Te Kura Kaupapa Māori o Te Raki Paewhenua, Te Kura Māori o Porirua, Te Wharekura o Ngā Taiātea, Troms Sami School, Wetaskiwin Composite High School, Wollotuka Institute, Worawa Aboriginal College, Yellowhead Tribal School.

For more information, visit: <http://apps.ksbe.edu/kaiwakiloumoku/laopio>