

Indigenous education and heritage revitalization $\mbox{\rm Ke,\,W.}$

Citation

Ke, W. (2011, September 1). *Indigenous education and heritage revitalization*. Retrieved from https://hdl.handle.net/1887/17802

Version: Not Applicable (or Unknown)

License: License agreement concerning inclusion of doctoral thesis in the

Institutional Repository of the University of Leiden

Downloaded from: https://hdl.handle.net/1887/17802

Note: To cite this publication please use the final published version (if applicable).

INDIGENOUS EDUCATION AND HERITAGE REVITALIZATION

Proefschrift

ter verkrijging van

de graad van Doctor aan de Universiteit Leiden,
op gezag van Rector Magnificus prof.mr. P.F. van der Heijden,
volgens besluit van het College voor Promoties
te verdedigen op donderdag 1 september 2011
klokke 11.15 uur
door

Wen-Li Ke

geboren te Taiwan in 1970

Promotiecommissie

Promotor(es): Prof. Dr. Maarten E.R.G.N. Jansen

Prof. Dr. Willem R. van Gulik

Overige leden: Prof. Dr. Antonella Cammarota (Università di Messina)

Prof. Dr. Gerard A. Persoon

Prof. Dr. Willem F.H. Adelaar

Dr. Ilona R. Bausch

INDIGENOUS EDUCATION AND HERITAGE REVITALIZATION

CONTENTS

Acknowledgement	1
Chapter I: Introduction	3
Section 1: Motivation	5
Section 2: Methodology	7
Section 3: Literature Review	14
3.0. Related Literature	14
3.0.0. Culture and Language	14
3.0.1. Indigenous Education	15
3.0.2. The Education Idea of the UNESCO	18
3.1. Theory Discussion	19
3.1.0. Postcolonialism	19
3.1.1. Decolonization Theory	24
3.1.2. Bilingualism	28
3.1.3. Multiculturalism and Interculturalism	34
Chapter II: Contemporary Indigenous Peoples	41
Section 1: Living Conditions	43
1.0. Housing	44
1.0.0. Australia	44
1.0.1. Taiwan	45
1.1. Income	47
1.2. Sanitation and Health	47
Section 2: Issues	48
2.0. Poverty	48
2.1. Education	50
2.2. Indigenous Women	51
Section 3: Indigenous Rights	52
3.0. Rights of Land and Resource	53
3.1. Rights of Language and Heritage	55
3.2. Rights of Education and Self-Determination	57
3.2.0. The Right to Education	57
3.2.1. The Right to Self-Determination	59
Chapter III: Development of the Idea of Indigenous Education	61
Section 1: 20th Century	63
1.0. Assimilation Phase 1900s-1960s	63
1.1. Indigenous Rights Talk and Confrontation Phase 1960s to the End of 20th Century	69
Section 2: Complex Political Situations Today	75
Section 3: New Approach	77
3.0. Heritage Education	77
3.0.0. Bridge	77
3.0.1. Communication	79
3.0.2. Cultural/Human rights	80
3.1. Intercultural Education	82
3.1.0. From an Individual to Diverse Groups	83

3.1.1. From Community to Nation	83
3.1.2. Human Rights	85
Chapter IV. The Predicement of Indigenous School Education	87
Chapter IV: The Predicament of Indigenous School Education Section 1: Political Environment	88
1.0. Indigenous Traditional Political System	88
1.1. National Political Environment	90
1.2. Globalization	92
Section 2: School Management	94
2.0. Challenges of Nation State to Indigenous Education	94
2.1. Difficulties of Indigenous School Management	96
Section 3: Attitude towards Language and Schooling	98
3.0. Language Attitude 3.0. Language Attitude	99
3.1. Education Attitude	103
5.1. Education Attitude	103
Chapter V: Case Studies	105
Section 1: Total Immersion Education	106
1.0. Case <i>Maori</i>	107
1.0.0. <i>Te Kohanga Reo – Maori</i> Pre-school Education	108
1.0.1. Kura Kaupapa Maori – Maori-medium Primary School	110
1.0.2. Discussion	111
Section 2: Bilingual Education	115
2.0. Case 1: <i>Maori</i>	117
2.0.0. <i>Maori</i> -medium Educational System	117
2.0.1. Cultural Identity, Language, Education	121
2.0.2. Current Health of the <i>Maori</i> Language	123
2.0.3. Future of <i>Maori</i>	123
2.1. Case 2: Fryslan	126
2.1.0. Trilingual Education in <i>Fryslan</i>	127
2.1.1. Difficulties	128
2.1.2. Results	129
2.2. Case 3: Saskatchewan	131
2.2.0. Background	132
2.2.1. The Gift of Language and Culture Project for 2008 – 2013	132
2.2.2. The Ideas and Methodology of the Project	133
2.2.3. Overview	135
Chapter VI: Rethinking and Examining the Realities	137
Section 1: Self-esteem and Cultural Identity	137
1.0. Prejudice and Discrimination	138
1.1. Inadequate Educational System	140
1.2. Indigenous Language, National Language, and Global Language	143
Section 2: Marginalization and Poverty	145
2.0. The Relationship between Indigenous Peoples and Dominant Government	145
2.1. Inadequate Education and Labor-Class Jobs	146
	110

2.2. Lack of "Correct" Consciousness to Avoid Discrimination from Outsiders	148				
2.3. Are Marginalization and Poverty Synonymous with the Situation of In					
Peoples?	150				
Section 3: Education and Heritage Revitalization	151				
3.0. Lack of a Unified Plan for Developing Indigenous Education	151				
3.1. Language Diversity					
3.2. Defective Teacher Training System and Limited Job Vacancies	153 154				
3.3. Bottom-Up Action for Top-Down Resources and Legislation	155				
Chapter VII: Conclusion and Recommendations	159				
Section 1: Conclusion	161				
1.0. Speaking and Listening	162				
1.1. Living in Balance	164				
1.2. Cultural Interaction	165				
1.3. Cultural Sharing and Appreciation	167				
1.4. Equal Value Within the Entire Country	168				
1.5. Educational Needs	169				
1.6. Marginalized But Not Contribution-less	170				
Section 2: Recommendations	172				
2.0. Formal Education	172				
2.0.0. Intercultural Education	173				
2.0.1. Bilingual Education	174				
2.1. Informal Education	176				
2.1.0. Museums	176				
2.1.1. Handicrafts and Arts	177				
2.1.2. Dance and Music	178				
2.1.3. Rituals	179				
2.1.4. Media	180				
2.2. Immersion and Bilingual Education	182				
2.3. Globalizing Indigenous Education	183				
2.3.0. Pooling "Power"	184				
2.3.1. Pooling Expertise	184				
2.3.2. "Congruent" But Not "Identical": Sustainable Operations	185				
2.4. The Responsibility of the United Nations	186				
2.5. We Are All People	188				
2.6. The Keys to Indigenous Education and Heritage Revitalization	190				
References	193				
Dutch Summary	213				
Curriculum Vitae	217				

Acknowledgements

This dissertation would never have been possible without the personal and practical support of numerous people.

I first wish to thank Prof. Dr. Maarten Jansen for inspiring and encouraging me to conduct my PhD research at Leiden University. His comments have always been extremely perceptive and helpful. I am heartily thankful to my co-supervisor Prof. Dr. Willem van Gulik whose guidance and support enabled me to develop an understanding of the thesis. I would also like to thank the Faculty staff who have helped me in one way or another, especially Dr. Roswitha Manning, Mrs. Claudia Regoor, Mrs. Ilone de Vries, and Mr. Eric Dullaart.

I would also like to express my gratitude to Prof. Dr. Gerard Persoon, Prof. Dr. B. J. ter Haar, Prof. Ti-Chun Tricia Lin, Dr. Gaspar Rivera-Salgado, Dr. Ilona Bausch, Ms Andriamiseza Ingarao, Prof. Orest Murawsky, Ali El Issa, and 張駿逸教授, who shared with me their experience with patience and interest.

My research for this dissertation was extended through fieldwork conducted across the world. Thus I gladly express my gratefulness to Benjamin Maldonado Alvarado, Julian caballero, Shelley Stigter, Yvonne Vizina, Sandra Desnomie, and Lucile Smirnov for their arrangements and assistance with interviews and accommodation.

Many thanks also go to my friends Berik Davies, Pascal Van Houtert, David Hangen, Georg Lorenz, Raed Ghzawi, Dr. M.H.van den Dries, Ilona Heijnen, Laura Osorio, Barbara Ortiz, Ludo Snijders, Martijn Borgir, Willem Liethof, Franci Taylor, Brittany Groot, Alistair Bright, 陳怡雯, 游琇婷, 江明親, 許維蓉, and 林欽惠 who shared their time and thoughts with me during the process of my research in the Netherlands. I am particularly thankful to my good friends Araceli Rojas and Caroline Aretz: we not only studied and relaxed together, but they even travelled with me to Mexico and Canada, and were willing to read some portions of this dissertation and provided useful input.

Last but not least, my deepest appreciation goes to my parents and younger brother. Thank you for your understanding, love and support.