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Indigenous education and heritage revitalization

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Propositions

(Stellingen behorend bij het proefschrift *Indigenous Education and Heritage Revitalization* van Wen-Li Ke)

1. To conduct research in indigenous communities one should be aware of the responsibility of representation. One should consider how to maintain harmonious, mutually beneficial interactive relationships with community members, how to serve as a channel for the subjects to make their voices heard, how to present their voices without distorting the facts, and how to empower the subjects to express their interests.
2. The ulterior aim of conducting research in the field of indigenous education should be to create proper education for improving the learning achievements of indigenous students, as well as to offer opportunities for non-indigenous students to gain a broader and more diversified cultural knowledge.
3. Considering indigenous educational needs from a standpoint of cultural interaction, must lead to a situation that allows indigenous students to share cultural heritage in a safe environment without discrimination. This will allow them to learn mainstream knowledge in an appreciative manner.
4. In order to realize a multicultural society in which there is harmony, equality, and mutual respect, a national education curriculum should include key elements of the cultural heritage of the different peoples in the country, as well as intercultural reflexivity and appreciation of cultural diversity.
5. Bilingual education enables formal schooling through which indigenous children can learn about both indigenous and dominant cultural heritages. Educative practices based on this philosophy, do not only save indigenous language and culture from imminent extinction, but also strengthen the sense of cultural identity among indigenous children.
6. Informal education, such as museums, handicraft training institutions, or venues for displaying and performing cultural routines, such as music, dance, and ritual, is an indispensable educational tool for heritage preservation and revitalization.

7. Only by maintaining or establishing active use of the indigenous language in schools and social environments, and through presenting opportunities for indigenous children will there be hope for language and heritage revitalization.

8. Indigenous art and literature transmit specific cultural knowledge and values. Including these aspects as part of a school curriculum enables indigenous students to develop a positive self image and cultural consciousness, while teaching other students about cultural diversity in their country.

9. It is the responsibility of a researcher who is conducting research concerning the culture, history, language or social reality of a specific community to share the results with that community.

10. Nobody can decide the future living model for any person or people. Before making decisions about social and cultural developments, a community should have full knowledge and understanding of its heritage.

11. Since we cannot and should not prevent cultural interaction from taking place, we should deal with the results of this process with a positive attitude and prevent frictions. Interactions between diverse cultural communities should be explored as creative and fruitful opportunities, leading to the cultural enrichment of individuals and societies as a whole.

12. Understanding unknown knowledge can help a researcher to justify or challenge previously known knowledge which he or she has gained from others' perspectives.