Indigenous Knowledge as a Tool to Promote ESD among Rural Communities through CLCs in Sabah, Malaysia

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2014
***Video Clip
1) Introduction to PACOS & Country situation
2) CLC - a focal point to develop tools for ESD
3) Challenges
4) Conclusion
INTRODUCTION

WHO WE ARE:

- Partners of Community Organisations (PACOS)
- Community based Organisation
- Active since 1987
- Dedicated towards empowering indigenous communities in Sabah
- Two main approaches: 1) develop integrated human resources and (2) establish and strengthen community organisations, so that they can act collectively on their own.
PACOS Network of communities

Main Indigenous Peoples groups:
- DUSUN
- MURUT
- PAITANIC

- 60% are IPs in 3mil population
- 70% lives in rural area
- Mostly farmers

PACOS in 25 AREAS located in 23 DISTRICTS
INTRODUCTION

Very diverse and found in the 3 regions:

Region                               No. of Ethnic Group
1. Peninsular Malaysia             18 ethnic subgroups
2. Sarawak (Borneo - East Malaysia) 25 ethnic subgroups
3. Sabah (Borneo - East Malaysia)  39 ethnic subgroups

Total population of Indigenous peoples 2,606,131
% to the total population of Malaysia 11.5%
CLC – A FOCAL POINT TO DEVELOP ESD

• Oct 2006-Sept 2008 PACOS was part of the ACCU-UNESCO Innovation Programme for ESD in one of its community preschool centre.

• Through this programme we became aware of ESD and started to plan to integrate indigenous knowledge into our community preschool centres.

• We wanted our centres to be a place for ESD to learn and share indigenous knowledge for children, youths, adults.
CLC – A FOCAL POINT TO DEVELOP ESD

• PACOS since 1993 operates community preschool centres, which then evolved to Community Learning Centres (CLC) in 2009
• PACOS now has 22 CLCs in operation
• A centre where community gets information and knowledge
• Resource persons are from the community
Community Learning Center
Focus on:

- Education
  - Community kindergarten
  - After school program:
    - Adults and Youths
    - Children
- Adat/Culture
  - Protocols
  - Traditional music and instrument
  - Traditional dance
  - Language
- Capacity building and empowerment
  - International instruments
  - Gender
  - Health
  - Land rights
  - Resource management
- Revolving fund
  - Homestay
  - Eco-tourism
  - Socio-economy
- Skills & knowledge
  - Organic farming
  - Medicinal plants
  - Handicrafts
  - Weaving
CLC Activities to promote ESD

Children + Education on literacy and Indigenous Peoples’ (IP) knowledge = Continuity of IP’s knowledge and skills to the younger generation
CLC Activities to promote ESD

Women + Weaving, craft, traditional medicine, folklore and farming = Preservation of traditional knowledge
CLC Activities to promote ESD

- Men and youths
- Land use and resource management.
- Cultures and documentations.
- Respect and taking care of resources by Gompi-guno concept.
- Documentation of good practices.
TRADITIONAL KNOWLEDGE = ESD

10 Indigenous Traditional Knowledge system:

1) Belief
2) Social
3) Culture
4) Educational
5) Health
6) Political and administrative
7) Judicial
8) Economic
9) Resource management
10) Agricultural

- All are related with each other
Example of Traditional Knowledge on Resource Management = ESD

Gompi-Guno (use & protect)

- Indigenous concept on resource management
- “Use and protect”
- Ensures that natural resources are utilized in a sustainable matter
- Eg: Tagal (River management)
Tagal - Community river management

- A grass-root initiative on river resource management
- Marking a stretch of river as “no fishing zone” for period of time (1 to 2 years)
- Divide into Red, Yellow & Green Zones
- Fish resources are allowed to reproduce and increase
Tagal indirectly promotes biodiversity conservation & sustainable use.

- Flora and fauna
- Water catchment
- River
CHALLENGES

1. Human resources = volunteer – willingness to continue (the lack of follow-up for implementation)
2. Funds & Time
3. Lack of reference materials & detailed studies
4. Lack of opportunities to develop indigenous knowledge & Indigenous peoples’ education
5. Lack of acknowledgment & recognition
6. Many traditional knowledge not practiced anymore
7. Elders as our source of knowledge getting old
8. Laws that hinder further development
Conclusion

• Kominkan-CLCs are very important as a hub to develop Indigenous Knowledge for education on sustainable development for all.

• The support of all stakeholders is needed for this to happen.

• There is only one Earth, indigenous knowledge is one system of knowledge that can contribute to keeping our world sustainable & beautiful.
Kotohuadan Arigato
Terima kasih Thank you