

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

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# CONTENT

## **\*\*\*Video Clip**

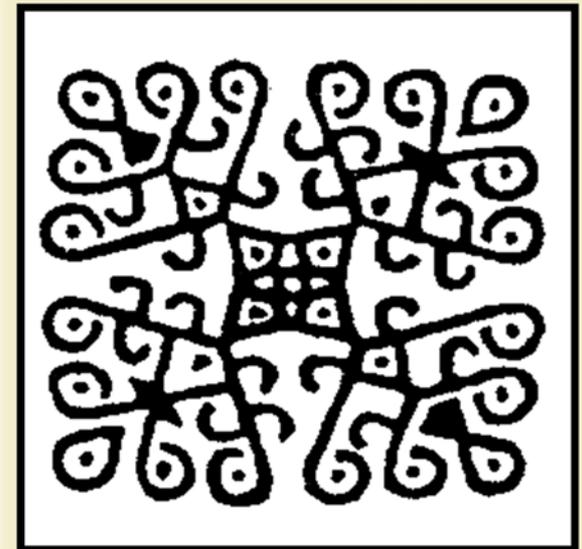
- 1) Introduction to PACOS & Country situation**
- 2) CLC - a focal point to develop tools for ESD**
- 3) Challenges**
- 4) Conclusion**



# INTRODUCTION

## WHO WE ARE:

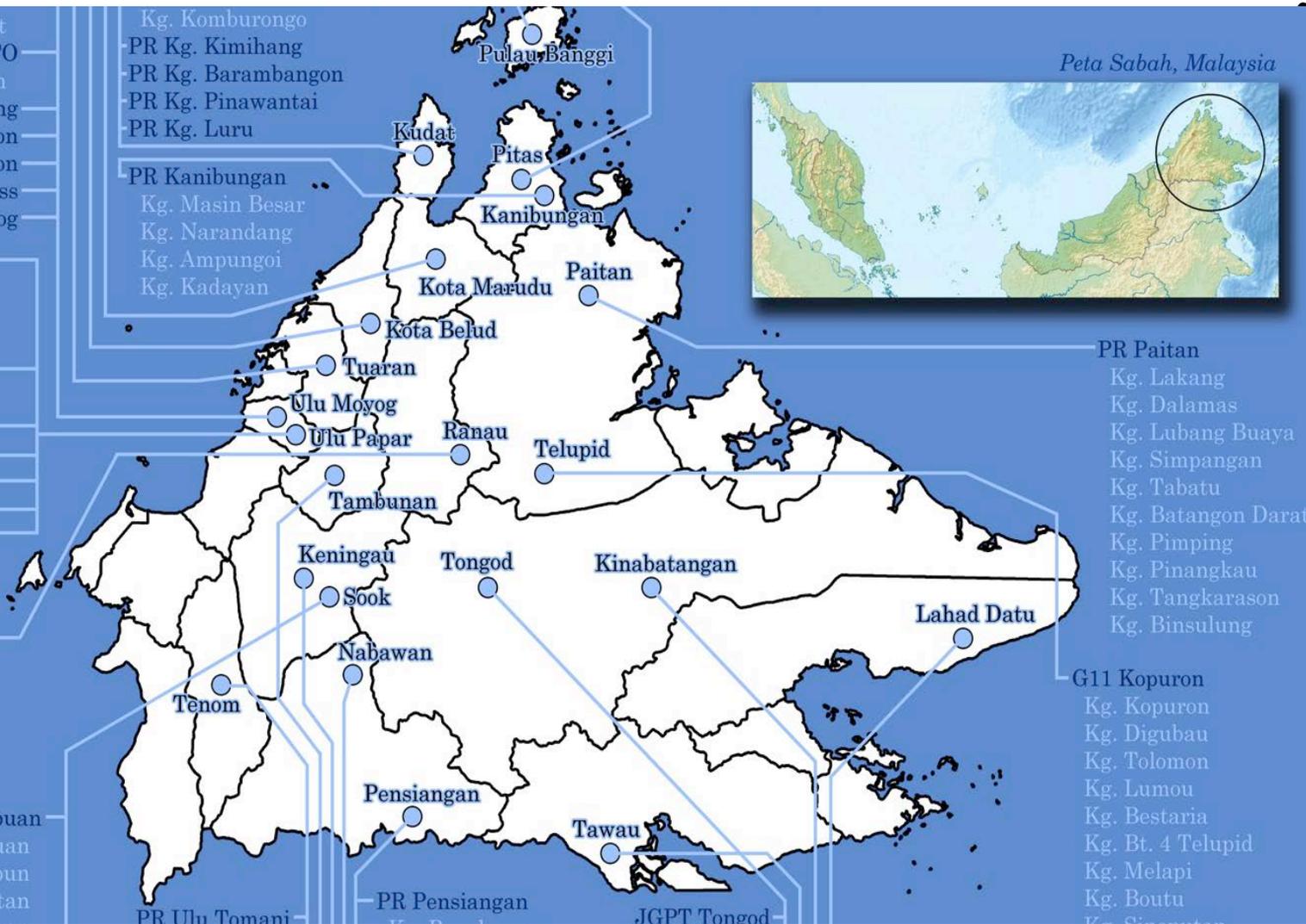
- Partners of Community Organisations (PACOS)
- Community based Organisation
- Active since 1987
- Dedicated towards empowering indigenous communities in Sabah
- Two main approaches: 1) develop integrated human resources and (2) establish and strengthen community organisations, so that they can act collectively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



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# PACOS Network of communities



## Main Ind. Peoples groups:

- DUSUN
- MURUT
- PAITANIC
- 60% are IP's 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**

1. Peninsular Malaysia

2. Sarawak (Borneo - East Malaysia)

3. Sabah (Borneo - East Malaysia)

## **No. of Ethnic Group**

18 ethnic subgroups

25 ethnic subgroups

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



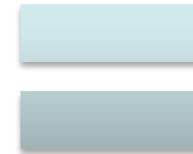
# CLC Activities to promote ESD



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.



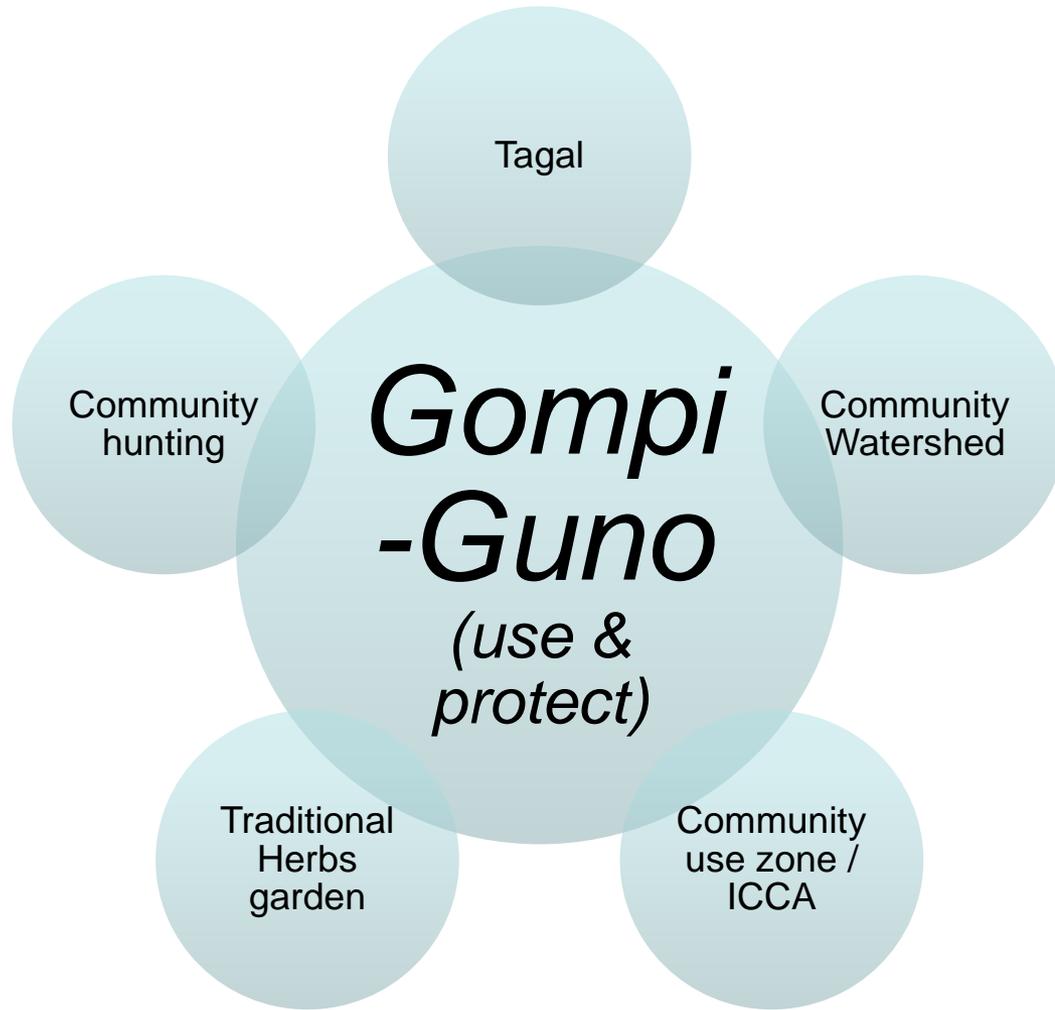
# TRADITIONAL KNOWLEDGE = ESD

## 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



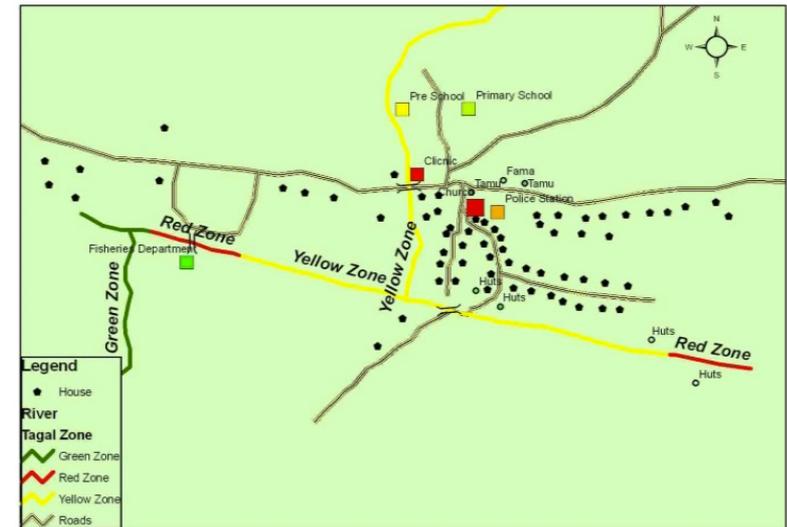
- Indigenous concept on resource management
- “Use and protect”
- Ensures that natural resources are utilized in a sustainable manner
- Eg: *Tagal (River management)*

# 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



BABAGON TAGAL MAP

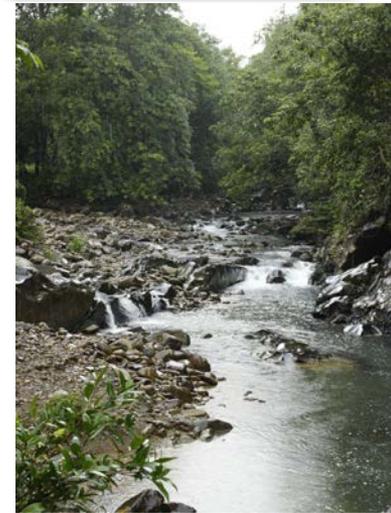
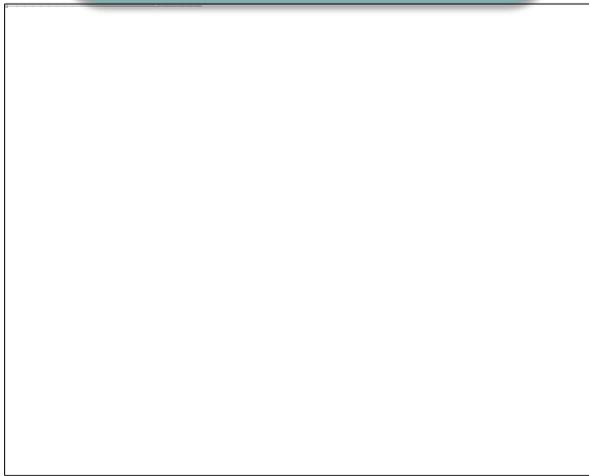


*Tagal* indirectly promotes biodiversity conservation & sustainable use

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



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COMMUNITY  
ORGANISATIONS

**PACOS**



**TRUST**

RAKAN  
MEMBANGUN  
MASYARAKAT