

TEACHING ICH SKILLS AND PRACTICES TO OUTSIDERS: Synopsis by Anyango Okwach

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The Approach

- Use of our experience from a community based enterprise that was set up in 2003 in a rural district in Kenya to:
 - Recollect, demonstrate, train and preserve Indigenous African Knowledge System (IAKS) for food production, conservation and poverty alleviation.
 - Hence the name: CHAKRUOK Centre for His Story in Art and Development (Chakruok is a Luo word which means genesis, the beginning or foundation).
- We target educating by revisiting community past to reconstruct the present and build the future for sustainable development.

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- The Center is also involved in Hand weaving, fine art and collection of Artifacts.

Two Goals/objectives:

- i. Centre for empowering local communities, researching, using and preserving ICH;
- ii. Centre for teaching and training others on African (Kenya – Luo) ICH.

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Premise and Principle

- There can not be sustainable development if ICH, including norms & values, are ignored or lost;
- ICH are the basic foundation (driving force) for the development of tangible heritage (physical goods) in a sustainable manner;
- ICH must be deliberately taught within and outside communities for co-existence and peaceful survival.

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PERSONNEL

- Project Director identify and work with local community members: Especially women and the youth
- Educationists and researchers
- Monitoring and evaluation specialists
- **NB:** Work on practical issues: indigenous food production, weaving and oil extraction

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Organization & Content

- Use of project and family land as demonstration centers
- Revisiting in IKS in theory and practice.
- Growing of sesame, millet, sorghum and traditional vegetables
- Weaving
- Focus Group Discussions and consensus building.

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Teaching Others: Approaches

- 1. Through joint research, demonstration and living within others communities or centers.
- 2. Exchange visits: Youth Camps, developing an ICH targeted curriculum.
- 3. Production of Information, Education and Communication (IEC) materials: dissemination and use in other communities. (Posters, Videos, CDs, booklets).
- 3. Joint writing and publications
- 5. Regional and international workshops

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CHALLENGES

- Establishing a functional coordination center for ICH education- Changing communities perceptions and practices towards IKS;
- Building consensus on ICH and Development material to be used in educating;
- Language barrier;
- Addressing stereotypes and changing others mindsets/perceptions about local ICH;
- Mobilizing resources to support research, exchange and joint ventures;
- Dealing with an erratic power supply in the use of Internet.

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ACHIEVEMENTS

- The CHAKRUOK Center is taking shape.
- We have so far demonstrated the connection between IKS and food production/sufficiency/security; have weaving products.
- Send our goods and information materials to others: Africa, USA, Canada.
- NB: Distribute CHAKUOK fliers/brochures.

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LESSONS LEARNT

- Actual data is needed to make ICH education successful;
- Once households are educated in ICH and food production, they practice what learned;
- Educating own community and outsiders on ICH needs resources, commitment and
- Use of practical examples.

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