Mini Forum 2-Subtheme 1: Innovations in policy, planning, service delivery, monitoring and evaluation to reach marginalized children in rural remote areas of Sabah, Malaysia

Anne Lasimbang, PACOS Trust Sabah Malaysia
Asia-Pacific Regional Policy Forum on Early Childhood Care and Education (APFEC) 2016, Putrajaya Malaysia.
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.
EARLY CHILDHOOD CARE & EDUCATION

- ECCE Started in 1993 – as a solution to the lack of access to preschool education in rural communities. Started with 1 pilot centre.
- 2009, 19 villages that have community preschool/kindergarten centres expanded to become Community Learning Centre (CLC)
- 2012 - 22 CLC (CLC Komburongo, CLC Alab Lanas & CLC Abingkoi)
- 2016 - 25 CLC (CLC Lakang, Paitan; CLC Lirung, Pensiangan & CLC Tiku, Penampang)
- These CLCs provide formal education for children below 6 year old and also empower individuals and promote community development through life-long education for all people in the community - adults, youths and children
- A centre for learning & sharing traditional knowledge by the elders in the community who have skills and knowledge in crafts, traditional songs, stories, medicine, carpentry and others.
Community Learning Centres, Sabah

CLC Tiong, Tamparuli
CLC Kodong/Kandang, Pitas
CLC Kipouvo, Penampang
CLC Liu, Pitas
CLC Imusan, Tongod
CLC Tungkuyan, Kuamut, Kinabatangan
CLC Kibunut, Penampang
CLC Togundon, Penampang
CLC Komburongo, Kudat
CLC Kalampun, Keningau

CLC Tinangol, Kudat

CLC Balat, Kinabatangan

CLC Tampasak, Tongod

CLC Terian, Penampang

CLC Buayan, Penampang

CLC Alab Lanas, Sook
Sarawak Community Learning Centre

Long Lateh

Long Belok

Long Keraang

Long Nuten

Ba Abang
1. **Policy innovations** – i) every child counts; ii) ECCE teacher must be from the community itself.

2. **Planning Innovations** – the community must be involved from the very beginning of the ECCE programme.

3. **Service Delivery Innovation** – i) Expertise from within; ii) Networking; iii) Community contribution is very important no matter how small; iv) connecting ECCE to traditional knowledge & local culture
INNOVATIONS

   i) on-site
   ii) centralised
CONCLUSION
Basic Literacy
• ECCE/Kindergarten
• Adult classes

Skill training/IGP
• Handicraft
• Organic farming
• Carpentry
• Indigenous technology
• Indigenous knowledge (herbs, healing & massage)
• IT skills

Culture
• Community protocol
• Birth, Marriage
• Death
• Resource management
• Festivals
• Traditional music & dance

Awareness raising/Empowerment
• Health & sanitation
• Gender issues
• Individual basic rights
• International Instruments (CRC, CEDAW, UNDRIP, etc)

EARLY CHILCARE & EDUCATION at the CLC
THANK YOU
KOTOHUADAN
TERIMA KASIH