



# Encouraging youth participation in the revitalization of traditional knowledge and practices: challenges, solutions and recommendations



Sustainable use = one of the 3 main objectives of the CBD

= CBD cross-cutting issue

### **Article 10. Sustainable Use of Components of Biological Diversity**

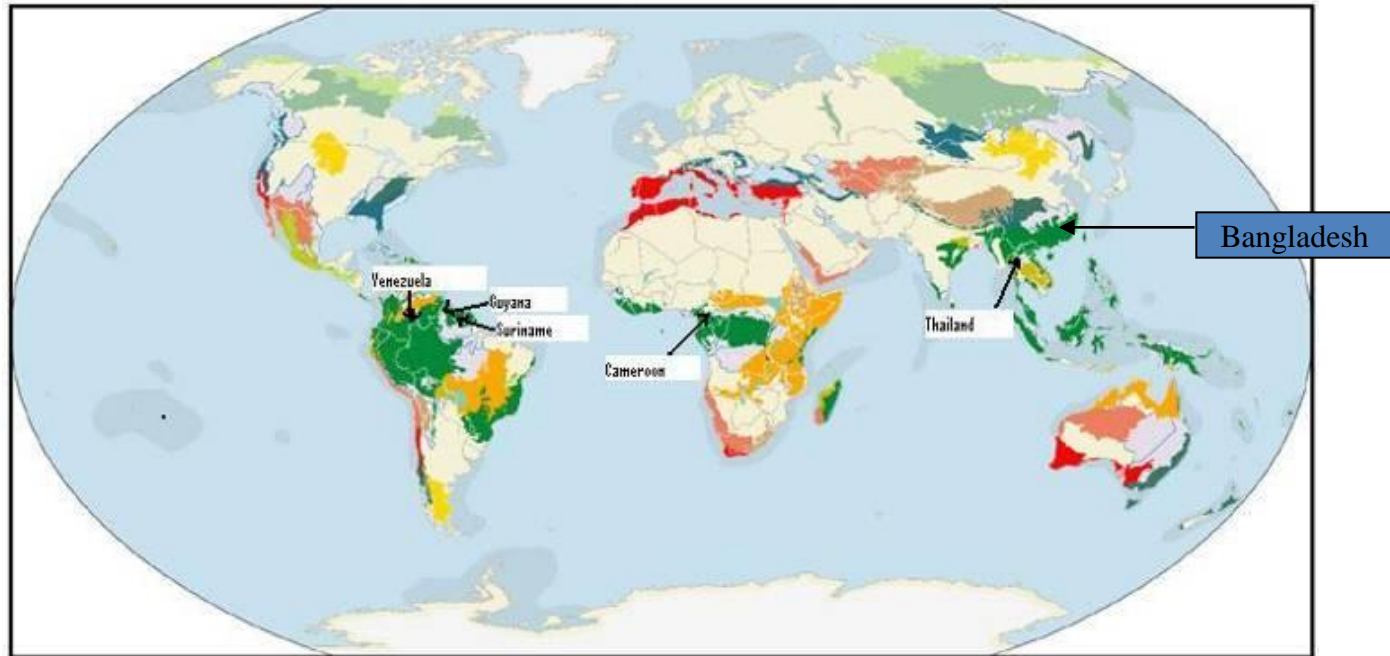
Each Contracting Party shall, as far as possible and as appropriate:

(c) Protect and encourage customary use of biological resources in accordance with traditional cultural practices that are compatible with conservation or sustainable use requirements



10(c) is also a related provision of Article 8(j) on 'traditional knowledge, innovations, and practices'

# FPP 10(c) Cases: Where & Who?



- Venezuela by Sanema and Ye'kwana IPs
- Guyana by Wapichan IPs
- Suriname Lokono and Kalina IPs
- Thailand by Karen and Hmong IPs
- Cameroon with Baka IPs
- Bangladesh with Sundarbans resource users (incl. Munda IP)

**So what are some of the challenges and obstacles in retaining and using traditional knowledge and practice of sustainable resource use and transmitting them to younger generations?**

# Principle challenges

- **Lack of recognition of land and resource rights (or no access to and control of resources)**
- Lack of recognition and respect of customary laws, use and traditional knowledge
- Conventional protected areas restricts use of territories and resources and may lead to conflict and unsustainable use.
- External threats (e.g. extractive industries and major development on lands and territories)
- **Mainstream mono-lingual education solely focused on science and technology generally does not value indigenous peoples knowledge, generating a wide gulf between elders and youth**
- Limited or no participation in policy-making that affect IP's lives and areas

# 1. No access to and control of resources

## Example: Sundarbans mangrove forest (Bangladesh)

- According to forest law the Sundarbans is a *reserve forest* and any kind of activities are strictly restricted by Forest Department.
- Traditional resource users depend on Sundarbans for livelihoods and have always sustainably harvested forest products
- Corrupt forest officers issue permits to outsiders while traditional resource users can hardly get a permit
- Large-scale unsustainable resource collection threatens Sundarbans



## **Why are land and resource rights important for customary use?**

- Access to and control of resources is a fundamental requirement to maintain and practise customary use and traditional knowledge in the daily interaction with biodiversity.
- Lack of access to lands and resources prevents youths from learning about their customary resource use.

# Mainstream education and assimilation policies

- Sedentary, farming lifestyle forced on Baka hunter-gatherers in Cameroon who were removed from forest due to National park.
- Baka education: **Transmission of knowledge and skills in the forest** replaced by school
- School system reinforces negative view of Baka way of life and devalues their knowledge and mono-lingual system devalues indigenous language and fails to understand indigenous concepts (eg elephants)
- Karen people in Thailand also taught that their world had no value generating inferiority complex and identity crisis and social problems.



- **Many current education systems are aimed at assimilation and reinforcing non-indigenous languages**
- **This can lead to the loss of indigenous languages, local knowledge and related practices and alienation of the youth.**
- **Loss of language leads to loss of biodiversity knowledge: other languages cannot explain the concepts**



So what are some of the  
proposed **solutions?**...

**Some community initiatives...**

# Community resource mapping



Community mappers (mostly youth) trained to collect data

Use of GPS/GIS

Fieldwork – youth and elder exchange.

Group discussions, interviews

Community validations

Corrections and revisions





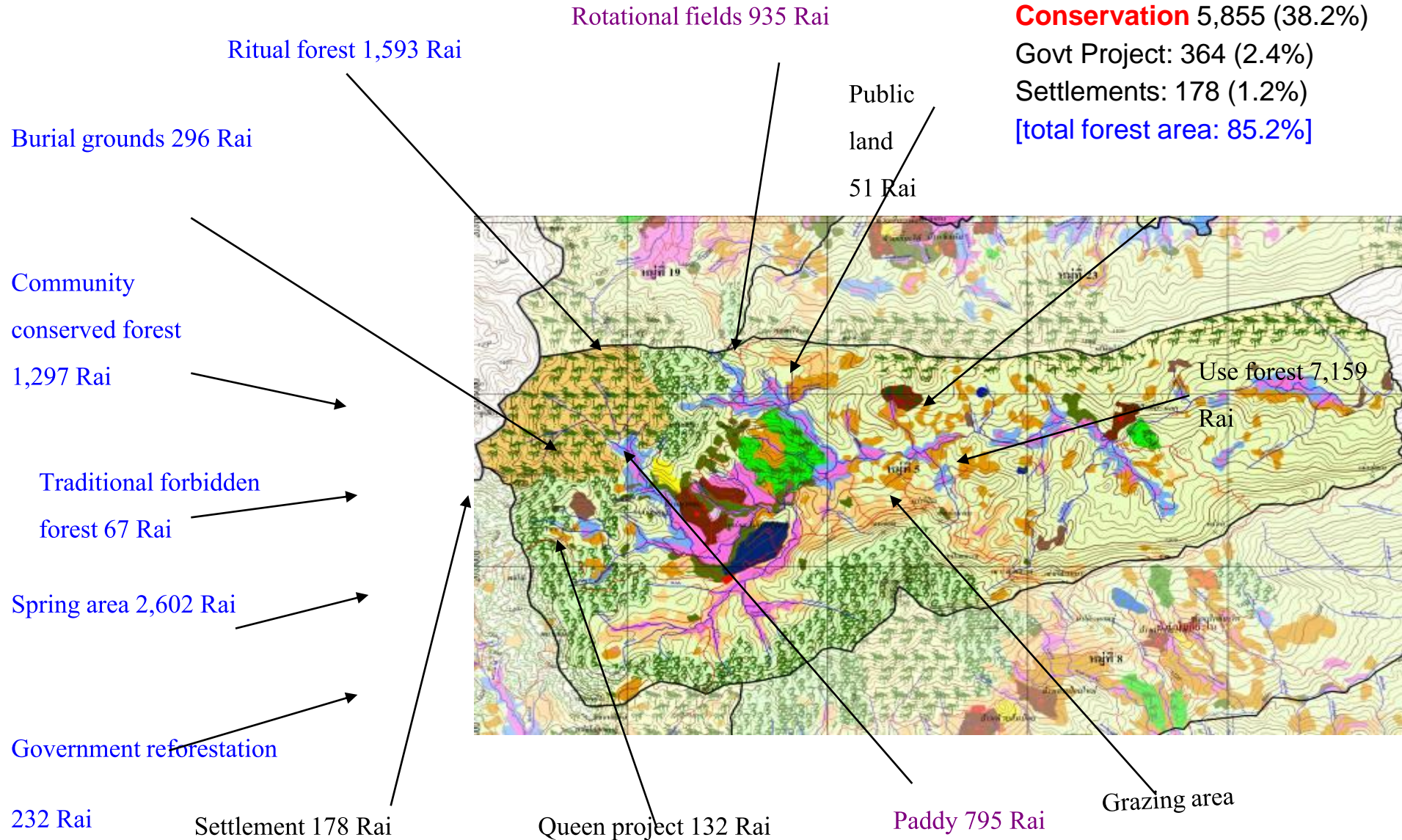
## Cameroon:

Training to use GPS systems:  
difficult because most Baka are  
non-literate

GPS adapted: the computer screens are marked with **symbols** which they can press to  
record an important site or resource

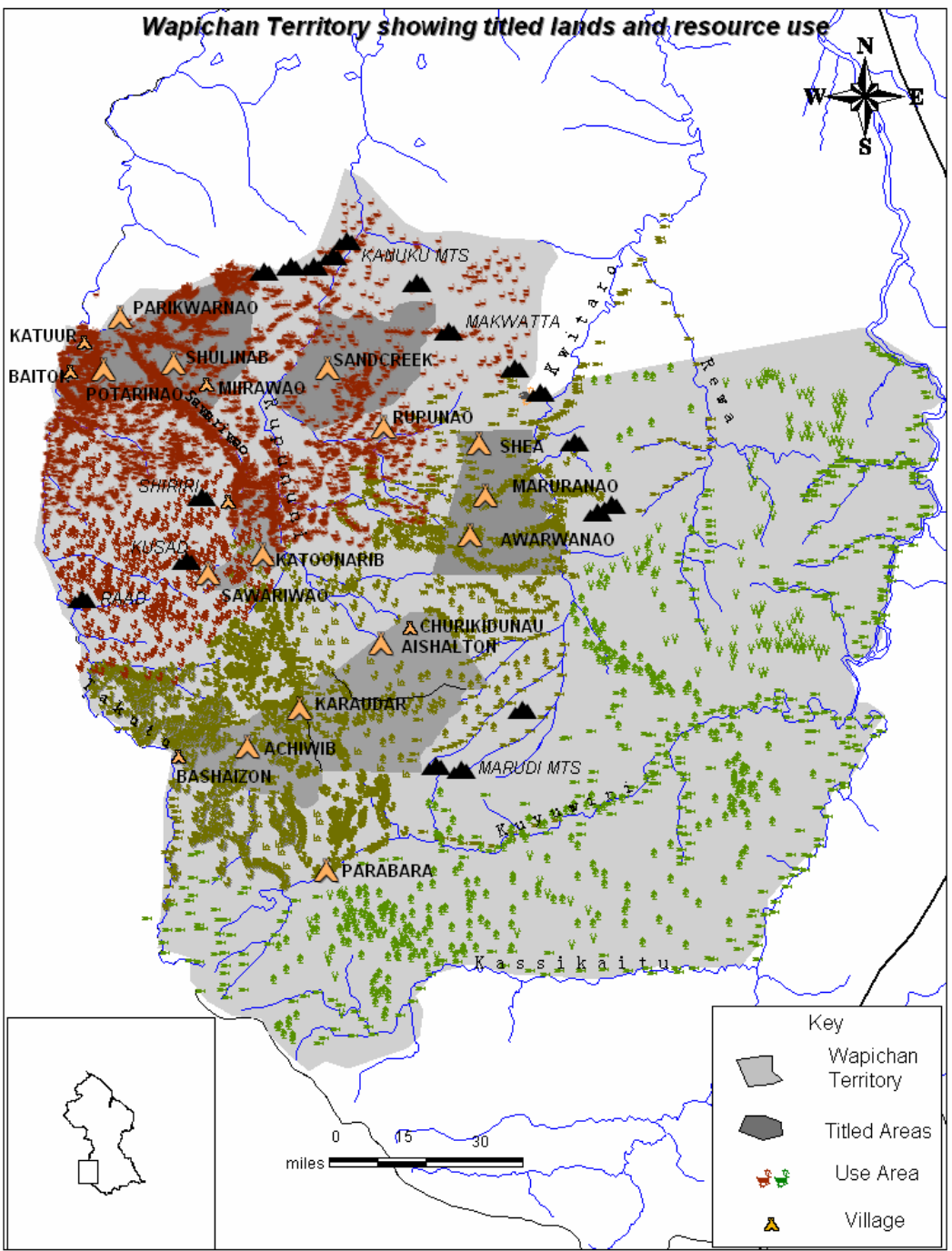
# Thailand: land use map of Khuntae village

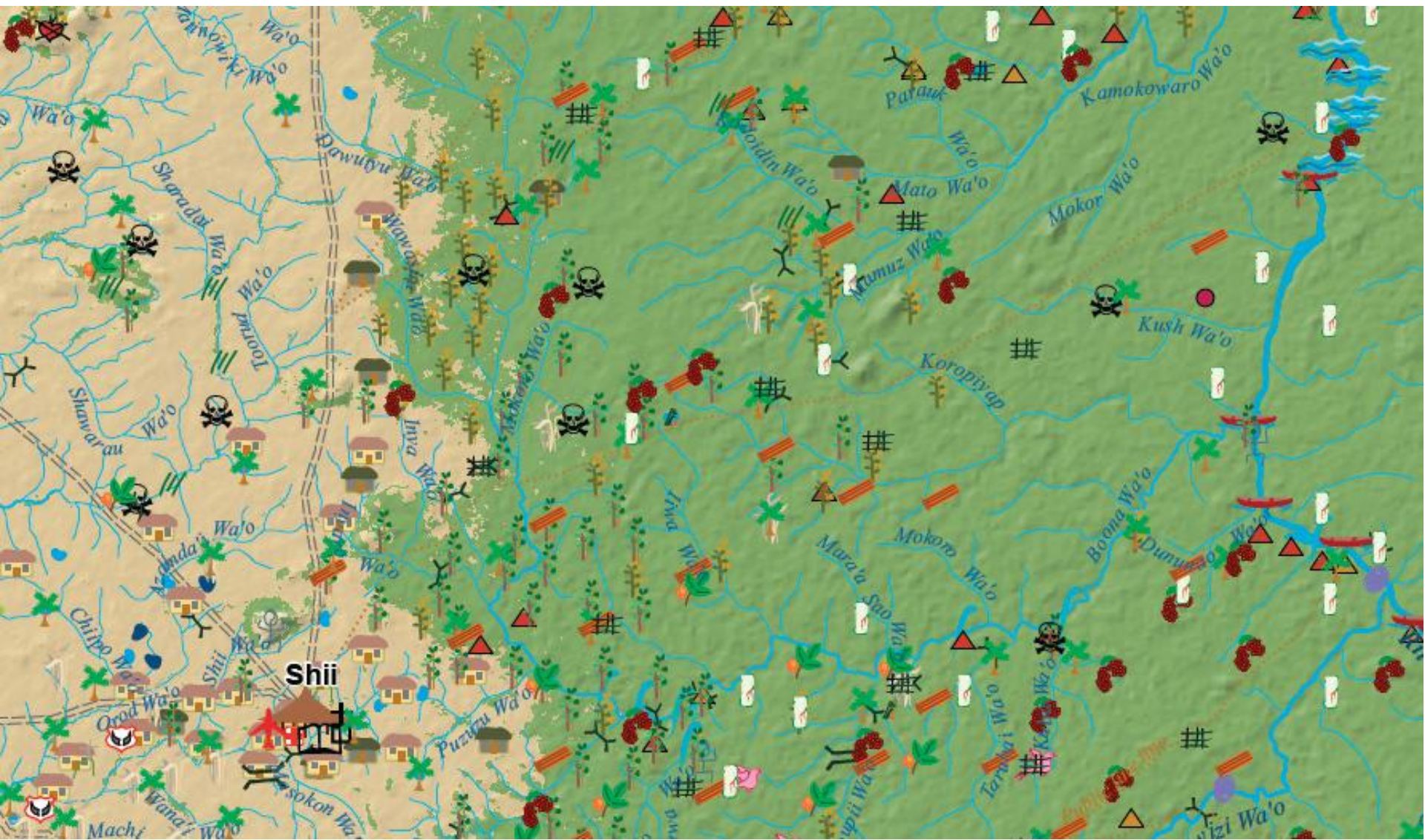
**Total area: 15,337 Rai**  
Farming: 1,730 (11.2%)  
Use Forest: 7,210 (47%)  
**Conservation** 5,855 (38.2%)  
Govt Project: 364 (2.4%)  
Settlements: 178 (1.2%)  
[total forest area: 85.2%]



- **Entire area:** Wapichan Concept of occupation and use and area requested in 1967 Amerindian Lands Commission.

- **Dark grey:** Titles representing government's concept of community occupation and use







## BAOKOPA'O WA DI'ITINPAN WADAUNIINAO ATI'O NII

Kaimanamaña'o, wa zaamatapan, wa di'itapan na'apamnii wa  
sha'apatan Wapichan wiizi Guyana'ao raza

## THINKING TOGETHER FOR THOSE COMING BEHIND US

An outline plan for the care of Wapichan territory in Guyana



# Purpose and use of the maps

- Give insight in the scope of traditional territories
- Demonstrate traditional occupation and use of traditional territories
- Exchange between youth and elders (eg Karen).
- Increase communities' awareness of territory and customary use
- Basis for further management planning
- Foundation for applications to secure legal recognition of customary lands.

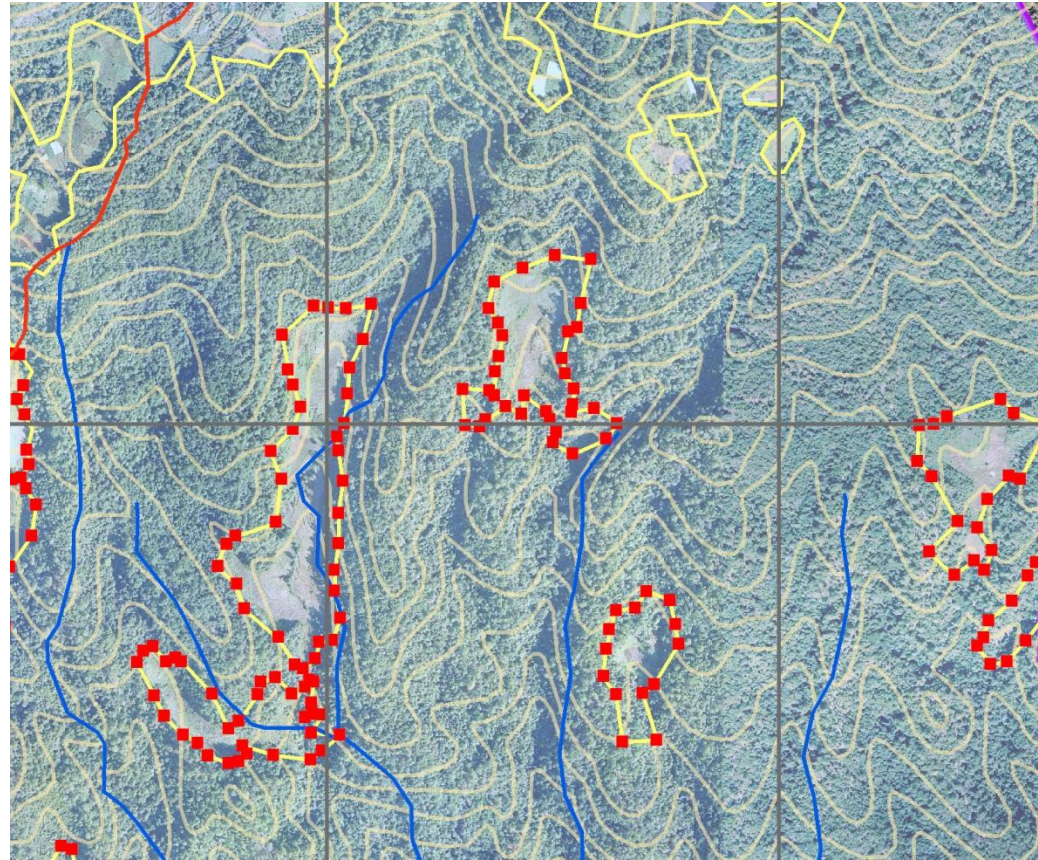




Community-based monitoring of illegal logging activities.



# Demarcating community land use zones in areas overlapped by the Ob Luang National Park



# Initiatives to protect and maintain traditional knowledge and practices (skills) related to sustainable resource use



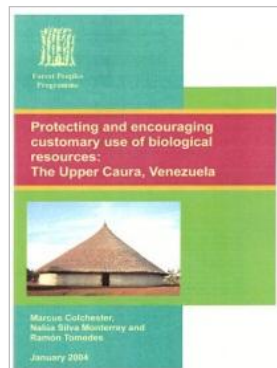
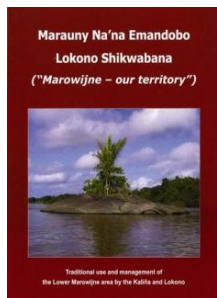
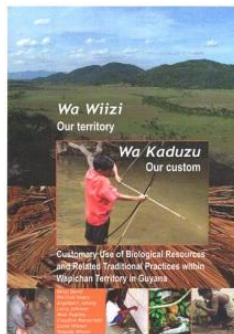
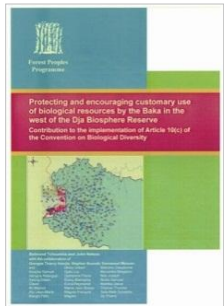
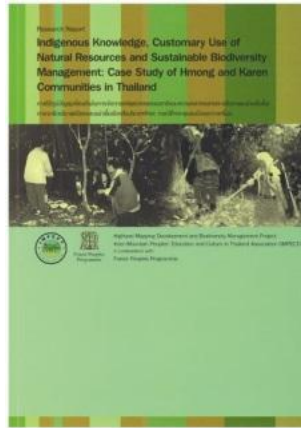
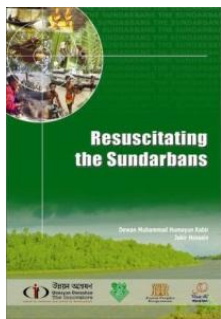
Karen and Hmong in Thailand: teaching knowledge of edible wild foods and rattan basket weaving



# Transmitting traditional knowledge and skills to youth



Indigenous Education Festival, Suriname



# 10(c) case studies and related publications:

- explain customary management systems and important role of customary laws & institutions.
- demonstrate value of customary practices and traditional knowledge
- Propose concrete recommendations
- Now used in schools to develop culturally appropriate curricula (eg Suriname).

**Also: VIDEOS**

# Recommendations to IPSI

1. Support indigenous peoples and traditional resource users to achieve **secure land and resource tenure** so that they can continue to practice traditional knowledge and customary sustainable use and pass these down to future generations
2. Support indigenous peoples to develop their **own sustainable use** initiatives (e.g. resource mapping and management plans)
3. Promote **culturally appropriate education** (including by stimulating the use and revitalisation of indigenous languages and traditional knowledge in educational policies and programmes)

**Thank You**

